

**EXPLORING EFL SENIOR HIGH SCHOOL
STUDENTS' MOTIVATION IN LEARNING
SPEAKING USING DIGITAL STORY**

THESIS

Submitted in Partial Fulfillment of the Requirement
For degree of Bachelor of Education
In English Education



By:

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Assalamualaikum wr.wb

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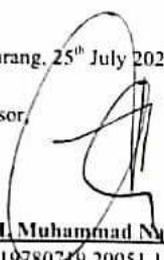
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MOTTO

“Never feel the most lost if you fail,
and never feel the most successful if you win.”

AR

ABSTRACT

Title : **Exploring EFL Senior High School Students' Motivation In Learning Speaking Using Digital Story**

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The purpose of this study was to explain the motivation of EFL High School students in learning to speak using digital stories. This research was descriptive research with a qualitative method. The participants were twenty high school students taken from class X, MA Tholabuddin Masin, Batang, Central Java. Interviews and documentation were used to collect research data. Data were analyzed and interpreted using qualitative procedures such as data reduction, data display, and drawing conclusions. Students stated that Digital Story is a unique, interesting, and new learning for students. However, from learning speaking using digital stories, some students expressed different views. This view is about the disadvantages of using digital stories in learning speaking, namely it takes a long time, requires large mobile memory, and requires a broad understanding of technology in students. This is only felt by some students, for most students learning speaking activities using Digital Stories also provide an increase in students' self-regulation in learning to speak. Students stated that with Digital Stories students can practice speaking English by using digital media. Digital Story also gives students confidence and can overcome students' fears in learning to speak English.

Keywords: *digital story, EFL learners' point of view, motivation learning speaking.*

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The author realizes that this thesis would not be completed without the advice, encouragement, motivation, guidance, help, and support from the people around her. Therefore, she would like to express here deepest gratitude and appreciation to :

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- Finally, the writer will gladly accept constructive criticism and suggestions because the researcher realizes that this final project is still not perfect. And the researcher hopes that this research can be useful for all parties who need additional reading related to this research topic.

Semarang, July 25th, 2022

The Writer



Anik Rizqiyah

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CHAPTER I

INTRODUCTION

This chapter describes the background of the research which explains the reasons why the researcher conducted this research. Then the formulation of the research problem is formulated as well as the objectives of this research. This is followed by the importance of research that informs the benefits of research. And the last part of this chapter presents the significance of the research.

A. Background of the Research

In learning English there are four skills that must be known, namely; Speaking, Listening, Writing, and Reading. Many people said that speaking is one of the most difficult and important skills because it is a benchmark for one's language mastery in addition to grammar mastery.¹ Some people have many problems related to learning through the speaking system. This can be seen when a student learns to speak a second language the student does linguistic input and has to generate thoughts in a spoken way and at the same time, anxiety while learning English has a very detrimental impact. Because a student who always feels anxious when learning a second language will experience a loss of communicative competence. Therefore, students should be able to

¹ Sebastianus Menggo, 'English Learning Motivation and Speaking Ability', *Journal of Psychology and Instructions*, 2.2 (2018), 70 <<https://doi.org/10.23887/jpai.v2i2.15979>>.

overcome and find their mistakes when they learn a second language. In addition, speaking skills are also considered the main skill because a child when is small, the main thing he learns is learning to speak his mother tongue, whereas learning is done before the child learns other things such as learning to read or learning to write. One's ability to speak English can be judged by others as proficient in English. Because most people think that a person's proficiency in learning English is seen by his speaking ability.²

There are several problems for students in learning to speak English. And the main problems that often occur to students in learning to speak English are affective, social, and language problems.³ But from some of the main problems, students are more likely to have problems related to affective. Affective-related problems include attitudes, self-confidence, motivation, anxiety, duration of language, exposure, class conditions, environment, student, and teacher competencies. Students are more likely to have problems speaking English related to affective because of several reasons that students often say are anxiety, lack of confidence, and nervousness.

² Annury, Muhammad Nafi, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', (*Journal of Language Teaching IAIN Salatiga*, 2013), P.200

³ Jaya, Hariswan Putera, and friends, 'Speaking Performance and Problem Faced by English Major Students at a University in South Sumatera', (*Indonesian EFL Journal (IEFLJ)* 2022), Vol. 8

Many students feel inferior or embarrassed when they make mistakes when learning to speak in class.⁴ Lack of self-confidence also prevents students from trying to learn to speak a second language. Students will prefer to be silent and say nothing rather than be embarrassed when they make a mistake. A big mistake a student made and it became a habit.

However, this perception can be changed by every student if students have the perseverance to try and do it well. It is necessary to change the mindset of students who tend to feel ashamed, feel inferior, and feel anxious. Anxiety has two sides, namely anxiety in useful and debilitating literary works.⁵ So students must be able to master their anxiety and become profitable for themselves.

And from other affective-related problems, another problem is the lack of student motivation in learning to speak English. Usually, students who do not have motivation will be lazy to follow the lesson. Therefore, motivation is the main thing in learning of course every student must have motivation in participating in learning. Motivation is an impulse to move forward or move to do something, especially in learning a foreign

⁴ Reni Puspitasari, Dwi Lestariyana, and Handoyo Puji Widodo, 'Engaging Young Learners of English with Digital Stories : Learning to Mean', 8.2 (2018), 489–95 <<https://doi.org/10.17509/ijjal.v8i2.13314>>.

⁵ Sibel Ça, 'Examining EFL Students ' Foreign Language Speaking Anxiety : The Case at a Turkish State University', 199 (2015), 648–56 <<https://doi.org/10.1016/j.sbspro.2015.07.594>>.

language.⁶ Motivation is the main thing that is important because it affects the success of learning. Therefore, a teacher can increase motivation in form of new teaching and follow the conditions of students.⁷ In addition, new and varied teaching methods will create different feelings, not only motivate students. However, they can also develop the creativity of their students. So that students can develop themselves with the teaching methods provided by the teacher.

In this era of technology, of course, it is not difficult to create these new things technology has brought many changes of course in various fields. Both in the world of business, and government to the world of education. Therefore, an educator in the 21st century has a formidable challenge to create quality and interesting education.

An effective learning strategy that combines traditional literacy and something new is learning example using technology that is widely used by educators in dealing with this technological world.⁸ Of course, it is not a very easy and easy thing. Because

⁶ Seven, Mehmet Ali, 'Motivation in Language Learning and Teaching', (*Turkey: African Educational Research Journal Special Issue* 2020), 8 (2)

⁷ KC Williams and CC Williams, 'Five Key Ingredients for Improving Student Motivation', *Res High Educ J*, 12 (2011), 1–23.

⁸ Jo Shan Fu, Shih Hsien Yang, and Hui Chin Yeh, 'Exploring the Impacts of Digital Storytelling on English as a Foreign Language Learners' Speaking Competence', *Journal of Research on Technology in Education*, 0.0 (2021), 1–16 <<https://doi.org/10.1080/15391523.2021.1911008>>.

once again that the main success factor for students to be able to speak English is the students themselves be able to, then students can do things that make them give up to continue their efforts in learning to speak English.

The involvement and participation of students in the learning process are highly dependent on students' motivation and interest in learning. Because students who have motivation and interest will more easily accept the knowledge they are learning. Because students will tend to be willing and enthusiastic to give time and spend it to learn, of course in this case to learn a second language, especially speaking.⁹

In learning English itself, two dimensions must be mastered by a language learner, namely the affective and cognitive dimensions.¹⁰ Where the affective dimension includes motivation, beliefs, and attitudes. And this is where the affective dimension, especially in motivation, has a big role in determining student success in language learning. Because motivation is the main driver in students.¹¹ Several verses of the Qur'an explain the importance of learning motivation that

⁹ Da Jung Diane Shin and others, 'The Role of Curiosity and Interest in Learning and Motivation', *The Cambridge Handbook of Motivation and Learning*, 2019, 443–64 <<https://doi.org/10.1017/9781316823279.020>>.

¹⁰ Yongliang Wang, Ali Derakhshan, and Lawrence Jun Zhang, 'Researching and Practicing Positive Psychology in Second/Foreign Language Learning and Teaching: The Past, Current Status and Future Directions', *Frontiers in Psychology*, 12 (2021) <<https://doi.org/10.3389/FPSYG.2021.731721/FULL>>.

¹¹ Kevser Hava, 'Exploring the Role of Digital Storytelling in Student Motivation and Satisfaction in EFL Education', *Computer Assisted Language Learning*, 0.0 (2019), 1–21 <<https://doi.org/10.1080/09588221.2019.1650071>>.

must be owned by a student. And one of them is contained in the Qur'an sura Ar Ra'd verse 11, Allah says:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِن وَّالٍ

Meaning : Say: "For him (the messenger) is a succession of angels before him and behind him; they guard him by the command of Allah. Surely, Allah changes not the condition of a people until they change that which is in their hearts. And when Allah wishes to punish a people, there is no repelling it, nor have they any helper beside him.¹²

If we look at the verse above, nothing is impossible if we try. By looking for solutions to the problems we face. For example, if we could not walk as babies, that doesn't mean we are all meant to be unable to walk. Because human nature is destined to strive, so when we were given teaching, namely by learning to walk. As we try to walk, we start by crawling, standing, and walking slowly. Everything requires a process and effort so that we can create change.

Likewise, in learning to speak English, the student must continue to work on problems in learning a second language, especially in speaking. For an English teacher, of course, it is an obligatory task to find and create solutions to problems that occur to the student. So in the context of a student's difficulty in speaking English, of course, there is a way out. One of the efforts that a teacher can do is to create motivation so that a student does not give up trying. As explained

¹² Maulawi sher Ali, 'The Holy Qur'an: Arabic Text and English Translation', (Tilford UK: Islam International Publication Ltd, 2015), P. 277

above, the present is an area that is very easy to learn science in all fields. Of course, white the convenience, the teacher will be much more able to develop the motivation that will be given to these students. And this motivation can also be combined with circumstances, namely by creating new ways of learning by combining stories with a digital world or we can call them digital stories.

We can see a little of the history of Digital Stories in the 1990s in America, where digital stories have existed and were developed by the Center for Digital Storytelling. And used as a constructivist instructional strategy to create a learning experience by integrating technology. From the name alone, we can distinguish that digital storytelling and storytelling are almost the same, that is they are both telling stories or personal narratives.

Digital storytelling is the amalgamation of the art of storytelling with a mix of digital media, including text, images, recorded audio, narration, music, and video.¹³ Digital stories are also used as a new impetus in learning traditional storytelling. This learning will motivate students in learning to speak English. Because with this digital story, students can apply knowledge from various disciplines by using 21st-century modern skills.¹⁴ And besides having a good impact on

¹³ Bernard R. Robin, 'The Power of Digital Storytelling to Support Teaching and Learning', *Digital Education Review*, 30, 2016, 17–29.

¹⁴ Elif Aktas and Serap Uzuner Yurt, 'Effects of Digital Story on Academic Achievement, Learning Motivation and Retention among University Students', *International Journal of Higher Education*, 6.1 (2017), 180 <<https://doi.org/10.5430/ijhe.v6n1p180>>.

motivation, digital storytelling will also have a big impact on students' right brain development. Because besides they will try to pronounce and pronounce English well, and they will hone their creativity in making digital stories.

Many have argued that digital storytelling has had a huge impact on literacy, because of the integration of traditional literacy, writing, reading, and storytelling with something new, namely technology, so that a student will teach use digital storytelling to create student motivation in learning to speak English. There are several media to support learning using digital storytelling, including students can use social media such as Youtube, Facebook, Instagram, and other social media for collecting assignments. In addition to social media, teachers can also direct students to get to know learning media using technology such as Google Classroom, Google Drive, Whatsapp Group, and so forth.

A review of the literature in a study is useful for the formation of a basis or theoretical basis which will later be used for the study of the research. The theoretical basis will later be used for the study of the research. The theoretical basis that will be taken can be the result of previous research that is relevant to the research of researchers or the opinions of experts in their fields regarding the subject to be taken. After grouping several previous studies, it is hoped that the researcher can map out the location of the differences between the studies to be discussed to maintain the authenticity of this research. Regarding previous research, there are several that are relevant to the researcher's discussion, including:

The first research conducted by Kevser Hava in 2019 explored the effects of Digital Storytelling. This research shows that storytelling activities using digital have a good effect on students. They experienced an increase in terms of motivation in learning. Where the research was conducted by conducting trials with students for 9 weeks with the learning method using digital stories. And the results are very good for students because, in addition to having an impact on motivation and satisfaction, it can increase learning vocabulary, writing, and speaking skills in EFL education.

Another study was also conducted by Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsiu-Ting Hung in 2020 regarding testing the effectiveness of Digital Storytelling in learning English. This test also explains the importance of the concept of Digital Storytelling for students to make the life order taken by students to be creative and innovative. Of course, the training carried out by researchers using both pre-tests and pro-test resulted in differences in the performance result of the students in making this digital story script. In addition, researchers tested foreign language students to create digital story schemes with small groups, which were expected to increase success in building commensurate student integrity and become recommendations for new ways of education.

The two studies become a reference for researchers in the research to be carried out. The research was conducted on EFL High School students, namely to explore students' motivation in learning to speak English using Digital Storytelling. With this, the researcher wants to develop from existing research by knowing students' perceptions of

the learning method applied in schools. Because previous research, was more focused on the impact of Digital Storytelling when applied to EFL students. Still not focused on students' opinions on learning by utilizing technology, especially in learning to speak English.

B. Reason for choosing the topic

This study discusses the motivation of EFL High school students in learning to speak using Digital Storytelling. The researchers' reasons for choosing this topic are as follows:

1. The researcher wants to analyze EFL learners' views about learning to speak using Digital Story.
2. The researcher want to know the motivation of EFL High School students in participating in speaking learning.

C. Research Question

To find out the focus of the research, therefore the author formulated several research questions related to the research focus. Some of these questions are as follows:

1. How do EFL senior high school student's point of view the learning speaking using Digital Story?
2. How is the students' motivation in learning speaking using Digital Story?

D. The Objectives of the Research

The following are the research objectives to be achieved by researchers following the formulation of the problems that have been described and become the focus of research:

1. To describe EFL senior high school students' point of view of learning speaking using Digital Story.
2. To explain the motivation of EFL high school students in learning speaking using Digital Story.

E. Limitation of the Research

The study focuses on knowing the motivation of EFL High School students in learning English using Digital Story. Utilization of technology in education and developing new methods in learning English. Especially in today's era where almost everything uses technology. Therefore, the researcher wants to know how much motivation the students got in using the new method of learning to speak English using Digital Story.

F. Significance of the Research

With this research, researchers hope that this research can provide benefits for readers, students, researchers themselves, and further researchers. The significance of the research is as follows:

1. Theoretical Benefits

The researcher hopes that the research results can provide an overview and additional information to readers about new teaching about speaking English using innovations, namely by combining stories and technology.

2. Practical Benefits

a. For Students

This research can provide many benefits for students. Especially in learning to speak English. Provide new experiences to students about new learning in school in learning to speak English.

b. For Teachers

With the results of the research, it is hoped that a teacher can get innovations in teaching storytelling and explore students' views on learning to speak English using Digital Story.

c. For Writers

Researchers get a lot of benefits from experience in applying new learning methods in speaking English using Digital Storytelling. And the researcher hopes that this research is really useful for others.

d. For other Researchers

From the results of this research, the researcher hopes to be a reference for other studies to conduct similar research. And hopefully provide additional information on the research being researched.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights three main points (i) Previous studies of the research, (ii) Theoretical review, (iii) Conceptual framework, and (iv) Theoretical framework that ideally discusses the application of Digital Story in teaching speaking skills to high school students.

A. Previous Research

The researcher found some previous research literature that is relevant to the current research. The researcher used some of the previous literature as guidelines and comparisons for the authenticity of the research.

The previous literature is as follows:

The first study was conducted by Kevser Hava (2019) entitled “Exploring the role of digital storytelling in student motivation and satisfaction in EFL education”. The purpose of this study was to determine the effect of digital storytelling on students’ motivation and satisfaction in learning English for EFL students. In addition, this study also explores students’ opinions about digital storytelling used in the learning environment. And the result of this study is that there is a high increase in students’ self-confidence, attitudes, and

personal use.¹ The results showed that digital stories can be used as an effective learning method in language learning. One of them can increase students' motivation in learning English. The quantitative design was used in this study, by conducting pre-test and post-test. The data was taken from a questionnaire about learning a language. This study also showed positive results of opinion on the use of digital storytelling. These positive opinions include vocabulary, writing skills, digital skills, entertaining, speaking skills, and others. The similarity of previous research with this research is the measurement of student motivation in the use of Digital Storytelling in EFL student learning.

The second study was conducted by Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsui-Ting Hung (2020). The research is entitled "Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking". This paper aims to provide a broader overview of the literature on the application of Digital Storytelling when used in school curricula.² This digital use provides a comparison with traditional teaching that contributes to learning so that it can improve and develop rapidly.

¹ Kevser Hava, 'Exploring the Role of Digital Storytelling in student Motivation and Satisfaction in EFL Education', (*Computer Assisted Language Learning*, 2019), P. 1-21

² Ya-ting Carolyn Yang, Yi-chien Chen, and Hsiu-ting Hung, 'Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking', (*Computer Assisted Language Learning*, 2020)

This research is quantitative, the data used in this paper were obtained through pre-test and post-test. The research was conducted in two groups, namely the experimental class and the comparison class. The results showed that students who did learning using Digital Storytelling (DST) were able to provide facilities for students to become proficient English speakers and have creative thinking. In addition, it does not mean that learning using Digital Storytelling has no limits. Learning using Digital Storytelling has a good influence on students, but researchers pay less attention to student achievements in the field of technology. However, the defined conclusion is that researchers believe the use of Digital Storytelling is very supportive of contemporary education. The researcher believes that Digital Storytelling is a powerful force in bringing about change in language learning and literacy in the 21st century. The similarity of previous research with this research is Digital Storytelling as a medium to increase students' interest in learning speaking. In addition, to find out how much influence technology media has in encouraging students to pay more attention to learning English in the classroom.

The third study was conducted by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri (2019). The research entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in various Text Genres". The purpose of this study was to determine the impact of Digital Storytelling on

the speaking ability of high school students in various text genres. This study uses a qualitative design, using a random sampling technique. The research resulted in major changes in students' motivation in learning languages. The researcher concludes that learning activities using Digital Storytelling have an impact on students, namely learning achievement that increases by passing, 70% of students studied can achieve the predetermined goals. Digital storytelling can also be used as a pedagogical tool in preparing lesson plans and also provides convenience in understanding teaching materials. And the most important conclusion from using Digital Storytelling in language learning is that students become more critical, creative, and confident as a digital generation.³ The similarity of previous research with this research is Digital Storytelling as a medium of learning in achieving speaking learning in high school students. Besides that, Digital Storytelling also motivates students to learn to speak.

The fourth study was conducted by Mehri Ramzi, Soheila Pourali, and Sanaz Nozad (2014). The research is entitled "Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production". The research objective of this study is to investigate whether computer-based tools can affect

³Ainur Rosyidah and Azmie Putri, 'Digital Storytelling Implementation for Enhancing Students' Speaking. Ability in Various Text Genres', *International Journal of Recent Technology and Engineering*, 8.4 (2019), 3147–51 <<https://doi.org/10.35940/ijrte.d8002.118419>>

the improvement of students' verbal narratives. This study uses a quantitative design by using two comparison groups. The results showed that students who were given the task of working on Digital Stories were better able to develop creativity and speech skills. This Digital Storytelling technique is effective in improving the oral performance of EFL students. Telling a story using media digital gives students a new way to take notes. Students can write down important points in a story. In addition, students are more confident in telling stories, and EFL students can invite EFL students to turn narratives into multimedia productions in the development of reading, writing, listening, and speaking. Because it is very way, one of which is motivation and telling a story.⁴ The similarity between previous research and this research is that Digital Storytelling is a medium of learning in improving students' narrative stories in the classroom. And improve students' speaking ability in English.

And the fifth is a study written by Abdorreza Tahriri and Maryam Danaye Tous (2015), entitled "The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation". This study uses a quantitative research design using two control and experimental group. This study aimed to investigate the impact of

⁴ Mehri Razmi, Soheila Pourali, and Sanaz Nozad, 'Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production', *Procedia - Social and Behavioral Sciences*, 98.2011 (2014), 1541-44 <<https://doi.org/10.1016/j.sbspro.2014.03.576>>.

Digital Storytelling on the oration skills of EFL students and their motivation to use DST instruction. The results of the study explained that the experimental group had a significant advantage over the control class. The experimental class was superior in their motivation in learning to use Digital Storytelling. It also has an impact on students' positive outlook and abilities in language learning, such as writing, reading, and speaking.⁵ The similarity of previous research with this research is the use of Digital Storytelling in improving learning for EFL students, especially in students' motivation and speaking ability.

The current research has several differences from previous studies that focus more on the impact of language learning using digital storytelling. So in this study, researchers wanted to develop research from previous researchers, namely by focusing on excavating student motivation in speaking learning using digital storytelling. In addition to this, this study wants to know how students view learning English, especially learning to speak using Digital Storytelling.

B. Theoretical Review

⁵ Abdorreza Tahriri, Maryam Danaye Tous, and Solmaz Movahedfar, 'The Impact of Digital Storytelling on Efl Learners' Oracy Skills and Motivation', *International Journal of Applied Linguistics and English Literature*, 4.3 (2015), 144-53 <<http://doi.org/10.7575/aiac.ijalel.v.4n.3p.144>>.

This chapter observes the theoretical reviews and previous research. The theoretical review below explains the research title in detail. Previous research contains the theory description and discovery of research that helps be a preference and activity in the study.

1. Motivation

a. Definition of Learning Motivation

Motivation is an action that a person makes based on his own desire to achieve a goal or fulfill a need or expectation.⁶ Likewise, motivation is an important factor in learning. Because students who have motivation in learning will make learning input to enrich knowledge and quality of life. In addition, students who have motivation in learning will be able to respond to new things that will occur in the future, so students are far more prepared and able to compete in the face of new challenges.⁷ Motivation in students will also be able to foster a sense of sincerity in learning. Students not only feel demanded to fulfill learning to pass the exam.

⁶ Valarmathie Gopalan and others, 'A Review of the Motivation Theories in Learning', *AIP Conference Proceedings*, 1891.October 2017 (2017) <<https://doi.org/10.1063/1.5005376>>.

⁷ Nada Al Rifai, 'Attitude, Motivation, and Difficulties Involved in Learning the English Language and Factors That Affect Motivation in Learning It', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 5216–27 <<https://doi.org/10.1016/j.sbspro.2010.03.849>>.

Motivation is a major key factor that can explain the success or failure of activities that are considered difficult.⁸ From the explanation above, it is very clear that motivation has a very important role to achieve success. Motivated students will easily accept the learning delivered by the teacher. Likewise in language learning, many people agree that someone will be easily declared to be successful in language learning if that person has the right motivation. Researchers also agree with this claim, but it is still very rare for them to state and explain motivation and its sub-components of motivation. In this case, it can be seen that the difficulty of the idea of creating motivation lies in the application of behavior. This behavior can not only be known from one approach. Because success in action is very dependent on how much someone is trying to achieve the goals to be achieved and their desire to take these actions.

Some understanding of motivation according to experts are as follows: According to Elliot and Covington, motivation provides reasons for actions, desires, and needs of people.⁹ Motivation can also be interpreted as a person's direction to behave or what causes someone to want to repeat a behavior

⁸ Hamza Alshenqeeti, 'Motivation and Foreign Language Learning : Exploring the Rise of Motivation Strategies in the EFL Classroom', c, 2018.

⁹ Andrew J. Elliot and Martin V. Covington, 'Approach and Avoidance Motivation', *Educational Psychology Review*, 13.2 (2001), 73–92 <<https://doi.org/10.1023/A:1009009018235>>.

and vice versa. Meanwhile, Pardee said that motivation is what drives people to act in certain ways or develop tendencies for certain behaviors. According to Gardner, motivation is a combination of effort plus a desire to acquire language learning.¹⁰

From the explanation above, we can know that learning motivation is an impulse in humans to do learning according to the wishes of students.¹¹ With this self-motivation, students will tend to feel able to learn a lesson. So that learning objectives will be achieved following the wishes of students. Motivation can not be seen directly because motivation is a concept without physical reality. Therefore, researchers cannot measure motivation directly because motivation is equated with psychology which must be measured from attitudes, interests, and desires in oneself. From the description that already exists, we can know that the concept of motivation is:

- 1) Something that is very different and cannot be seen but can be realized with a person's psychology, namely one's efforts or behavior, interests, and desires.

¹⁰ Fadel H.M. Al Othman and Khaled M. Shuqair, 'The Impact of Motivation on English Language Learning in the Gulf States', *International Journal of Higher Education*, 2.4 (2013), 11–15 <<https://doi.org/10.5430/ijhe.v2n4p123>>.

¹¹ Al Othman and Shuqair.

2) Motivation is an aspect of success in learning a language and is not excluded from learning to speak.¹²

With this, it is very clear that in language learning students must have the motivation for a teacher to know it. Because teachers have demanded in addition to conveying learning well, they must also be able to create learning that creates motivation for their students.¹³ So that the learning delivered by the teacher is conveyed and can be accepted by students through the existing motivation.

b. Function of Motivation

Motivation is one of the factors that influence students in learning.¹⁴ Goals in learning are difficult to achieve without the motivation that drives students. Brown explained that motivation is a factor that influences the success or failure of a learning goal.¹⁵ Because motivation has a purpose in providing allowances or encouragement to students in learning English, students have

¹² Mas Darul Ihsan, 'Students' Motivation in Speaking English', *JEES (Journal of English Educators Society)*, 1.1 (2016) <<https://doi.org/10.21070/jees.v1i1.147>>

¹³ Carina Awaiko Westin, 'Student Motivation in L2 English Teaching and Learning A Study on Students' Perspectives of L2 Classroom-Centered Motivational Practices at a Lower-Secondary School', 2019.

¹⁴ Kulli Kori and others, 'Factors That Influence Students' Motivation to Start and to Continue Studying Information Technology in Estonia', *IEEE Transactions on Education*, 59.4 (2016), 255–62 <<https://doi.org/10.1109/TE.2016.2528889>>.

¹⁵ Brown, H.D, '*Teaching by principles: An Interactive Approach to Language Pedagogy*', (New York: Longman, 2001), P.75

great motivation to achieve goals easily. Students who have motivation will tend to try to do things that make them successful in achieving what they have been aiming for. Therefore, the level of motivation greatly affects the success of learning objectives.

Students who have motivation will tend to be lazy to study the material in the learning. Because there is no driving force that makes a student want to achieve the goals in learning. With this, the position of motivation is very important. And the following function of motivation is explained by Sardiman, the function of motivation is divided into three parts. These three things are:

- 1) Encourage people to take action
- 2) Motivation makes students creative and active
- 3) Determine the direction of action, towards the goal to be achieved.¹⁶

From the three functions of motivation above, we can know that motivation is very influential on learning because motivation encourages to act, be creative, and be active to achieve learning goals. With motivation, students will have stronger goals and reasons for learning.¹⁷ So that the learning activities will be very easy for students to achieve. On the other hand, students who do

¹⁶ Sardiman A.M, *'Interaksi dan Motivasi Belajar Mengajar'*, (Jakarta: PT. Raja Grafindo Persada, 2012), P.34

¹⁷ Jacob Filgona and others, 'Motivation in Learning', *Asian Journal of Education and Social Studies*, 10.4 (2020), 16–37 <<https://doi.org/10.9734/ajess/2020/v10i430273>>.

not have motivation themselves will tend to find it difficult to achieve the learning goal. Because students do not have a strong reason in themselves to act.

c. Different Types of Language Learning Motivation

In acquiring a second language, a person can be influenced by three factors namely age, personality, and motivation.¹⁸ And in the journal *Motivation, Its Types, and Its Impact in Language Learning*, written by Tengku and Sepideh. Student motivation is the most important thing in helping someone to achieve a second language.¹⁹ Likewise in speaking learning, motivation has a vital role in achieving student achievement. So that the position of motivation is very high in learning.

In this case, the type of motivation based on reasons, causes, or targets that strengthen action or achievements is divided into two things. The following is the division of the types of motivation, namely intrinsic and extrinsic, these two types of motivation are stated by Ryan and Deci.²⁰ The differences between the two motivations are as follows:

¹⁸ Siti Khasinah, 'Factors Influencing Second Language Acquisition', *Englisia Journal*, 1.2 (2014), 256–68 <<https://doi.org/10.22373/ej.v1i2.187>>.

¹⁹ Sepideh Moghaddas Jafari, 'Motivation , Its Types , and Its Impacts in Language Learning Sepideh Moghaddas Jafari , PhD Student', 3.24 (2012), 230–35.

²⁰ Richard M. Ryan and Edward L. Deci, 'Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions', *Contemporary*

- 1) Intrinsic motivation is a motivation that students have because students feel interested and have fun when learning a language.²¹ Intrinsic motivation is very important and very basic for integration because the reasons students have will make themselves again new knowledge. This motivation is very influential because motivation is influenced by the desire and sincerity of the students. So moreover this motivation is in students, it will be very easy for students to achieve the goals they want in learning the language.
- 2) The next motivation, namely extrinsic motivation is the reason or tendency for students to carry out language learning activities not because of a particular activity.²² However, this reason is due to the existence of a punishment or reward that will be obtained when carrying out these activities. It can be said that extrinsic motivation is the opposite of intrinsic motivation.²³ Intrinsic motivation can be said as a motivation

Educational Psychology, 25.1 (2000), 54–67 <[https://doi.org/ 10.1006/ceps.1999.1020](https://doi.org/10.1006/ceps.1999.1020)>.

²¹ S, Menggo, 'English Learning Motivation and Speaking Ability', *JPAI* (2016), Vol.2 N0.2, pp.70-76

²² Sepideh Moghaddas Jafari, 'Motivation , Its Types , and Its Impacts in Language Learning Sepideh Moghaddas Jafari , PhD Student', 3.24 (2012), 230–35.

²³ C. Levesque and others, 'Intrinsic and Extrinsic Motivation', *International Encyclopedia of Education*, 2010, 618–23 <<https://doi.org/10.1016/B978-0-08-044894-7.00612-6>>.

that arises because of the desire in students. While extrinsic from outside influences as well as the influence of the teacher, namely to avoid punishment if students do not do it. Fear in students will make students try to follow language learning for reasons of avoiding punishment. In addition, the encouragement of teachers who give prizes when students succeed in achieving learning goals will make students motivated in participating in learning.

So from the two types of learning motivation above, we can conclude that each type of motivation has a major influence on control procedures and language learning outcomes.²⁴ With different motivations, students will behave differently according to the reasons and goals to be achieved. So that each learning motivation has different advantages and disadvantages because each type of motivation has different characteristics in motivating someone. The greater the motivation of students, the greater the opportunity to achieve the goals that students want to achieve.²⁵ But it is the type of intrinsic motivation that has the greatest

²⁴ Chin Hsi Lin, Yining Zhang, and Binbin Zheng, 'The Roles of Learning Strategies and Motivation in Online Language Learning: A Structural Equation Modeling Analysis', *Computers and Education*, 113 (2017), 75–85 <<https://doi.org/10.1016/j.compedu.2017.05.014>>.

²⁵ Yogi Agustin, 'The the Correlation between Students' Motivation Indexes and Students' Achievement Score in English Learning at SMP Negeri 1 MANDE-CIANJUR', *PROJECT (Professional Journal of English Education)*, 1.2 (2018), 49–56.

influence. Because with intrinsic motivation students will tend to look for something new and challenge and explore themselves.²⁶ So it shows that intrinsic motivation has a big influence.

d. Assessing Motivation

Assessing motivation is important in research and practice in knowing the level of student motivation and how to optimize it. There are several ways to assess motivation. There are three kinds of methods for assessing motivation, namely direct observation, rated by others, and self-report.²⁷

1) Direct Observation

Direct observation is an underutilized and underused method of gathering evaluations and information. This data collection refers to behavioral examples of task choice effort and persistence. Motivated students can be seen from the persistence of students in doing assignments, their efforts, and efforts and how much they take themselves to be involved in the work.

2) Rated by brother

²⁶ Ali Dincer and Savas Yesilyurt, 'Motivation to Speak English: A Self-Determination Theory Perspective.', *PASAA: Journal of Language Teaching and Learning in Thailand*, 53.June (2017),25<https://www.researchgate.net/publication/319924271_Motivation_to_Speak_English_A_Self-Determination_Theory_Perspective>.

²⁷ Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, 'Motivation in Education Theory, *Research and Applications*', (2008), P.236

The next method is to assess the motivation of other people (teachers, parents, researchers). Research by others is an assessment by student observers of their characteristics that indicate motivation.

3) Self-report

Self-report involves people's judgments and statements about themselves.²⁸ This type of instrument in this self-report can be done using questionnaires, interviews, stimulates memory, thinks aloud, and dialogues.

- a) The questionnaire may consist of several questions that must be answered by the respondent, regarding the respondent's actions and beliefs.
- b) The interview is a type of question presented by the interviewer and participant orally.
- c) Stimulated recall, or recalling thoughts that accompany a person's appearance at various times.
- d) Think-aloud refers to students who verbalize their thoughts, action, and emotions while working on assignments.
- e) Dialogue is a conversation between two or more people.

From these statements, it can be seen that there are various ways for researchers to assess motivation. In this case, the

²⁸ Constantina Demetriou, Bilge Uzun Ozer, and Cecilia A. Essau, 'Self-Report Questionnaires', *The Encyclopedia of Clinical Psychology*, 2015, 1–6 <<https://doi.org/10.1002/9781118625392.wbecp507>>.

researcher uses self-reports, especially interviews to assess motivation. The interview was based from the motivation scale developed by Mehmet Sercan Uztosun. The motivation scale includes four things, namely Task value activation, Regulation of learning environment, regulation of effect, and regulation of learning environment.²⁹ These four factors are taken following the self-regulation proposed by Pintrich. Because self-regulation will certainly foster higher effort and sincerity so that it can be used in measuring students' motivation to learn speaking.³⁰ And interviews are used by researchers as a supporting tool from data obtained from questionnaires so that the resulting data is more accurate because it is accompanied by direct explanations from students.

2. Speaking Skill

a. Definition of Speaking Skills

²⁹ Mehmet Sercan Uztosun, 'The Development of a Scale for Measuring the Self-Regulated Motivation for Improving Speaking English as a Foreign Language', *The Language Learning Journal*, 0.0 (2017), 1–13 <<https://doi.org/10.1080/09571736.2017.1335766>>.

³⁰ Pintrich, R, 'The role of goal orientation in self-regulated learning' In *Handbook of self-regulation*, ed. M. Boekaerts, R. Pintrich and M. Zeidner, (CA: Academia), 452-502

Speaking skill is one of the main skills because someone will first learn to speak before learning other things such as reading and writing.³¹

Speaking is an important skill in language learning because it can fulfill a communicative function.³² Likewise in speaking English, because English is a global language many people have used it. Both in the fields of research, education, business, IT health, and so on. Many people are interested in learning English because of the growing needs in life. However, in learning English, writing and reading are not considered too important because these activities are considered passive, so many people think that speaking is a very important activity in learning English. Speaking is also considered a measure of one's success in learning English. In the business world, speaking skills will stand out more than someone's ability in the world of technology. Unfortunately, some lessons in language classes sometimes underestimate speaking skills. A teacher teaches speaking only by memorizing a conversation, so students cannot develop their abilities to be better because of the lack of triggers or motivation in students. With this, it is highly recommended

³¹ Annury, Muhammad Nafi, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', (*Journal of Language Teaching IAIN Salatiga*, 2013), P.200

³² Brown P. & Levinson, '*Politeness: Some Universal in Language Usage*', (Cambridge: University Of Cambridge Press).

that a teacher should design lessons that can involve students actively speaking in learning English. Students can be trained in their language skills using speech, debate, and discussion in class. With repeated practice, students will get used to it and can show their speaking skills in front of the class. In addition, students will also be able to develop their confidence and be able to process problems and make wise decisions.

Speech in the Webster New World Dictionary is the pronunciation of words orally, communicating such as by speaking, making requests, and making speeches.³³ Speaking is difficult to define clearly because speaking is an integral part of language and communication. So speaking is difficult to explain separately. However, some researchers explain that speaking is a spoken activity that is social, the topic of this activity cannot be predicted, because the essence of speaking is a way of building relationships between humans, a mutual agreement, and an activity to maintain and modify one's social identity. Speaking is also defined as multi-sensory because when speaking a person requires eye contact, body language, facial

³³ Leong Lai-Mei, Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill', (Malaysia: *Internasional Journal of Research in English Education*, 2017), P.35

expressions, speech intonation, and so on.³⁴ In addition, speaking is also defined as a person's way of communicating according to his field. Therefore, speaking is referred to as the most important thing in language, a tool for socializing, and a person's activity in transacting with other people.

Learning speaking skills that are taught continuously will also have an impact on students in their daily lives. Like in studying technology, studying high knowledge, and in the business world where language skills are the main thing.³⁵ These skills are not only seen by students are very interesting skills, but in some large companies that involve the use of English skills a lot. Job interviews in today's era also place a lot of emphasis on speaking skills. Of course, it will be an additional point for students who are proficient in speaking and have great opportunities in the world of work. Therefore, in language classes, speaking skills play an important role in developing the overall performance of language students.

b. Teaching Speaking Skill

³⁴ Situjuh Nazara, 'Students' Perception on EFL Speaking Skill Development', *JET (Journal of English Teaching)*, 1.1 (2011), 28 <<https://doi.org/10.33541/jet.v1i1.50>>.

³⁵ Dewi Sri Kuning, 'Technology in Teaching Speaking Skill', *Journal of English Education, Literature and Linguistics*, 2.1 (2019), 50–59 <<https://doi.org/10.31540/jeell.v2i1.243>>.

According to Douglas Brown, teaching is an activity of showing or providing assistance to someone in learning, guiding, and providing learning facilities.³⁶ So that learners can do learning such as how to do something, provide guidance about something, provide an understanding of knowledge to make learners understand, and provide instructions about something in learning.

The explanation of the meaning of teaching above which says that teaching is to provide guidance, provide facilities, ensure learners and regulate conditions in learning.³⁷ So that it can be seen that teaching is an activity to assist students to gain knowledge about an environmental system. The environmental systems consist of learning objectives, learning material, facilities, regulations, or policies of teachers and students themselves.

Likewise, in a language class, one of the students' main concerns is improving their speaking skills. However, in a language class, the focal point of a language teacher is the language system. So it will tend to teach vocabulary and grammar. So that language skills such as speaking skills are

³⁶ H. Douglas Brown, '*Principles of Language Learning and Teaching*', (New York: San Fransisco State University, 2000), 7.

³⁷ Helen Freeman, 'The Concept of Teaching', *Journal of Philosophy of Education*, 7.1 (1973), 7–38 <<https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>>.

shifted even more marginalized. Because many think that language skills will be obtained implicitly. Many students also think that students' ability to learn is the same as one's language ability. Nunan said that the success of language learners is measured by the ability to carry out conversations in the target language.³⁸ Therefore, it becomes one of the motivations and reasons for students to learn languages. So it is hoped that if language learning is achieved well, students remain motivated in learning the language. Although speaking activities in language class are very limited, if these activities are carried out correctly and correctly they will invite students to feel happy with these activities. Speaking is an important thing in language learning, Brown and Yule divide the function of speaking into interactional and transactional functions.³⁹ The interactional function is to build and maintain social relationships. While the transactional function is a way to exchange information.

In many cases in the language class students are not able to speak English well.⁴⁰ This is due to several reasons and the

³⁸ Nunan, Davi, '*Practice English Language Teaching*', (England: Megraw 2003)

³⁹ Taher Bahrani and Taher Bahrani* Rahmatollah Soltani, '11 . How to Teach Speaking Skill', *How To Teach Speaking Skill*, 2012, 26.

⁴⁰ Gudu, Benter Oseno, 'Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya', (Moi University : *Journal of Education and Practice* 2015), Vol.6

main and most important thing is the teaching of a language teacher. Therefore, language teachers must be able to invite students to speak English in the classroom. One of them is by giving assignments or learning that invites them to talk. A language teacher can also invite students to communicate in class with some questions using English. And students are encouraged to respond or ask questions using English. Therefore students will be encouraged to speak English little by little. Provide an invitation to students to relax and make it comfortable when speaking English, and students who follow the teacher's directions will develop and will no longer be embarrassed if students will use English in class. In addition to habituation in class. Meanwhile, there are thirteen speaking activities in class that were proposed by Kayi, namely: 1) Discussion, 2) Simulation, 3) Role-Play, 4) Brain Storming, 5) Storytelling, 6) Information Gap, 7) Interviews, 8) Story Completion, 9) Reporting, 10) Playing Cards, 11) Picture Describing, 12) Find the Differences, and the last 13) Picture Narrating.⁴¹ Teachers can also allocate a final assessment on speaking skills so that students will feel that they are being monitored and assessed in their learning of language skills. Teachers can also control students' ability to practice speaking

⁴¹ Kayi, H, 'Teaching speaking: Activities to promote speaking in second language', (*The Internet TESL Journal*, 2014)

learning. In this study, researchers used speaking activities in a class by using storytelling learning. So that students can be assessed from students' storytelling activities in class.

The way to develop efficient communication in speaking is to use an approach that combines language input and communicative output.⁴² Language input can occur during learning, such as teacher explanations, listening to friends, reading, and even language that is heard and read outside the classroom. Language input is very important for students because it will provide material for students the shape their language.⁴³ With this input, students will begin to learn to accept the information conveyed in English. In addition, the input also provides instruction to students on how to use the language both in pronunciation, vocabulary, and grammar. Good learning or input will also have a good impact on students. The criteria for a student's success in learning a language are that students can receive information well, can convey messages, and make videos.

⁴² Aidil Syah Putra, 'The Correlation Between Motivation and Speaking Ability', *Journal of English Language Education and Literature* (2017), P.36-57

⁴³ Muhamad Ali Agung Baroto, 'The Effects of Language Input, Learning Environment, and Motivation Toward Second Language Acquisition', *Let*, 6.2 (2017), 1–11.

In learning to speak English in class, students have their level of receiving learning. However, with this level of difficulty, in the course, students still have the opportunity to be able to easily accept learning. This can be influenced by performance conditions, affective factors, listening skills, and feedback in speaking assignments.⁴⁴ As for what is meant by performance conditions, namely, the practice of students in speaking English is influenced by conditions, which conditions involve time pressure, planning, and quality of work. In addition, it can be influenced by affective factors in students such as motivation, self-confidence, and anxiety.⁴⁵ If these three things can be controlled by students, students will be able to easily develop their ability to speak English. The next factor is the ability to listen, because students who can listen and catch someone's conversation, students will be a little easier to respond to someone's talk. And the last factor is feedback in speaking tasks. The existence of feedback given by the teacher will certainly provide understanding to students. If students do

⁴⁴ Leong Lai-Mei, Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill'. (Malaysia: *Internasional Journal of Research in English Education*, 2017), P.37

⁴⁵ Listyani and Noparat Tananuraksakul, 'Motivation , Self-Confidence , and Anxiety in English Language Learning : Indonesian and Thai Students ' Perspectives', *Accents Asia*, 11.2 (2019), 54–77.

the task there are errors, so they will be aware and able to correct these mistakes.

Thornbury divides speaking teaching strategies into three different categories, the three categories are; awareness-raising activities, appropriation activities, and autonomy.⁴⁶

- 1) Awareness Raising Activity is an activity that can help students express their difficulties in learning student speaking lessons.⁴⁷ These difficulties can be influenced by the lack of students' ability to speak and the lack students ability to change topics or respond to difficult requests appropriately. In this case, students need to be aware of themselves these shortcomings. With these awareness-raising activities, students can use recordings and transcripts, direct listening activities, and pay attention to gaps.
- 2) Appropriation Activities are activities to provide learners with the facility to speak English with students from other people as an appropriation to capture a better sense of learning and collaborative construction.⁴⁸ Appropriation

⁴⁶ Thornbury, Scott, *'How to teach speaking'*, (London: Pearson Longman, 2005), P.41

⁴⁷ Eyüp Yaşar Kürüm, 'Teaching Speaking Skills Levistri Halawa Teaching Speaking Skills', 27.2 (2014).

⁴⁸ Magdalena Aleksandrak, 'Problems and Challenges in Teaching and Learning Speaking at Advanced Level', *Glottodidactica. An International Journal of Applied Linguistics*, 37 (2011), 37–48 <<https://doi.org/10.14746/gl.2011.37.3>>.

activities include drilling and chants, writing tasks, dialogues, and task repetition.

- 3) Towards Autonomy is a condition in English-speaking teaching strategy which is taken further to help students create their autonomy.⁴⁹ In this case, the autonomy in question is performance in oneself which was previously regulated by others. This speaking activity can help students to be able to take risks and increase self-confidence. Strategies that can be used include presentations, talks, stories, jokes, anecdotes, drama, role-playing, simulations, discussions, debates, chats, and talking outside the classroom.

In this study, the researcher chose the speaking autonomy learning strategy. Because this strategy shows the students' effort in learning to speak. This effort is used by the researcher in storytelling activities. So that students can show learning outcomes by telling stories. As for learning speaking according to Brown.⁵⁰ The principles of learning speaking are as follows:

- 1) Using techniques that suit the needs of students in learning

⁴⁹ Alireza Mousavi Arfae, 'Teaching Autonomy and Speaking Skill: A Case Study of Iranian Efl Learners', *Journal of Language Teaching and Research*, 11.2 (2020), 166–76 <<https://doi.org/10.17507/jltr.1102.04>>.

⁵⁰ Brown, H.D, '*Teaching by principles: An Interactive approach to language pedagogy* (2nd Ed.)', (New York: Longman)

- 2) Provide learning techniques that can foster students' intrinsic motivation
- 3) Which can provide encouragement in the use of language authentically
- 4) Provide feedback and correction accordingly
- 5) Utilize two abilities, namely speaking and listening
- 6) Give students the opportunity to practice speaking skills
- 7) Develop speaking strategies

c. Storytelling

Storytelling is an approach designed to increase student involvement in learning.⁵¹ Storytelling is considered effective learning in EFL class because with storytelling students will try to communicate with narrative sentences. With this, students will continue to practice speaking the language through stories.⁵² Habituating students to always practice will certainly provide effectiveness in learning a language. Wright explained that storytelling is the main source in providing experiences to students because with input the words that students learn will

⁵¹ Wu Yun Hwang and others, 'Effects of Storytelling to Facilitate EFL Speaking Using Web-Based Multimedia System', *Computer Assisted Language Learning*, 29.2 (2016), 215–41 <<https://doi.org/10.1080/09588221.2014.927367>>.

⁵² Mona Leigh Guha and others, 'A Theoretical Model of Children's Storytelling Using Physically-Oriented Technologies (SPOT)', *Journal of Educational Multimedia and Hypermedia*, 16.4 (2007), 389–410 <<http://www.editlib.org/p/22884>>.

provide input to students.⁵³ These statements can provide students with imagination in telling stories to others. Because the use of storytelling will also require creative ideas and the ability to express stories. Iverson and Lancey also explained that storytelling can develop students' communication skills and provide a learning experience.⁵⁴

Learning to use storytelling is often associated with learning to speak.⁵⁵ Because storytelling provides procedures for students to play a major role in using language. Students' understanding and interest are explored in storytelling, it also invites students to actively participate in class. The learning process that involves students always practicing language makes learning effective, especially in learning speaking. This is in accordance with this research, where the researcher wants to invite students to always be active in practicing learning speaking in a story. Storytelling can also build trust and competence in students in learning, especially in learning speaking. In addition, storytelling allows students to build

⁵³ Wright, A, *'Storytelling with children'*, (Oxford, UK: Oxford University Press, 1995)

⁵⁴ Iverson, W.J & Lancey, F.W, *'Aboard The Story Rocket Teacher's Edition'*, (Sarcamento: California State Department of Education, 1961)

⁵⁵ Astiniatih, St, and friends 'Teaching Speaking Through Storytelling: Acase Study of Tenth Grade Students of an Islamic High School in Kendari', (*Journal of Language Education and Educational Tehnology*, 2020), Vol 5, No 1

fluency in speaking. With repeated mistakes, it will certainly give students an understanding of correct word pronunciation and fluency. So it can be said that storytelling is a learning activity that can be used in teaching speaking.⁵⁶ The need for practice and the opportunity to speak is packaged in storytelling learning.

d. Teacher's Teaching Method in Learning Speaking

Based on Harmer's basic methodology, the teacher can use several activities in teaching speaking, such as; Watching videos, Games, Jazz Chant (Pronouncing Drilling), Cartoon Story Maker (Digital Storytelling), and Repetition.⁵⁷

- 1) Watching Video is a method that can be used by the teacher to increase students' knowledge of the language used.⁵⁸ Because after students see the video students can practice the correct expression, pronunciation, and intonation. So by watching a video, the aim is to give an idea to students to be able to learn to speak properly. In addition to providing

⁵⁶ Mukminatus Zuhriyah, 'Intensive English Program: Speaking Skill in Storytelling', *Jurnal Tadris Bahasa Inggris*, 10.1 (2017), 199-34 <<https://ejournal.radenintan.ac.id/index.php/ENGEDU>>.

⁵⁷ Harmer, Jeremy, *The Practice of English Language Teaching 4 th Edition*, (England: Longman, 2007)

⁵⁸ Muchamad Iqbal and Ali Akbar Hakim, 'The Use Of Video In Teaching English Speaking (A Quasi-Experimental Research in Senior High School in Sukabumi)', *Journal of English and Education*, 2016.2 (2016), 44-48.

students with knowledge about expression, gestures, and cross-cultural awareness, and can trigger student motivation.

- 2) Games can be a solution to learning because the game provides students with intense and passionate involvement in communicating with students.⁵⁹ Learning delivered through games will make them understand better. Because the game gives students their interest in participating in learning. So that students can feel fun and can enjoy learning comfortably.
- 3) Jazz Chant, namely teaching speaking through Jazz songs.⁶⁰ This method can be used in learning to speak because it can encourage students in mastering the sound, rhythm, and intonation of English. And also this study may provide different interests. Because the learning uses songs, students will be more comfortable participating in learning speaking.
- 4) Digital Storytelling or Cartoon Story Maker, in this case, students can tell a story that they get through listening to someone's story or creating their own short story.⁶¹ This

⁵⁹ Ratna Sari Dewi, Umami Kultsum, and Ari Armadi, 'Using Communicative Games in Improving Students' Speaking Skills', *English Language Teaching*, 10.1 (2016), 63 <<https://doi.org/10.5539/elt.v10n1p63>>.

⁶⁰ Yani Awalia Indah and Aprilia Dwi Putri, 'Using Jazz Chants In Teaching English Speaking for Young Learners', *English Journal*, 19.2 (2016), 55–67.

⁶¹ Erik Yuda Pratama, 'Teacher's Strategies in Teaching Speaking to Young Learners Erik Yuda Pratama & Yani Awaliyah English Education

storytelling can foster students' creativity in expressing the initial, developing, and ending ideas of the story by knowing the characters and the setting of the story. This story is also conveyed through software in a cartoon story or picture story.

- 5) Repetition, in this technique students, can imitate teaching in pronunciation of words and sentences.⁶² The application of the repetition technique depends on the material being taught to be successful in achieving the learning objectives. This repetition will usually be identical to teaching drilling. Because repetition many times and continuously will make students more able to remember learning easily.

From various methods of teaching students' speaking activities, it can be seen that there are various methods of teaching students to speak. In this case, Digital Storytelling or Cartoon Story Maker is a method that attracts the attention of the author. Because Digital Storytelling is very supportive of the current situation where students can learn languages, especially speaking

Study Program Ibn Khaldun University of Bogor', *English Journal*, 2015, 19–31.

⁶² Ana Kuliahana and Abdul Gafur Marzuki, 'Repetition Technique in an Efl Speaking Class in Islamic Higher Education in Indonesia', *Academic Journal Perspective : Education, Language, and Literature*, 8.1 (2020), 20 <<https://doi.org/10.33603/perspective.v8i1.3295>>.

by using technology.⁶³ So that students can develop their language potential and skills in the world of technology. By utilizing learning using digital media, it is hoped that it can provide an intrinsic motivational boost in accordance with the principles of learning speaking. In addition, Digital Storytelling supports researchers in storytelling learning activities.

3. Digital Storytelling

a. Definition of Digital Storytelling

According to the Digital Storytelling Association, digital storytelling is a modern expression of the ancient art of storytelling.⁶⁴ We can know from the explanation that Digital Storytelling is a modern new development in telling a story. This development is a form of progress in the world of education in the use of technology in its use in the learning process. In addition to the explanation above, there are several opinions from experts regarding the definition of digital storytelling, including the following :

⁶³ Elif Aktaf and Serap Uzuner Yurt, 'Effects of Digital Story on Academic Achievement, Learning Motivation and Retention among University Students', *International Journal of Higher Education*, 6.1 (2017), 180

⁶⁴ Pelin Yuksel, BR Bernard R Robin, and Sara McNeil, 'Educational Uses of Digital Storytelling Around the World', *Elements*, 1 (2010), 1264–71 <http://www.olc.edu/~khecrow/webfolder/Research/SITE_DigitalStorytelling.pdf>.

- 1) Definition of Digital Storytelling according to Benmayor is short multimedia that combines sound, image, and music.⁶⁵ Benmayor further exploits the use of Digital Storytelling with full utilization of the use of technology.
- 2) The second definition of Kajder, Bull, and Albaugh explains that digital storytelling is a group of still images, combined with a narrated soundtrack, which is a digital story as long as they connect the story.⁶⁶ In this case, Kajder and his friends use an image that is then told in the form of a narrative story. From this image, it becomes a picture that a storyteller can give to listeners in the use of digital stories.
- 3) The third definition is explained by Norman, that Digital Storytelling is a short story that only lasts 2-3 minutes where the storyteller uses his voice to tell his own story.⁶⁷ Personal elements are suppressed and can be associated with other people, places, interests, or anything else that will give a personal touch to the story.

⁶⁵ Najat Smeda, Eva Dakich, and Nalin Sharda, 'The Effectiveness of Digital Storytelling in the Classrooms: A Comprehensive Study', *Smart Learning Environments*, 1.1 (2014), 1–21 <<https://doi.org/10.1186/s40561-014-0006-3>>.

⁶⁶ Vanessa Rocha and Celso Henrique Soufen Tumolo, 'Digital Stories', *Texto Livre: Linguagem e Tecnologia*, 13.3 (2020), 357–75 <<https://doi.org/10.35699/1983-3652.2020.25106>>.

⁶⁷ Septiana Wulandari, Clarry Sada, and Zainal Arifin, 'The Effectiveness of Dst To Develop Speaking Ability for English Club Students', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 5.3 (2016), 1–11 <<http://jurnal.untan.ac.id/index.php/jpdpb/article/download/14162/12673>>.

From several definitions of Digital Storytelling that have been explained by experts, we can conclude that Digital Storytelling is a short story that is told using digital tools which can display images or sound or music, or all three elements simultaneously in a story.⁶⁸ Digital Storytelling can also be mentioned as animation usually gives the original voice of the narrator, according to the character of each character in the story. Digital Storytelling can say something new to increase one's creativity. Because with the definition that has been mentioned, learning using Digital Storytelling media provides time efficiency in learning two things at one time.

b. Digital Storytelling in learning

As a form of effort in improving teaching and learning practice in the current decade, several learning theories are used, such as behaviorism, cognitivism, and constructivism.⁶⁹ The three theories have different meanings and perspectives on learning methods. Behaviorism theory explains that learning can change

⁶⁸ Mehri Ramzi, Soheila Pourali, and Sanaz Nozad, 'Digital Storytelling in EFL Classroom (Oral Presentation of the story): A Pathway to Improve Oral Production', (Procedia – Social and Behavioral Sciences , 2014)

⁶⁹ Smeda, Dakich, and Sharda.

behavior and responses outside the environment.⁷⁰ Changes in behavior follow the observed aspects of learning and the learning process. The elements or keys to the behavior pattern are motivation, answers, and the relationship between learners. The next theory is a cognitive theory, this theory is more focused on investigating the processes that drive behavior. Cognitivism also focuses on the construction, organization, and arrangement of educational content in facilitating optimal information management, and how to remember, store and retrieve information. With this, Anderson argues that learning is seen as a dynamic process created by the students themselves.⁷¹ So that it can be said that the two theories above are interrelated because they support each other. And the last theory is constructivism, a theory that is influential and developing recently. This theory focuses on the importance of the social dimension of learning. The social dimension referred to in the definition described by Wilson is a forum used by students to work together and support each other to find tools and sources of information to achieve learning

⁷⁰ Andrew Reimann, 'Behaviorist Learning Theory', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–6 <<https://doi.org/10.1002/9781118784235.eelt0155>>.

⁷¹ Anderson, Terry, *The Theory and Practice of Online learning* (Athabasca: University Press, 2008)

goals and problem-solving.⁷² Because the main point of constructivism is that students can understand the world according to experiences, interactions, and new information that students can get on their own.

In Digital Storytelling, the understanding has been widely explained that digital storytelling is modern learning, with learning that encourages students to keep up with the era.⁷³ Digital Storytelling is also a mediator to encourage students to accept knowledge and learn digital literacy. With this, it can also be said that Digital Storytelling has an important role in the constructivist approach to teaching and learning.⁷⁴ Because digital storytelling itself is a learning tool that can provide digital media and innovative learning practices. With digital storytelling, students can build knowledge of technology and other learning efficiently. So digital storytelling has advantages in its use in education.

c. Digital Storytelling in English Speaking

⁷² Wilson, BG, '*Constructivist Learning Environments: Case studies in instructional design*', (Educational Technology Publications: Englewood Cliffs NJ, 1996)

⁷³ Yousef Ahmad Aljaraideh, 'The Impact of Digital Storytelling on Academic Achievement of Sixth Grade Students in English Language and Their Motivation towards It in Jordan', *Turkish Online Journal of Distance Education*, 21.1 (2020), 73–82 <<https://doi.org/10.17718/tojde.690345>>.

⁷⁴ Smeda, Dakich, and Sharda.

Many researchers have researched testing the effectiveness of Digital Storytelling in learning four English skills, namely listening, speaking, reading, and writing.⁷⁵ However, in recent years the use of Digital Storytelling in improving students' speaking competence has become popular. Yang and colleagues have conducted research and found that the narrative feature in Digital Storytelling can improve students' phonological abilities such as pronunciation, rhythm, and intonation when speaking.⁷⁶ Many also in other studies have found that Digital Storytelling can teach fluency to students when reading. Students can also express the meaning contained in the story according to what students want to convey. So that students can build their meaning according to the target language. With this, students will be better able to be active in the classroom, this ability also builds creativity in students. For several reasons and research that have been done on Digital Storytelling, Digital Storytelling has become an advanced and modern learning medium and is effective in improving students' ability to speak

⁷⁵ Phongdanai Nampaktai, 'The Use of Digital Storytelling in Fostering English Speaking Ability of Thai Secondary Students', *Veridian E-Journal, Silpakorn University*, 11.4 (2018), 1192–1206.

⁷⁶ Fu, Jo Shan, Shih-Hsien Yang, Hui-Chin Yeh, 'Exploring the impact of digital storytelling on English as a foreign language learners' speaking competence', (Taiwan: *Journal of Research on Technology in Education*, 2021)

English.⁷⁷ Because so far the research that has been done on Digital Storytelling is more likely to have an advantage in improving language learning in EFL classes, especially in the field of speaking English. The main thing that Digital Storytelling has in learning English is the freedom of expression and creativity development in making storytelling in digital form, this triggers students to continue to try and display the best results from the stories they tell. They want to say, these activities trigger students to speak fluently and correctly pronounce every word they want to tell.

In addition, Digital Storytelling also allows students to develop courage in themselves.⁷⁸ Students who have deficiencies in public speaking can train in Digital Storytelling assignments. Because the task of telling stories is usually done in front of the class and front of friends. There are also not many students who dare to speak in front of the class and in front of many people, especially in telling stories and conveying a work that has a message contained in it. So students are required to master the stage and understand the story being told. Therefore, Digital

⁷⁷ Ana Cecilia Siavichay-Márquez and Martha Magdalena Guamán-Luna, 'Storytelling to Improve Speaking Skills', *Episteme Koinonia*, 5.9 (2022), 105 <<https://doi.org/10.35381/e.k.v5i9.1665>>.

⁷⁸ Hamza Alshenqeeti, 'Motivation and Foreign Language Learning : Exploring the Rise of Motivation Strategies in the EFL Classroom', c, 2018.

Storytelling is a breakthrough to build students' self-confidence.⁷⁹ The appearance of the story that should be done in front of the class is changed to be in front of the camera. Students will not feel afraid anymore, because the mistakes they made can be corrected by repeating the scene that students feel is lacking. Thus students can present the best results from what they have done in telling a story. It is repetition that students do that is a good trigger for them. So that they are trained in the correct pronunciation of vocabulary. Habituation and repetitive tasks will produce good things in students' speaking learning in English.

d. Digital Storytelling in EFL student learning motivation

As previously explained Digital Storytelling has a broad impact, especially in language learning.⁸⁰ The very rapid progress and development of the times require humans to be active and take part in following the modernity of an era. Technology is becoming an advanced development at this time. Everything becomes completely automatic with the advent of technology. Technology has the main function of facilitating a job and making work

⁷⁹ Kevser Hava, 'Exploring the Role of Digital Storytelling in Student Motivation and Satisfaction in EFL Education', (*Computer Assisted Language Learning* 2019)

⁸⁰ Hannele Niemi and Jari Multisilta, 'Digital Storytelling Promoting Twenty-First Century Skills and Student Engagement', *Technology, Pedagogy and Education*, 25.4 (2016), 451–68 <<https://doi.org/10.1080/1475939X.2015.1074610>>.

efficient.⁸¹ Likewise, education that uses technology in learning. Especially in language learning, where students use technology to create new learning. Digital Storytelling invites students to be more active in learning. Because of the research that has been done by several researchers that students who take part in the study have advantages compared to students who take part in the study have advantages compared to students who are in the control class. This comparison occurs because of the growth of different motivations in students. Students who do learn using Digital Storytelling have more motivation in language learning.⁸² Because learning looks more interesting, unique, and new it brings a different impression to students. Therefore, the motivation of students' to grow different results also in the learning received by the student. Motivated students will be very easy to follow and accept the material because students have an interest. So that students will continue to develop to channel their potential in students through Digital Storytelling provided by the teacher. Digital Storytelling also has another positive impact,

⁸¹ Halah Ahmed Alismail, 'Integrate Digital Storytelling in Education', *Journal of Education and Practice*, 6.9 (2015), 126–29 <<https://eric.ed.gov/?id=EJ1082416>>.

⁸² Naoko Kasami, 'Advantages and Disadvantages of Digital Storytelling Assignments in EFL Education in Terms of Learning Motivation', *Future-Proof CALL: Language Learning as Exploration and Encounters – Short Papers from EUROCALL 2018*, 2018.2018 (2018), 130–36 <<https://doi.org/10.14705/rpnet.2018.26.825>>.

namely on student competence in the use of technology.⁸³ Due to the progress of conditions that may be in the next few years will be much more advanced than today, there is a need for introduction and learning to students about technology. Students who are introduced to technology will be able to keep up with existing developments.⁸⁴ And this is where Digital Storytelling has a great influence on education, especially on the motivation of EFL students in classroom learning. It does have its difficulties and obstacles, but digital storytelling has advantages that are superior to ordinary learning in general.

C. Conceptual Framework

⁸³ E.N. Makarova and I.S. Pirozhkova, 'Digital Storytelling as a Means of Competence Development in Teaching Foreign Languages: Experimental Study', 437.Detp (2020), 696–702 <<https://doi.org/10.2991/assehr.k.200509.125>>.

⁸⁴ Yuichi Ono, 'Motivational Effects of Digital Storytelling on Japanese EFL Learners', *Proceedings of CLaSIC*, 2014, 414–31.

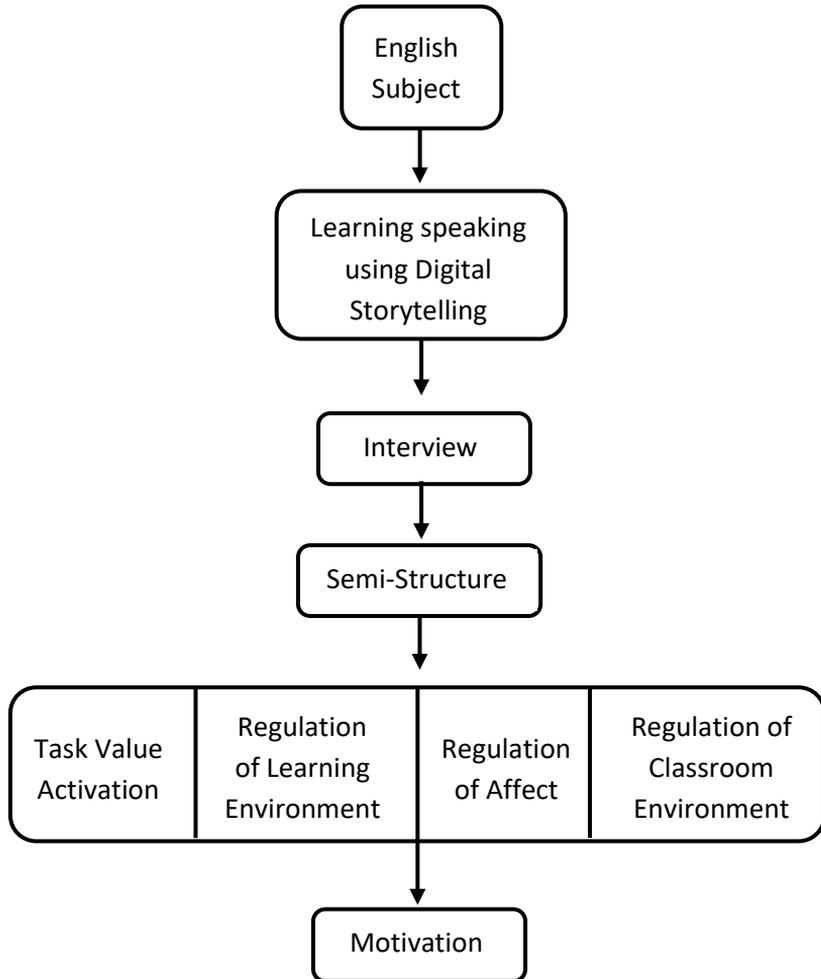


Figure 2.1 The Conceptual Framework

D. Theoretical Framework

There are several ways to learn a language, one of them is by learning to speak. Speaking is an important skill in language learning because it can fulfill a communicative function.⁸⁵ However, in English Education, students in a class are not given lessons that encourage students to always be active in learning speaking. Because learning English at school is more dominant in learning material. In addition, students assume that learning speaking is a difficult lesson. And the existence of these factors, of course, has an impact on student motivation in participating in learning. Motivation is the main aspect of learning. Because the motivation theory put forward by Gardner explains that motivation is the effort and desire of students to achieve learning goals.⁸⁶ So that a teacher is required to be able to provide interesting learning media to increase student motivation. One of the interesting learning media is in accordance with the 21st century. Where the characteristics are far more advanced than in the previous century. And here the use of digital storytelling media is considered more than in the previous century. And here the use of digital storytelling media is considered a modern, interesting, and appropriate learning medium for 21st-century learning.⁸⁷

In this study, digital storytelling was used as a medium in increasing student motivation in learning to speak. The theory of Digital

⁸⁵ Brown P. & Levinson, *'Politeness: Some Universal in Language Usage'*, (Cambridge: University Of Cambridge Press).

⁸⁶ Gardner, R, C, *'Motivation and Second Language Acquisition: The socio-education model'*, (New York : NY Peter Lang Publishing, 2010)

⁸⁷ Niemi and Multisilta.

Storytelling used was put forward by Benmayor who explained that Digital Storytelling is short multimedia that combines sound, image, and music.⁸⁸ The second theory used by Kajder, Bull, and Albaugh explains that Digital Storytelling is a collection of still images combined with a narrated soundtrack, which is a Digital Story as long as it still connects the story.⁸⁹ Another theory of Digital Storytelling according to Norman is that Digital Storytelling is a short story that is only short where the storyteller uses his voice to tell a story.⁹⁰ This study also combines other theories in teaching speaking proposed by Harmer, explaining that in teaching speaking, a teacher must pay attention to technique teaching.⁹¹ And the theory is combined with the theory of teaching speaking by Nunan.⁹² Theory Techniques in teaching speaking are also used. The theory of speaking teaching technique was put forward by Thornbury. He explained that there are three techniques in

⁸⁸ Benmayor. R, '*Digital Storytelling as a Signature Pedagogy for the new humanities*', (USA : Arts Humanit High Educ, 2008)

⁸⁹ KajDer S, G. Bull, S. Albaugh, '*Constructing Digital Stories, in Learning & Leading With Technology*' (2005)

⁹⁰ Septiana Wulandari, Clarry Sada, and Zainal Arifin, 'The Effectiveness of Dst To Develop Speaking Ability for English Club Students', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 5.3 (2016), 1–11 <<http://jurnal.untan.ac.id/index.php/jdpdp/article/download/14162/12673>>

⁹¹ J, Harmer, '*The Practice of English Language Teaching*', (London: Longman)

⁹² Nunan, Davi, '*Practice English Language Teaching*', (England: Megraw 2003)

teaching speaking, namely awareness-raising activities, appropriation activities, and autonomy.⁹³

There are various speaking learning activities in class such as discussions, Role-play, Storytelling, and others as stated by Kayi.⁹⁴ In this study, the activity used by the researcher is storytelling, the theory about storytelling explained by Wright.⁹⁵ The principles of learning speaking are explained by Brown.⁹⁶ From learning to speak, there are several methods of learning speaking skills. The method as proposed by Harmer, there are five teaching methods for improving students' speaking watching videos, games, jazz chanting, digital storytelling, and repetition⁹⁷. With the theory of using Digital Storytelling, because this method is considered modern and utilizes the use of technology, it is expected to provide learning that can motivate students in learning speaking. To find out the students' motivation in learning to speak, the researcher used measurements adapted from Uztosun.⁹⁸ The scale consists of four factors, namely the activation of the Task value

⁹³ Thornbury, Scott, *How to teach speaking*, (London: Pearson Longman, 2005), P.41

⁹⁴ Kayi, H, 'Teaching speaking: Activities to promote speaking in second language', (*The Internet TESL Journal*, 2014)

⁹⁵ Wright, A, 'Storytelling with children', (Oxford, UK: Oxford University Press, 1995)

⁹⁶ Brown, H.D, *Teaching by principles: An Interactive approach to language pedagogy* (2nd Ed.), (New York: Longman)

⁹⁷ Harmer, Jeremy, *The Practice of English Language Teaching 4 th Edition*, (England: Longman, 2007)

⁹⁸ Uztosun.

activation, Regulation of the learning environment, Regulation of affect, and Regulation of the classroom environment.

CHAPTER III

RESEARCH METHOD

This chapter is about research methodology that discusses research design, types, and source of data, data collection procedures and instruments, data collection techniques, data analysis techniques, and thesis preparation.

A. Research Design

A study must have a research design that is designed systematically and regularly. So that focused and in-depth research data is created, and the research objectives are achieved. The following is the research design used by researchers:

1. Types and Approaches of Research

Research methods play an important role in research. Based on the study and objectives above, it is considered research design that would be suitable to be applied in this case research in a Descriptive Qualitative research design. It is based on the research objectives and the nature of the research. Qualitative research is a tool used to explore and understand the meaning of individual or group information about a particular problem.¹ This research uses a descriptive qualitative research design, with research procedures that produce data that is written in a spoken

¹ Creswell, John W, '*Research Design: Qualitative, Quantitative, and Mixed Method Approach*', (London: Sage Publications, 2014), P.32

or written word descriptively about the person or observed behavior. Because qualitative research involves collecting data from individual research participants, such as their opinions, perspectives, and attitudes.² The data in this study were generated in a questionnaire given to high school students. In learning English classroom, especially in narrative text learning using Digital Storytelling. This research has a purpose, namely to determine and analyze the motivation of high school students on storytelling learning using digital learning methods. The data obtained from the questionnaires are explained in the results of the in-depth research in this descriptive study.

2. Research Setting and Context

This study was aimed at high school students, where they were chosen because storytelling learning at the high school level had higher than junior high school students. So that they are better able to master the story both in word pronunciation, storytelling, and the ability to tell stories in a complex manner. As for the good relationship in this study, a student will have more opportunities to explore students talents in the field of language, especially speaking English. The high school that the researcher will examine is MA Tholabuddin Masin in Batang.

² Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32 <<https://doi.org/10.1177/1362168815572747>>.

The digital storytelling used in this research is expected to be a breakthrough to inspire students' enthusiasm. The storytelling method using digital can provide a new picture of learning that students think is boring. Access to this study was obtained through a questionnaire given to students after learning about using digital media.

B. Types and Source of Data

In this case, Prastowo stated that the consideration of data sources was based on the type of data specified.³ Primary sources and secondary sources were carried out in this study. This research will get data from several sources related to research :

1. Primary Source

According to Sugiyono, primary sources are data sources that directly provide data to data collectors.⁴ In this research, a primary source will get from student first grade of MA Tholabuddin Masin. Batang.

2. Secondary Source

Secondary data is a source that does not directly provide data to data collectors, for example through other people or documents. In this study, secondary sources were obtained from documentation and some literature such as student textbooks.

³ Andi Prastowo, *'Metode Penelitian Kualitatif; Dalam Prespektif Rancangan Penelitian'*, (Yogyakarta: Ar- Ruzz Media, 2011), P.207

⁴ Sugiyono, *'Metode Penelitian Kuantitatif, Kualitatif dan R&D'*, (Bandung; Alfabet 2015)

C. Participant in the Research

Qualitative research does not use the population because qualitative research is a social situation, which comes from certain cases in a social situation. Which then the social situation following the research.

The participants of this study were students of MA Tholabuddin Masin class X with a total of 20 students consisting of 7 boys and 13 girls. In this study, the researcher used a purposive sampling technique in selecting certain participants. Purposive sampling is used because the researcher wants to investigate certain participants. Lewis and Sheppard stated that “researchers decide what needs to be known and set out to find people who can and are willing to provide information based on knowledge or experience”.⁵ Certain participants were selected based on the characteristic of the researcher to obtain data. The participants in this study were grade X high school students who had received practical English speaking materials in class. In addition, participants also have gadgets, so they have a lot of experience in using digital media for learning.

D. Data Collection Procedures and Instruments

⁵ John L. Lewis and Stephen R.J. Sheppard, ‘Culture and Communication: Can Landscape Visualization Improve Forest Management Consultation with Indigenous Communities?’, *Landscape and Urban Planning*, 77.3 (2006), 291–313 <<https://doi.org/10.1016/j.landurbplan.2005.04.004>>.

Research instruments are tools or facilities used by researchers in collecting data to make it easier for them to get better results.

1. Data Collection Procedure

Data will be taken and randomly collected from 20 student members of senior high school students members as participants.

The step in the research is as follows:

- a. Select high school students who have received speaking lessons in class.
- b. Asking permission from the school concerned to conduct research.
- c. After obtaining permission, the researcher will design the research setting to facilitate the researcher in obtaining the required data according to the research indicators.
- d. Before giving learning, students are given a pre-test
- e. Students are given learning about narrative texts dan learning practices.
- f. Students are given a post-test to explore how much students are motivated to learn storytelling using digital media, by giving a questionnaire about motivation students.
- g. Researchers analyzed participants' answers.
- h. And at the end of the process, the researcher finds the research results.

2. Instrument

The following are data collection techniques used to collect data with the following techniques :

a. Interviews

Interviews provide an opportunity for researchers to listen to the reasons or experiences of respondents.⁶ The data technique used by researchers for descriptive-qualitative research. Data test methods based on self-reports or personal knowledge or beliefs. In addition, the researcher chose semi-structured interviews to collect student responses. The semi-structured interview is a way of collecting data in which he has prepared an interview guide before conducting the interview but does not strictly follow it either in terms of the exact wording of the questions or the order of the questions.⁷ In conducting interviews, students answered six open-ended questions related to motivation scale use in accordance with the research question in the study.

b. Documentation

In this activity, the researcher documented students' practices in learning to speak using digital media. This practice was carried out by researchers to provide understanding and descriptions as well as provide experience

⁶ David Barrett and Alison Twycross, '*Data Collection in Qualitative Research*', 21.3 (2018), 63–64.

⁷ Lisa Given, 'Thematic Coding and Analysis', *The SAGE Encyclopedia of Qualitative Research Methods*, 2012 <<https://doi.org/10.4135/9781412963909.n451>>.

to students about the process of learning to speak using digital stories. Of course, these activities will produce videos of student work. With this, researchers used as data to support data collection from research conducted by researchers on high school students.

E. Data Analysis Techniques

After collecting data from questionnaires and interviews, then the two data were analyzed. The results of the questionnaire were copied from the google form, entered in a table, and summarized in the form of a percentage. The researcher interprets the table data. And interview data were analyzed using the flow model by Miles and Huberman. And some of the components of the model as described below:

1. Data Reduction

At the data reduction stage, the researcher summarizes, selects, and focuses the data according to the needs.⁸ This, in this study, the researcher reduced the data using interviews and asked questions to students through a questionnaire or questionnaire that had been prepared. Interviews are very helpful for researchers in research. Because the interview itself has the aim of obtaining more in-depth information about the case under research. In addition, more detailed interviews can also be product

⁸ Miles et al, '*Qualitative Data Analysis, A Method Sourcebook*', *Edision 3*, (USA: Sage Publications, 2014)

descriptions, filled out, and provide generalizable data.⁹ Previously, researchers conducted research by giving questionnaires to students to determine the magnitude of students' motivation by measuring it. Then students are given learning that is speaking using digital media. So that students can know and have views about what they feel about the learning. Students can also export their arguments through questions provided by the researcher. So that researchers will find it easy to find out students' go through the process that has been prepared.

2. Data Display

At this stage, the data that has been reduced is displayed in the form of essays, tables, graphs, categorizations, and others.¹⁰ And the data that has been obtained and collected in the next process, the researcher will display data in the form of tables and graphs. Which the researcher then explains in the form of a description. Because the appearance of the data with tables and graphs is only as an introduction, in explaining the results in more detail the researchers explain with descriptions. On the results of the research data, the next step of the researcher is to classify the answers obtained from students according to the indicators that have been made. This stage is the process of

⁹ Tipos Fundamentais and Arilda Schmidt Godoy, *Pesquisa Qualitativa* <<http://www.scielo.br/pdf/rae/v35n3/a04v35n3>>.

¹⁰ Louis Cohen, Lawrence Manio & Keith Morrison, '*Research Methods in Education (Eight Edition)*', (Routledge : 2018), P. 643

displaying the data following the results of the study. The emergence of this data is very important because it can help researchers understand what happened and do some things if further analysis or caution researchers.

3. Draw Conclusions

And in the last stage, the researcher concludes from the display data that has been done. The interpretation was in the form of a description from respons of the learners and get significance finding of their view and motivation in learning speaking using Digital Stortelling.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This research was conducted to determine the motivation of high school students in learning speaking. Here the students of class X MA Tholabuddin Masin were selected as participants in this study. 20 students were asked to fill out the questionnaire, 7 male students and 13 female students. And the interview form data are presented and discussed in this chapter.

A. Research Findings

It is known that there are two research objectives set out in chapter 1. The general purpose of this research is to find out the motivation of EFL students in learning to speak before and after being given speaking learning using digital media. The second goal is to find out the students' views from the new experiences of high school students in learning to speak using Digital Story. As for achieving the research objectives, the researchers describe several descriptions as follows:

1. EFL Senior High School Students' View of Learning Speaking English Using Digital Story

In this chapter, the researcher uses other instruments, which are used to assist researchers in reflecting on research findings. The instrument used interviews, researchers use interviews to find out and get deeper data from the questionnaire. From the results of

interviews, researchers can find out the reasons and views of students on the use of Digital Story in increasing students' motivation towards learning to speak. Because the interviewees can tell the interests and experiences of the speakers in the speaking learning process, both before and after involving the use of Digital Stories. From the results of this interview, the researcher will explain briefly and also show evidence of the results of the respondent's answers. Where the respondent's answer will support the findings of this study.

In the results of the questionnaire above, it is explained that the results of the pre-test show that they have low motivation. But after learning to use Digital Story students experienced an increase in motivation to learn to speak. This is found in the speaking lesson described by Harmer, that there are five methods in teaching speaking. One of these methods is using Digital Story. In accordance with Harmer's explanation, Digital Story is a learning that can express students' creativity in storytelling.¹ Digital Story itself is described by Norman as a combination of oral narration, visual images, sound, and technology in storytelling.² The combination of all these combinations encourages students to be motivated because students can hone their abilities and creativity. In the following, the researcher will show the results of interviews from the research. The

¹ Harmer, Jeremy, *The Practice of English Language Teaching 4 th Edition*, (England: Longman, 2007)

² Wulandari, Sada, and Arifin.

researcher uses the initial S1 for the first student, S2 for the second student, S3 for the third student, S4 to indicate the fourth student, and so on.

The first question is After learning to use Digital Story, students learn to speak from mistakes that students have made by student. From the students' questions, explain the results of the following interviews:

“Dari pembelajaran speaking menggunakan Digital Story saya bisa belajar dari kesalahan yang saya lakukan kak, karena saat sedang bercerita biasanya banyak pengucapan kata yang salah, jadi dari cerita yang saya ulang terus menerus membuat saya bisa bercerita dengan lancar.” S1

(From learning speaking using Digital Story, I can learn from the mistakes I made. Because when I am telling a story, I usually pronounce a lot of wrong words, so the stories I keep repeating allow me to speak fluently).

“Karena tugas praktiknya tidak langsung didepan orang lain, jadi sangat membantu siswa untuk berlatih berbicara. Seperti kalo ada kata yang sulit diucapkan jadi tau cara pengucapan yang benarnya, karena saya jadi berusaha mencari cara pengucapan kata itu.” S2

(Because the practical assignments are not directly in front of other people, so it is very helpful for students to practice speaking. Like if there is a word that is difficult to pronounce, then I know the correct way to pronounce it because I am trying to find a way to pronounce the word).

“Pelajaran baru ini sangat membantu saya Kak, membuat saya berlatih dari kesalahan yang saya buat saat bercerita, tapi karena diulang-ulang terus jadi saya merasa lama membuat video ceritanya.” S3

(This new lesson really helps me a lot, it makes me practice from mistakes I make when telling stories, but because it is repeated so I felt it took me a long time to make video stories).

Based on the statements submitted by students, it can be concluded that learning to speak English with Digital Stories is very helpful for students. Because students can learn from their mistakes when telling stories. Students can find out how to pronounce difficult words, besides that it can make students fluent in telling stories because there is the repetition of stories when there are errors. But from the student's point of view, there were also students who stated the weaknesses of learning using Digital Story, students stated that Digital Story made learning long because students were not satisfied with the results of the stories students told.

The second question is about whether students try to learn English outside the classroom, after learning using Digital Story. Interview results from these questions are as follows:

“Iya kak, karena belajar dengan digital Story itu seru jadi aku sama temen-temen ngerjain video bareng, terus latihan cara bareng cerita Bahasa Inggris yang bener.” S4

(Yes, Because learning with Digital Stories is fun, so my friends and I make videos together, then practice the correct English story together).

“Iya, karena ketika membuat video saya belajar dulu dengan melihat-lihat video bercerita Bahasa Inggris di youtube kak, jadi saya punya gambaran cerita Bahasa Inggris pake video” S5

(Yes, because when I make a video, I study first by watching the English story video on youtube. So I have a picture of English stories using videos.)

Based on the statement from the student, it can be seen that learning to speak using Digital Story gives students the opportunity to learn to speak English outside the classroom. This is because it can make students know the needs that students need in speaking English fluently.

The third question after learning to use Digital Story is, are students able to overcome fear when speaking English in class. The following statements were submitted by the S6 and S7 participants.

“Karena lebih nyaman untuk bercerita, dan video yang dihasilkan juga bagus.” S6

(“Because it is more comfortable to tell stories and the resulting video are also good.”)

“Iya kak, karena menurut saya berbicara Bahasa Inggris itu bikin saya minder dan takut. Saya juga tidak pernah praktik Bahasa Inggris, dan juga dikelas tidak sering diberi tugas praktik berbicara Bahasa Inggris. Sehingga dengan menggunakan Digital Story saya tidak merasa takut, karena saya bisa belajar berbicara Bahasa Inggris tidak secara langsung didepan orang lain.” S7

(Yes, because I think speaking English makes me feel inferior and afraid. I also never practice English, and in class, I do not often get assignments to practice speaking English. So that by using Digital Story I do not feel afraid, because I can learn to speak English not directly in front of other people).

From students’ statements, it can be seen that students can overcome fear when speaking English after learning using Digital Story. Because students can practice speaking indirectly in front of people, besides that students can correct if there is a wrong story.

The next question is to find out whether students can maintain confidence in speaking when using the Digital Story method. The researchers will explain the reasons based on the results of interviews with the following students:

“Dengan digital story saya tidak malu untuk bercerita bahasa Inggris, sehingga tidak seperti ketika saya maju dan menghafalkan teks didepan kelas. Disini saya lebih percaya diri, karena tidak bercerita secara langsung dengan teman-teman.” S1

(With digital stories, I am not ashamed to tell stories in English, so it is not like when I go forward and memorize texts in front of the class. Here I am more confident, the arena does not tell directly with friends.)

“Ketika membuat video Digital Story saya lebih percayadiri karena kalo bercerita menggunakan Digital Story tidak ekspresi wajah secara langsung, bisa pake suara gitu terus juga gambar. Jadi bisa enak kalo cerita.” S2

(When I make a digital video story, I am more confident because if I tell stories using Digital Story, I do not use facial expressions directly, I can use voice and also pictures. So it can be comfortable if you tell the story).

From the results of the student’s statement, it can be seen that students feel confident in learning to speak using Digital Story. Because students can correct mistakes when telling stories, besides students can express stories through pictures and sound only. With that students can be confident because students do not directly tell in front of other people.

Then the fifth question explains the students' opinions after learning speaking using Digital Story. The following is a statement that students stated in the results of the interview:

“Digital story memberikan pengalaman yang baru bagi saya, menurut saya digital story ini menarik kak. Karena selain saya belajar bahasa Inggris saya belajar cara mengedit video, menambahkan suara jadi pembelajaran dikelas tidak monoton mengerjakan soal dari buku LKS saja kak.” S3

(Digital stories provide a new experience for me, I think this digital story is interesting. Because apart from learning English, I also learned how to edit videos, add sound so that learning in class is not monotonous, just doing questions from the LKS book.)

“Didalam pembelajaran speaking kita belum pernah menggunakan digital story kak. Jadi menurut saya digital story ini memberikan sesuatu yang baru dan menarik dalam pembelajaran. Sehingga saya tidak merasa bosan dalam mengikuti pembelajaran.” S4

(In learning to speak, we have never used digital stories. So I think this digital story provides something new and interesting to learn. So I don't feel bored following the lesson).

“Dari pembelajaran ini saya senang kak, pembelajarannya unik, bisa belajar tentang cara membuat video dengan cerita. Tapi saya memiliki kendala kak memori hp saya tidak bisa mendownload aplikasi edit video karena penuh. Jadi saya harus menghapus file dulu biar bisa download aplikasi.” S6

(From this lesson, I am happy. The learning is unique, I can learn about how to make videos with stories. But I have a problem, my cellphone memory can not download the video editing application because it is full. So I have to delete the file first so I can download the app).

Based on the student's statement, it can be concluded that students are happy with learning speaking using Digital Story. Students can more easily learn speaking in the pronunciation of stories. In addition, students can explore student creativity in the field of technology. But from that statement, there was another student's statement, that Digital Story needed cellphone memory space. So students must first prepare for learning by controlling the cellphone memory.

The last statement is about student responses in learning using Digital Story affecting students' interest in learning speaking. Some students stated that Digital Story increase students' interest in learning speaking. This is like the presentation of the results of interviews decribed by students:

“Iya kak belajar menggunakan Digital Story ini meningkatkan minat saya pada belajar berbicara, karena awalnya saya anggap berbicara Bahasa Inggris itu menakutkan dan sulit. Namun ternyata asik, karena saya bisa belajar dua hal sekaligus. Kaya belajar teknologi sama Bahasa Inggris.” S7

(Yes, learning using Digital Story increased my interest in learning to speak, because at first I thought speaking English was scary and difficult. But it turned out to be fun, because I could learn two things at once. It is like learning technology and English).

“Digital story menurut saya mudah untuk memahami pembelajaran speaking, karena saya dapat belajar cara mengucapkan bahasa Inggris yang benar. Karena ketika saya membuat video digital story tersebut saya mengulang-ulang kata yang salah.” S2

(Digital stories are easy for me to understand while learning to speak because I can learn how to pronounce English correctly.

Because when I made the video digital story I was repeating the wrong words.)

“Saya merasa meningkat minatnya dalam belajar berbicara. Namun saya sedikit kesulitan untuk membuat videonya, jadi harus belajar tentang mengedit video dulu agar saya bisa membuat video ceritanya. Tapi tetap asik karena kakak sudah menyediakan tutorial untuk membuat videonya. Jadi walaupun sedikit kesulitan tapi saya bisa.” S3

(I feel an increased interest in learning to speak. But I had a little difficulty making the video so I had to learn about video editing first so I could make a video of the story. But it is still cool because it has provided a tutorial for making the video. So even though it is a little difficult but I can do it).

Based on the results of interviews, it can be seen that Digital Story gives students interest in learning to speak because learning with this method is new for students. Besides that, it can also train students' creativity in the use of digital media. But from the use of digital media, some students have difficulty learning to use Digital Story, so students need tutorials so that students can easily apply digital media to learning.

2. The motivation of EFL high school Students in Learning Speaking Using Digital Story

Motivation is the most important factor in learning because motivation is an effort or desire to achieve goals. And with the motivation in students of course it will make students more aware that learning will provide input of knowledge and make life more

quality. In addition, students who are motivated in learning will feel more ready to accept new things in learning. So that student can compete with problems that may arise in the future. The main thing is the motivation that will affect the seriousness of students when following the lessons delivered by the teacher. Motivation is also considered the main key that can explain the success or failure of learning activities that are considered difficult. Interesting learning methods also provide motivation for students, one of which is Digital Storytelling. Where this method utilizes the use of technology in learning. So based on the description, the researcher explores students' motivation in learning speaking using Digital Storytelling.

Based on interviews with students, it was explained that learning speaking using Digital Story allows students to learn from mistakes that have been made. In addition to this, with speaking learning students can be encouraged to do speaking learning outside the classroom. With the aim of learning with friends to help each other make good English stories. Digital Story helps students in learning speaking because Digital Story can reduce students' fear of telling stories using English. This also gives students the confidence to start learning to speak English. Because habituation will give better results, especially in learning speaking. Of course, it will be more focused on learning that involves practice in it.

Practices that give students comfort to practice and hone students speaking English. It was explained in the interview that the comfort of the students' learning was the absence of fear and the growth of students' self-confidence. From the activities that the students did, they showed good self-regulation in learning speaking using Digital Story. The things that the students did include four self-regulations presented by Mehmed Sercan Uztoşun, namely: Task value activation, Regulation of learning environment, regulation of affect, and regulation of classroom environment.

The students' good self-regulation in learning speaking using Digital Story shows the students' interest and motivation in learning speaking. As stated by Student 5 in the interviews that:

“Menurut saya belajar digital story itu asik kan, saya tertarik dan saya termotivasi untuk mengikuti pembelajarannya sampe selesai, karena belajarnya tidak membosankan dan juga bisa belajar tentang video.” S5

(I think learning Digital Stories is fun, right, I am interested and I am motivated to follow the lesson until it is finished, because learning is not boring and I can also learn about videos.)

B. Discussion

This research focuses on students' points of view the use of Digital Stories in learning speaking and exploring students' motivation in learning speaking using Digital Story. Based on students' view and explore students' motivation in learning speaking using Digital Story. The researcher gave an interview to the students of MA Tholabuddin Masin Batang class X. the interview was conducted with a semi-structured interview so that the research was more in-depth with questions that flowed, a flow of conversation, and a specified topic.

Students' views on learning to speak using Digital Story. Some of the views of students expressed at the time of the interview, namely learning Digital Story is new and interesting learning. Because students can practice speaking English skills and practice creativity in the use of technology. With these two things, learning can provide a sense of interest in students. Of course, more modern learning gives students more interest. In an era that continues to change and demands increasingly high technology, researchers see that education must also keep up with these changes. Because these adjustments will improve the quality of learning for students. Learning in high school students, especially in learning English will be more effective and provide interest to students.

In addition, students also revealed that digital Stories can help students learn good and correct pronunciation. Of course, giving students the habit of reciting English sentences, will provide good

learning on students' speaking skills. With Digital Stories also provide good learning on students' speaking skills. Digital stories also provide task demands for English practice to make students learn English outside the classroom. This demand is certainly good for students because students will certainly study harder in learning to speak English anywhere. But in learning speaking using Digital Stories, students revealed that they found it a little difficult to follow the lesson. In this case, students need other students to help each other. And problems for students also occur in the full cell phone memory. Because in learning to use video editing applications, it requires space on the cellphone to download applications and save video results. Of course, from students' exposure, it has also been explained that using digital media in learning speaking takes a longer time than the practice of speaking directly in front of the class. Digital Story in this learning has different things because of the use of modern media.

Second, students' motivation in learning speaking using Digital Stories. In learning speaking using Digital Stories, it motivates students to learning speaking. this is because of the good self-regulation of students in participating in speaking lessons using Digital Story. The existence of good self-regulation in students is because of students' interest in participating in learning. Learning Speaking using Digital Story becomes interesting learning for students, because of the use of technology in learning. In addition, this good self-regulation occurs because learning provides a place

for students to cultivate student's creativity. Especially in the world of technology, one of which is how to edit a video. This self-regulation is also a form of students' desire to participate in learning because the learning is not boring for students. That students' self-regulation in learning speaking using Digital Story is a form of student motivation in learning.

This is supported by the statement of Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsui-Ting Hung that Digital Story provides a blend of traditional and modern teaching methods, by utilizing technology in learning using this new method provides students with a view that Digital Story learning helps students increase self-confidence, can overcome students' fears when speaking English in class.³ Learning to use Digital Story is very helpful for students in practicing pronunciation and intonation in storytelling. And also this learning invites students to practice speaking outside the classroom. From the student's point of view, it makes students increase motivation in learning to speak using Digital Story. But from the student's point of view, there are also statements about weaknesses in learning using Digital Story. The results of the interview explained that learning Digital Stories requires enough space or cellphone memory to be able to easily follow speaking lessons in making videos. And other opinions also state that

³ Ya-ting Carolyn Yang, Yi-chien Chen, and Hsiu-ting Hung, 'Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking', (*Computer Assisted Language Learning* 2020)

learning to speak using Digital Stories is quite complicated because students have to learn how to record and edit videos to produce good learning.

The findings of this study explain that students have an increase in student motivation in learning to speak English. And some students explained that Digital Story is interesting and unique learning because it can learn to speak and learn about technology. This view can make students improve self-regulation in learning to speak. Although from the results of the interview there are also some weaknesses in the learning. The results of the study were supported by researchers and some of their experts was Kevser Hava, who explained that Digital Story could be used as an effective learning method in learning English.⁴ In addition to providing an increase in student learning motivation and providing positive opinions on vocabulary, writing, Digital Skills, and others.

It is also supported by Syafriyadi and friends. Where his research explains that Digital Story provides a big change in students' motivation to learn languages.⁵ In addition, the use of Digital Storytelling has an impact on language learning, so students

⁴ Kevser Hava, 'Exploring the Role of Digital Storytelling in student Motivation and Satisfaction in EFL Education', (*Computer Assisted Language Learning* 2019)

⁵ Ainur Rosyidah and Azmie Putri, Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres', *International Journal of Recent Technology and Engineering*, 2019.

become more critical, creative, and confident as a digital generation.

Mehri Ramzi, Soheila Pourli, and Sana Nozad, students who were given the task of working on Digital Story were better able to develop creativity and speaking skills.⁶ This Digital Storytelling technique is effective in improving the oral performance of EFL students. Students into multimedia production in the development of reading, writing, listening, and speaking. Because it is very easy, one of which is motivation and storytelling. As well as Makarova E.N. Pirozhkova I.S also stated that Digital Story is a good lesson and can motivate students in learning a second language.⁷

The Findings of the study show that Digital Story gives students motivation in learning to speak. Where motivation in learning is very important because it can provide reasons for the actions, desires, and needs of people.⁸ So that it can make it easier for students to achieve learning goals.

⁶ Mehri Razmi, Soheila Pourali, and Sanaz Nozad, 'Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production', *Procedia- Social and Behavioral Sciences*, 2014.

⁷ Makarova and Pirozhkova.

⁸ Elliot and Covington.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research to complete the research. It is presented here based on the purpose of this study.

A. Conclusion

After conducting research and research analysis on exploring the motivation of EFL High School students in learning to speak using digital stories, the result obtained is that:

First, students' views on the use of Digital Stories in learning speaking. The overall findings of the students, as compiled by the researchers, are the findings of the research interviews that have been described. And based on these findings, there are some similar and dissimilar views on using Digital Story to learn to speak. Similarities in viewpoints can be seen in how Digital Story increases students' enthusiasm for speaking skills. The commonalities of these views include Digital Story can help students in learning correct pronunciation., allows students to learn English outside the classroom, can help students overcome fear when learning speaking, make a student more confident, fun speaking lesson and make learning speaking interesting. As for the difference from the interview statement, some students stated that there were obstacles in learning to speak with Digital Story. The obstacle is that students must have space on their cellphones to

download video editing applications. Other obstacles were also stated by some students that they had a little difficulty in participating in learning.

Second, learning speaking using Digital Story gives motivation to students in learning speaking. Based on students' explanations in interviews where students have good self-regulation as described by Mehmed Sercan Uztosun Task Value Activation, Regulation of learning environment, Regulation of Affect, and Regulation of classroom environment. Of the four things, the students did well. So, it can be said that learning speaking using Digital Story motivates students in learning speaking.

B. Suggestion

Based on the conclusions of the study, the researcher would like to give some suggestions as follow:

1. For Students

With this research, the researcher hopes that students can be more enthusiastic about participating in learning English, especially in learning speaking. Although the method or technique used by the teacher is less interesting and boring. Students are expected to be able to build self-regulation and student motivation in learning to speak English, so they can achieve learning easily. Although learning English, especially speaking, is considered difficult by students, it is hoped that

students can fight against their inner opinions. So that they can develop in improving their education.

2. For Teacher

From the research results, it is expected that teachers can improve learning methods. So that learning does not seem monotonous and gives new interests. And from the results of the study, the teacher can determine the level of student motivation. So that the learning delivered by the teacher in class can be accepted by students easily. With this research, the researcher also hopes that teachers will be more aware of allowing students to practice speaking English with the task of speaking in English. In addition, the teacher must also be aware of technology because they consider the importance and interest of students in the use of technology in education. And because of obstacles to students, teachers can prepare more carefully in advance so that learning can be conveyed easily to students.

3. For Further Researchers

For further researchers who want to do similar research, they can use this research as a reference for their research. Further researchers can also choose various topics related to exploring the motivation of EFL High School students in learning to speak using digital stories. So that they can also research to develop English education for high school students.

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APPENDICES

APPENDIX I

Question of Interview

1. Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”
2. Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?
3. Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?
4. Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?
5. Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?
6. Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.

APPENDIX II

Interview Transcription

Student 1

Q1 : *“Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”* (“Can you learn to speaking with Digital Story from the mistakes you have made?”)

S1 : *“Dari pembelajaran speaking menggunakan Digital Story saya bisa belajar dari kesalahan yang saya lakukan mbak, karena saat sedang bercerita biasanya banyak pengucapan kata yang salah, jadi dari cerita yang saya ulang terus menerus membuat saya bisa bercerita dengan lancar.”* (“From learning speaking using Digital Story, I can learn from the mistakes I made. Because when I am telling a story, I usually pronounce a lot of wrong words, so the stories I keep repeating allow me to speak fluently”).

Q2 : *“Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?”* (“Do you continue to study English with Digital Story even outside of class?”)

S1 : *“Karena Digital Story bisa buat belajar dirumah mbak, bisa lebih leluasa juga. Jadi bisa belajar ngomong Bahasa Inggrisnya gak disekolah aja, soale ada tugas yang harus dikerjain.”* (“Because Digital Story can be used to study at home, it can be more flexible too. So, you can learn to speak

English not only at school, it is a matter of having an assignment to do.”)

Q3 : “*Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?* (“Could you overcome your fear when learning to speak English using Digital Story?”)

S1 : “*Karena Digital Story bisa tugasnya ndak suruh dihafal mbak jadi bisa sedikit tenang kalo ngomong bahasa Inggrisnya*” (“Because Digital Story can do its job, you don’t have to memorize it, so you calm down a little when yo speak English”)

Q4 : “*Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?* (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)

S1 : “*Dengan digital story saya tidak malu untuk bercerita bahasa Inggris, sehingga tidak seperti ketika saya maju dan menghafalkan teks didepan kelas. Disini saya lebih percaya diri, karena tidak bercerita secara langsung dengan teman-teman.*” (“With digital stories, I am not ashamed to tell stories in English, so it is not like when I go forward and memorize texts in front of the class. Here I am more confident, the arena does not tell directly with friends.”)

Q5 : “*Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?*” (“What do you

think after being given learning to speak English using Digital Story?")

S1 : *"Pembelajarannya asik mbak, juga bervariasi jadi belajar ngomongnya bisa pake cara baru. Bisa buat pembelajaran speakingnya langsung, tidak materi terus."* ("The learning is fun, it is also varied, so you can learn to speak in a new way. You can make the speaking lesson directly, not just material.")

Q6 : *"Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan."* ("Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.")

S1 : *"Iya mbak, saya jadi suka belajar Bahasa Inggris pake metode itu, saya juga bisa belajar ngedit video juga."* ("Yes, I have become fond of learning English using that method, I can also learn to edit videos too.")

Student 2

Q1 : *"Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?"* ("Can you learn to speaking with Digital Story from the mistakes you have made?")

S2 : *"Karena tugas praktiknya tidak langsung didepan orang lain, jadi sangat membantu siswa untuk berlatih berbicara. Seperti kalo ada kata yang sulit diucapkan jadi tau cara pengucapan yang benarnya, karena saya jadi berusaha mencari cara*

pengucapan kata itu.” (“Because the practical assignments are not directly in front of other people, so it is very helpful for students to practice speaking. Like if there is a word that is difficult to pronounce, then I know the correct way to pronounce it because I am trying to find a way to pronounce the word”).

Q2 : “*Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?*” (“Do you continue to study English with Digital Story even outside of class?”)

S2 : “*Karena tugas pembelajarannya bagus menurut saya, sehingga membuat saya ingin menghasilkan video cerita yang bagus. Karena kesempatan membuat cerita menggunakan digital story itu lama jadi saya terus berlatih dirumah untuk mendapat hasil cerita yang bagus.*” (“because the learning assignments are good in my opinion, it makes me want to produce good story video. Because the opportunity to make stories using Digital Stories is long, so I continue to practice at home to get good story results.”)

Q3 : “*Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?*” (“Could you overcome your fear when learning to speak English using Digital Story?”)

S2 : “*Digital Story membantu saya untuk mudah belajar Bahasa Inggris kak, dulu saya takut berbicara Bahasa Inggris karena takut salah, takut jelek cara ngomongnya. Tapi dengan*

pembelajaran ini saya bisa lebih belajar dan siap untuk berbicara Bahasa Inggris dalam bentuk cerita ini.” (“Digital Story helps me to learn English easily, I used to be afraid to speak English because I was afraid of being wrong, I was afraid that the way I spoke would be bad. But with this learning I can learn more and be ready to speak English in the form of this story.”)

Q4 : *“Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”* (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)

S2 : *“Ketika membuat video Digital Story saya lebih percayadiri karena kalo bercerita menggunakan Digital Story tidak ekspresi wajah secara langsung, bisa pake suara gitu terus juga gambar. Jadi bisa enak kalo cerita.”* (“When I make a digital video story, I am more confident because if I tell stories using Digital Story, I do not use facial expressions directly, I can use voice and also pictures. So, it can be comfortable if you tell the story.”)

Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?”* (“What do you think after being given learning to speak English using Digital Story?”)

S2 : *“Pendapat saya lebih bisa kreatif kak, dari cara ngomong Bahasa Inggrisnya, bisa menyalurkan bakat dalam mengedit*

video juga.” (“In my opinion, I can be more creative, from the way I speak English, I can channel my talent in video editing as well.”)

Q6 : “*Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.*” (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)

S2 : “*Digital story menurut saya mudah untuk memahami pembelajaran speaking, karena saya dapat belajar cara mengucapkan bahasa Inggris yang benar. Karena ketika saya membuat video digital story tersebut saya mengulang-ulang kata yang salah.*” (“Digital stories are easy for me to understand while learning to speak because I can learn how to pronounce English correctly. Because when I made the video digital story I was repeating the wrong words.”)

Student 3

Q1 : “*Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?*” (“Can you learn to speaking with Digital Story from the mistakes you have made?”)

S3 : “*Pelajaran baru ini sangat membantu saya Kak, membuat saya berlatih dari kesalahan yang saya buat saat bercerita, tapi karena diulang-ulang terus jadi saya merasa lama membuat video ceritanya.*” (“This new learning really helps me a lot, it

makes me practice from mistakes I make when telling stories, but because it was repeated so I felt it took me a long time to make video stories.”)

Q2 : “*Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas? (“Do you continue to study English with Digital Story even outside of class?”)*

S3 : “*Karena tugas kak, dari tugas membuat video tersebut saya jadi berlatih berbicara Bahasa Inggris dirumah.” (“Because of I have duties, from the task of making the video, I speak English more at home.”)*

Q3 : “*Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story? (“Could you overcome your fear when learning to speak English using Digital Story?”)*

S3 : “*Digital Story membuat saya berlatih jadi lebih tidak takut untuk praktik berbicara Bahasa Inggris.” (“Digital Story makes me practice so I am less afraid to practice speaking English.”)*

Q4 : “*Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story? (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)*

S3 : “*Karena belajarnya ndak dihadapan banyak orang jadi saya bisa lebih percayadiri kak dan lebih tenang juga.” (“Because I don’t study infront of many people, I can be more confident, and calmer too.”)*

- Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?”* (“What do you think after being given learning to speak English using Digital Story?”)
- S3 : *“Saya lebih bisa belajar bercerita dengan baik, belajar pelafalan dan intonasi sesuai cerita.”* (“I can learn to tell stories better, learn pronunciation and intonation according to the story.”)
- Q6 : *“Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.”* (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)
- S3 : *“Saya merasa meningkat minatnya dalam belajar berbicara. Namun saya sedikit kesulitan untuk membuat videonya jadi harus belajar tentang mengedit video dulu agar saya bisa membuat video ceritanya. Tapi tetap asik karena kakak sudah menyediakan tutorial untuk membuat videonya. Jadi walaupun sedikit kesulitan tapi saya bisa.”* (“I feel an increased interest in learning to speak. But I had a little difficulty making the video so I had to learn about video editing first so I could make a video of the story. But it is still cool because it has provided a tutorial for making the video. So even though it is a little difficult but I can do it.”)

Student 4

- Q1 : *“Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”* (“Can you learn to speaking with Digital Story from the mistakes you have made?”)
- S4 : *“Iya kak, karena diulang-ulang kalo salah jadi saya tau dan saya perbaiki kesalahan ceritanya.”* (“Yes, because it is repeated if it is wrong, so I know and I will correct the error in the story.”)
- Q2 : *“Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?”* (“Do you continue to study English with Digital Story even outside of class?”)
- S4 : *“Iya kak, karena belajar dengan digital Story itu seru jadi aku sama temen-temen ngerjain video bareng, terus latihan cara bareng cerita Bahasa Inggris yang benar.”* (“Yes, Because learning with Digital Stories is fun, so my friends and I make videos together, then practice the correct English story together.”)
- Q3 : *“Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”* (“Could you overcome your fear when learning to speak English using Digital Story?”)
- S4 : *“Karena berlatihnya menggunakan teks membaca cerita, jadi lebih tidak takut, beda ketika bercerita dengan menghafal.”* (“Because I practice using text reading stories, I am less afraid, it is different when telling stories using memorizing.”)

- Q4 : *“Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story? (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)*
- S4 : *“Karena bisa melihat cara pelafalan yang benar dulu di youtube jadi ketika saya bercerita lebih bisa percaayadiri.” (“Because I can see the correct pronunciation first on Youtube, so when I tell stories, I can be more confident.”)*
- Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?” (“What do you think after being given learning to speak English using Digital Story?”)*
- S4 : *“Didalam pembelajaran speaking kita belum pernah menggunakan digital story kak. Jadi menurut saya digital story ini memberikan sesuatu yang baru dan menarik dalam pembelajaran. Sehingga saya tidak merasa bosan dalam mengikuti pembelajaran.” (“In learning to speak, we have never used digital stories. So I think this digital story provides something new and interesting to learning. So I don’t feel bored in following the lesson.”)*
- Q6 : *“Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.” (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)*

S4 : *“Iya kak memberikan saya minat dalam belajar berbicara, karena menarik pembelajarannya.”* (“Yes, it gave me an interest in learning to speak, because it was interesting to learn.”)

Student 5

Q1 : *“Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”* (“Can you learn to speaking with Digital Story from the mistakes you have made?”)

S5 : *“Saya belajar berbicara Bahasa Inggris pake Digital Story ini menjadi lebih paham kak dalam pelafalan sehingga saat saya tau letak kesalahannya saya ulang lagi pelafalan yang benar.”*
 (“I learned to speak English using Digital Story, so I understand more about pronunciation, so when I know where the error is, I repeat correct pronunciation again.”)

Q2 : *“Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?”* (“Do you continue to study English with Digital Story even outside of class?”)

S5 : *“Iya, karena ketika membuat video saya belajar dulu dengan melihat-lihat video bercerita Bahasa Inggris di youtube kak, jadi saya punya gambaran cerita Bahasa Inggris pake video ”*
 (“Yes, because when I make video, I study first by watching English story video on youtube. So I have a picture of English stories using videos.”)

Q3 : *“Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”*

(“Could you overcome your fear when learning to speak English using Digital Story?”)

S5 : *“Karena cerita yang digunakan simple tidak yang banyak teksnya jadi mudah dipelajarinya, sehingga saya lebih merasa tidak takut karena bisa menguasai teks ceritanya.”* (“Because the stories used are simple, they don’t have a lot of text, so they are easy to learn, so I don’t feel afraid because I can master the text.”)

Q4 : *“Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”* (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)

S5 : *“Karena Digital Story memberikan kesempatan untuk menghasilkan cerita yang bagus. Apalagi ditambah penampilan gambar pada video cerita.”* (“Because Digital Story provides an opportunity to produce good stories. Moreover, the appearance of images in the video story is added.”)

Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?”* (“What do you think after being given learning to speak English using Digital Story?”)

S5 : *“Menurut saya belajar digital story itu asik kan, saya tertarik dan saya termotivasi untuk mengikuti pembelajarannya sampe selesai, karena belajarnya tidak membosankan dan juga bisa belajar tentang video.”* (“I think learning Digital Stories s fun,

right, I am interested and I am motivated to follow the lesson until it's finished, because learning is not boring and I can also learn about videos.”)

Q6 : *“Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.”* (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)

S5 : *“Tentu kak, karena menarik dan saya senang mengikuti pembelajaran menggunakan Digital Story.”* (“Of course, because it is interesting and I enjoy participating in learning using Digital Stories.”)

Student 6

Q1 : *“Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”* (“Can you learn to speaking with Digital Story from the mistakes you have made?”)

S6 : *“Karena dari contoh video yang diberikan kakak, saya gunakan untuk mengoreksi video saya sendiri, sehingga kesalahan tersebut bisa saya ulang.”* (“Because of the video example given, I use it to correct my own video, so I can repeat the error.”)

Q2 : *“Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas?”* (“Do you continue to study English with Digital Story even outside of class?”)

- S6 : *“Pembelajarannya agak sulit jadi butuh waktu kak untuk membuatnya dan karena itu saya sering belajar ketika di rumah.”* (“Learning is a bit difficult so it takes time, to make it and because of that I often study at home.”)
- Q3 : *“Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”* (“Could you overcome your fear when learning to speak English using Digital Story?”)
- S6 : *“Karena lebih nyaman untuk bercerita, dan video yang dihasilkan juga bagus.”* (“Because it is more comfortable to tell stories and the resulting video are also good.”)
- Q4 : *“Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story?”* (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)
- S6 : *“Karena Digital Story memberikan praktik pembelajarannya melalui video.”* (“Because Digital Story provides the practice of learning through video.”)
- Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?”* (“What do you think after being given learning to speak English using Digital Story?”)
- S6 : *“Dari pembelajaran ini saya senang kak, pembelajarannya unik, bisa belajar tentang cara membuat video dengan cerita. Tapi saya memiliki kendala kak memori hp saya tidak bisa*

mendownload aplikasi edit video karena penuh. Jadi saya harus menghapus file dulu biar bisa download aplikasi.”
 (“From this lesson, I am happy. The learning is unique, I can learn about how to make videos with stories. But I have a problem, my cellphone memory can not download the video editing application because it is full. So I have to delete the file first so I can download the app.”)

Q6 : *“Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.”* (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)

S6 : *“Sangat memberikan minat kak, karena saya suka bercerita pake video kak, jadi dengan Digital Story ini tambah suka.”* (“It is very interesting, because I like to tell stories using video. So I like this Digital Story even more.”)

Student 7

Q1 : *“Apakah dengan Digital Story Anda dapat belajar berbicara dari kesalahan yang pernah anda lakukan?”* (“Can you learn to speaking with Digital Story from the mistakes you have made?”)

S7 : *“Karena kalo ada kata yang sulit saya ulang-ulang sampe bener kak.”* (“Because if there are words that are difficult, I will repeat them until they are correct.”)

- Q2 : *“Apakah dengan Digital Story Anda tetap belajar Bahasa Inggris meskipun diluar kelas? (“Do you continue to study English with Digital Story even outside of class?”)*
- S7 : *“Karena Digital Story jadi tugas yang boleh dikerjakan dirumah. Jadi saya bisa belajar berbicaranya ditempat yang nyaman agar lebih bisa fokus.” (“Because Digital Story is a task that can be done at home. So I can learn speak in comfortable place so I can focus more.”)*
- Q3 : *“Apakah anda dapat mengatasi rasa takut ketika belajar berbicara Bahasa Inggris menggunakan Digital Story? (“Could you overcome your fear when learning to speak English using Digital Story?”)*
- S7 : *“Iya kak, karena menurut saya berbicara Bahasa Inggris itu bikin saya minder dan takut. Saya tidak juga pernah praktik Bahasa Inggris, dan juga dikelas tidak sering diberi tugas praktik berbicara Bahasa Inggris. Sehingga dengan menggunakan Digital Story saya tidak merasa takut, karena saya bisa belajar berbicara Bahasa Inggris tidak secara langsung didepan orang lain.” (“Yes, because I think speaking English makes me feel inferior and afraid. I also never practice English, and in class, I do not often get assignments to practice speaking English. So that by using Digital Story I do not feel afraid, because I can learn to speak English not directly in front of other people.”)*

- Q4 : *“Apakah Anda dapat menjaga tingkat kepercayaan diri yang tinggi ketika belajar berbicara Bahasa Inggris menggunakan Digital Story? (“Could you maintain a high level of confidence when learning to speak English using Digital Story?”)*
- S7 : *“Karena Digital Story memberikan siswa kesempatan buat belajar speaking sendiri, tidak dihadapan banyak orang langsung.” (“Because Digital Story gives students the opportunity to learn speaking on their own, not in front of many people directly.”)*
- Q5 : *“Apa pendapat Anda setelah diberikan pembelajaran berbicara Bahasa Inggris menggunakan Digital Story?” (“What do you think after being given learning to speak English using Digital Story?”)*
- S7 : *“Menyenangkan dan memberikan pembelajaran dengan suasana yang lebih berbeda.” (“It is fun and provides learning in a more different atmosphere.”)*
- Q6 : *“Apakah Digital Story memberikan minat kepada Anda dalam belajar berbicara? Jelaskan berdasarkan pengalaman belajar yang telah diberikan.” (“Did Digital Story interest you in learning to speak? Explain based on the learning experience that has been given.”)*
- S7 : *“Iya kak belajar menggunakan Digital Story ini meningkatkan minat saya pada belajar berbicara, karena awalnya saya anggap berbicara Bahasa Inggris itu menakutkan dan sulit. Namun ternyata asik, karena saya bisa belajar dua hal*

sekaligus. Kaya belajar teknologi sama Bahasa Inggris.”
 (“Yes, learning using Digital Story increased my interest in learning to speak, because at first I thought speaking English was scary and difficult. But it turned out to be fun, because I could learn two things at once. It is like learning technology and English.”)

APPENDIX III

Documentation

Practice Making Digital Story Videos

The following are some of the results of practical videos that students have done in learning to speak using Digital Story:

1. Digital Story practice video by Ivana Ulya Afifa Sabila

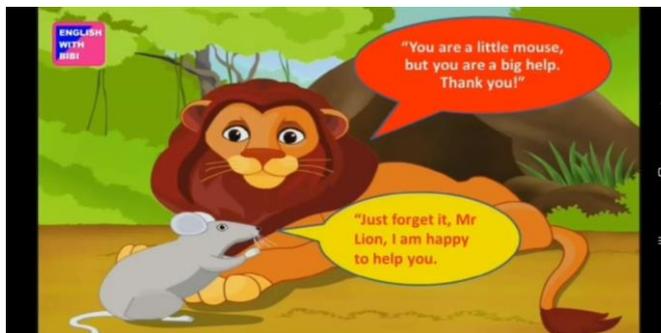
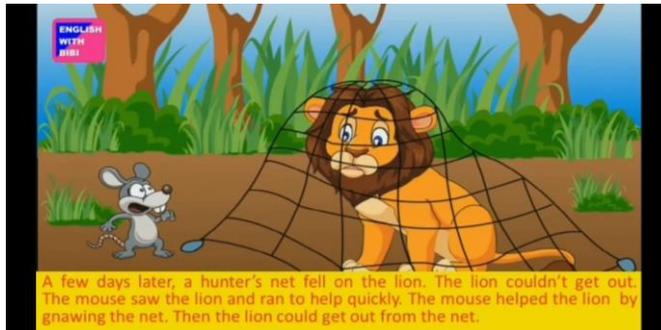
The Ant and The Dove



The following researchers attach a video link of the results of the practice :<https://drive.google.com/file/d/1lo8q-uaxmuQ1dhyu66xObp9YOSHHAbAY/view?usp=drivesdk>

2. Digital Story practice video by Marsa Ilmi Aulia

The Lion and The Mouse



The following researchers attach a video link of the results of the practice : <https://drive.google.com/file/d/1IU4HjFRmkEUIAI0j431VD411B P5Ft66/view?usp=drivesdk>

3. Digital Story practice video by Heny

The Fox and The Crow



The following researchers attach a video link of the results of the practice :https://drive.google.com/file/d/1lgKYOct_vLp69dKeBTIO5B7kQk_XAeX_pX/view?usp=drivesdk

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