

DIGITAL STORYTELLING WITH PREZI AS A STRATEGY TO FACILITATE STUDENTS' SPEAKING ABILITY

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education in
English Language Education



by:

AHMAD TRI WAHYUDI

NIM. 1803046028

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS STATEMENT

I am a student with the following identity,

Name : Ahmad Tri Wahyudi

Student Number : 1803046028

Department : English Language Education,

certify that the thesis entitled,

**“Digital Storytelling with Prezi as a Strategy to Facilitate
Students’ Speaking Ability”**

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Semarang, December 07, 2022

The researcher,

Ahmad Tri Wahyudi

NIM. 180304602



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Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity,

Title : **Digital Storytelling with Prezi as a Strategy to Facilitate Students' Speaking Ability**
Name : **Ahmad Tri Wahyudi**
Student Number : **1803046028**
Department : **English Language Education**

ratified by the board of examiners of the Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining a Bachelor's Degree in the English Education Department.

Semarang, December 20, 2022

THE BOARD OF EXAMINERS

Chairperson,

Lulut Widyeningrum, M. Pd.

NIP. 198008032009012010

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NIP. 196507271992032002

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Dr. H. Moh. Nafi Annury, M.Pd.

NIP. 197807192005011007



Examiner II,

Sayyidatul Fadlilah, M. Pd.

NIP. 198109082007102001

Advisor,

Lulut Widyeningrum, M. Pd.

NIP. 198008032009012010



ADVISOR NOTE

Semarang, December 08, 2022

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum, wr. wb.

Through this form, I stated that I had given guidance, briefing, and correction to whatever extent necessary for the following thesis identification:

Title : **Digital Storytelling with Prezi as A Strategy to Facilitate
Students' Speaking Ability**
Name : Ahmad Tri Wahyudi
Student Number : 1803046028
Department : English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at Walisongo State Islamic University to be examined at the Munaqasyah session.

Wassalamu 'alaikum, wr. wb.

Advisor,

Lulut Widyaningrum, M.Pd.

NIP. 198008032009012010

ABSTRACT

Title : Digital Storytelling with Prezi as a Strategy
to Facilitate Students' Speaking Ability
Name : Ahmad Tri Wahyudi
Student Number : 1803046028

The trend of 21st-century learning, which integrates learning, literacy, and life skills, has demanded that educators be more adaptable and creative in teaching. Digital storytelling (DST) becomes the ideal medium to promote 21st-century learning skills that collaborate with typical literacies. This research aims to explain the DST learning media to facilitate students' speaking ability and describe their views on its implementation. Prezi becomes the chosen tool as the web-based application in creating DST. By using the case study method, this research describes the whole phenomenon in the DST teaching-learning process. The participants were six students in grade eleven of M.A. Miftahul Huda Tayu. The data was obtained from the teacher's reflection during the learning process and student questionnaires. This study concludes that DST learning using Prezi can be suitable for facilitating students speaking ability. DST polishes both students' language skills and technological skills. Prezi was considered the right tool for creating a DST project because of its unique presentation feature. However, the teacher needs to consider some barriers in conducting DST learning.

Keywords: *digital storytelling, 21st-century learning, Prezi, speaking ability*

MOTTO

وَكُلًّا نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ الرُّسُلِ مَا نُنَبِّئُ بِهِ فُؤَادَكَ ۚ وَجَاءَكَ فِي هَذِهِ الْحَقُّ وَمَوْعِظَةٌ
وَذِكْرٌ لِلْمُؤْمِنِينَ

“And We relate to you ‘O Prophet’ the stories of the messengers to reassure your heart. And there has come to you in this ‘sûrah’ the truth, a warning ‘to the disbelievers’, and a reminder to the believers.” *Al-Quran; Surah Hud verse 120*
(Pustakalajnah.kemenag.go.id, 2019)

~

“We are all storytellers. We all live in a network of stories. There is not a stronger connection between people than storytelling.”
Jimmy Neil Smith, executive director of the National Storytelling Association, Jonesborough, Tennessee (power-of-storytelling.com, 2021).

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that the researcher can finish the thesis.

This thesis is dedicated to the following:

1. The researcher's beloved parents (Mr. Suwar and Mrs. Murni), who have been helping him by giving him attention, affection, and endless prayer, were flowing for the smoothness and his success in completing this thesis.
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Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

Semarang, December 07, 2022

The Researcher,

A handwritten signature in black ink, appearing to read 'Ahmad Tri Wahyudi', with a long horizontal stroke extending to the left.

Ahmad Tri Wahyudi

NIM. 1803046017

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LIST OF ABBREVIATION

3D	: Three Dimensional
DST	: Digital Storytelling
ICT	: Information and Communication Technology
IT	: Information Technology
LCD	: Liquid Crystal Display
PC	: Personal Computer
ZUI	: Zoomable User Interface

CHAPTER I

INTRODUCTION

This chapter contains several subchapters. There is the background of the research, the reason for choosing the topic, research questions, objectives, pedagogical significance, and scope of the research.

A. Background of the Research

Speaking is a crucial component of both learning and communication. Moreover, it is one of the essential components of learning a foreign language. Tahir stated that a person could successfully acquire a foreign language if they speak it (Tahir, 2015). Speaking a second or third language encourages learners to reflect, make connections, and comprehend circumstances outside their learning experience (Ramalingam et al., 2022). In addition, excellent speaking ability is required for language communication functions. The conclusion of language is not simply the mastery of language's form but rather the mastery of language's communicative functions through the mastery of language's forms (H. Douglas Brown, 1987).

The initial technique of engagement for students is oral communication. Students orally articulate their thoughts, ideas, and desires (Sembiring, N., Ginting, 2019). However, not all students can effectively explain their views. Spoken

language is simple to execute, but motivating students to speak effectively can be challenging by increasing their drive and assuring that their utterance is appropriate. The problem occurs because not all students can speak extensively within a given time frame (Brown, 2001).

Numerous factors, including cognitive and affective issues, might contribute to a student's lack of speaking ability. Affective elements such as fear and lack of motivation are most strongly associated with public speaking since students must perform in front of large audiences (Goh, C. C. M. & Burns, 2012). Cognitive characteristics, such as speaking abilities and topical understanding, influence students' performance. Due to these variables, the teacher should develop a unique approach or medium to help students feel at ease speaking in front of a large audience and readily interact with their subject matter.

The rapid development of technology in the twenty-first century impacts education. It necessitates teachers to be more adaptable and creative in their teaching. Technology has generated a quickly changing learning environment and propelled the worldwide community's literacy (Shelby-Caffey, C., Ubeda, E., & Jenkins, 2014). The goal of technology integration, according to Robin, is the technique for employing technology, not the instruments of the technology (B. R. Robin, 2008). However, the technological

integration process must be considered to achieve the required learning objectives. According to Thang et al., it does not matter how modern the technology is if teachers are unwilling to implement practices in the classroom (Thang et al., 2014). The features of the students that are directly related to the learning process, such as verbal, visual, and auditory perception capabilities, must be taken into account by the teacher when selecting an appropriate medium for the students (Gerlach & Elly, 1980).

Following the trend of technological integration in education, learners must consider the development of 21st-century abilities. According to the Center for Curriculum Design, there are four 21st-century skills: critical thinking, developing creativity, communicating, and collaborating (Center for Curriculum Redesign, 2015). Utilizing a computer is an additional skill that complements the listed four skills. By integrating these five talents, students can prepare for the learning difficulties of the twenty-first century (Ferdiansyah, 2019).

Digital storytelling (DST), formed by developments in personal computing and recording technologies, is one of the ideal mediums. It may enhance their communication abilities, particularly when retelling a story (Clarke & Adam, 2011). According to Ferdiansyah, digital storytelling learning will

encourage students to develop a range of visual, textual, digital, and technological literacy (Ferdiansyah, 2018).

Several researchers, including Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsiu-Ting Hung, have already completed a study on the usefulness of digital storytelling on the English-speaking and creative thinking of foreign language learners. Participants were expected to collaborate in small groups to produce English-language digital stories using a quasi-experimental methodology. The results demonstrate that DST provides authentic and relevant learning opportunities that effectively encourage students' growth as fluent English speakers and creative thinkers (Yang et al., 2020).

In contrast, a study conducted in early 2022 by Khasturi Ramalingam, Yeo Kee Jiar, and Siva Mathiyazhagan in national primary schools in Malaysia applying digital storytelling as a pedagogical approach in speaking classes to promote Tamil speaking abilities of children found significant improvements in students' comprehension, vocabulary, and fluency elements of the speaking skills after they participated in digital storytelling. In addition, the study reveals that digital storytelling may be an effective pedagogical strategy for enhancing students' speaking skills in the classroom and beyond to increase students' mother tongue as a second language learning in schools. Collaborative quasi-experimental action research was used as a method in

producing the Tamil digital storytelling modules for a mobile application in this study (Ramalingam et al., 2022).

Moreover, students in the digital age are defined as being continually linked to the internet and more at ease using web-based apps for learning (Yang et al., 2020). There is various kind of web-based presentation tools. One of them is Prezi.

Prezi is presentation software and a form of design. Prezi users build presentations on a single visuospatial canvas instead of PowerPoint and other slideware, where presentations are created as a deck of slides. Besides, Prezi is comparable in this regard to a blackboard and chalk. In contrast to an actual blackboard, however, the Prezi canvas is endless and zoomable (McCloud, 2000). Researchers at Harvard University sought to comprehend the roles of message and medium in conveying three presentation formats: Prezi, PowerPoint, and oral presentations without visual aid. Participants ultimately rated Prezis as more organized, engaging, and persuasive than PowerPoint and oral presentations (Moulton et al., 2017).

Consequently, based on the preceding explanation, the author desires to conduct a study concentrating on implementing digital storytelling using Prezi to facilitate students' speaking ability and how they view its implementation.

B. Questions of the Research

The problem that is going to be discussed in this research stated as follows:

1. How does the implementation process of digital storytelling with Prezi facilitate students' speaking ability?
2. How do students view the implementation of digital storytelling with Prezi to facilitate their speaking ability?

C. Objectives of the Research

Based on the research questions above, the aim of the research is stated as follows:

1. To explain the implementation process of digital storytelling with Prezi in facilitating students' speaking ability.
2. To describe the student's view of implementing digital storytelling with Prezi in facilitating students' speaking ability.

D. Pedagogical Significance

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

1. Theoretically

This research will provide knowledge to students and teachers about learning strategies through storytelling activities combined with technology to facilitate speaking skills.

2. Pedagogically

This research will help students practice speaking skills with more exciting and fun involving teachers and students to collaborate with digital-based learning.

3. Practically

This research will introduce the steps to create a medium, namely digital storytelling using Prezi, to students and teachers. In addition, it can be used as a reference for further research in the future.

E. Scope of the Research

This research was conducted for students with essential experience and knowledge using gadgets and web-based software. The participants were the eleventh-grade students of Islamic Senior High School of Miftahul Huda Tayu, Pati, who attended English subject. The researcher focused on implementing digital storytelling using Prezi to facilitate students' speaking ability and views toward its implementation.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents a theoretical review and previous research which support this research to analyze the data and answer the research questions.

A. Previous Researches

Implementing digital storytelling (DST) in the classroom has been the subject of research since the inception of DST. Numerous earlier studies have addressed the implementation and the existence of DST in the educational field. Therefore, the author draws from prior studies on digital storytelling as a learning medium.

1. A research article by Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsiu-Ting Hung titled “*Digital storytelling as an interdisciplinary project to promote students’ English speaking and creative thinking.*” This study aims to determine whether integrating DST in school curricula, as opposed to traditional instruction, can result in tremendous academic success for Taiwanese EFL learners of secondary school age. This study is quasi-experimental in design. According to the findings of this study, DST-based training dramatically improved students’ English speaking and creative thinking. It was argued that DST creates relevant situations encouraging students’ output in

their target language. This research examines the introduction of digital storytelling utilizing Prezi as a DST medium in the classroom. In addition, the current research used a case study technique to evaluate the application of DST in-depth, whereas this study employs a quantitative approach (Yang et al., 2020).

2. *“Digital Storytelling to Enhance Adults’ Speaking Skills in Foreign Language Learning: A Case Study”* by Emily Kallinikou and Lolie Nicolaidou (2019). This study investigated the relationship between adults’ participation in digital storytelling (facilitated by an interactive learning environment) and their speaking abilities and motivation when learning a foreign language. The study required pre-test and post-test control groups with an experimental method. The researchers observed that interactive activities, multimedia in the intended learning environment, and digital storytelling improved speaking abilities among adults learning Greek as a foreign language. This study’s equation focuses on the study’s central concept. The gap between this study and previous research is the subject of this study. Both studies are concerned with using or implementing DST to improve speaking skills. This study focuses on the implementation of DST with senior high school students (Kallinikou & Nicolaidou, 2019).

3. A Research on Technology in Education article by Jo Shan Fu, Shih-Hsien Yang, and Hui-Chin Yeh titled *“Exploring the impacts of digital storytelling on English as a foreign language learners’ speaking competence.”* This study sought to determine the relationship between student engagement and speaking ability, focusing on how a particular DST tool improves learner engagement in the learning process and how this affects their speaking abilities. The Toontastic app is the DST tool utilized for this study. This investigation employs a quasi-experimental design and includes pre-and post-tests, learning logs, and a post-intervention survey.

The researchers found that learners made significant progress in speaking competence regarding fluency and language use. However, no significant correlations were found between learner engagement and fluency and between engagement and language use; topic familiarity and scaffolding embedded within DST were the primary ways the app, Toontastic, supported learners in improving speaking competence and learning engagement. The study concluded that DST facilitates effective communication among students. This research relates to the current research on the use of learning methodologies, namely the use of an app or software to engage DST in speaking class. However, some

distinctions exist, such as the prior study employed the Toontastic app, whereas the present study employed Prezi to construct DST. Participant and focus study differences also exist (Fu et al., 2021).

4. Research of Computer-Assisted Language Learning article titled *“Exploring the role of digital storytelling in student motivation and satisfaction in EFL education”* by Kevser Hava (2019). This study is to investigate the impact of digital storytelling on student motivation and levels of satisfaction in EFL education. It also analyzes students’ perspectives on using digital storytelling in educational environments. Pre- and post-test measurements are undertaken. The researcher collected data using a motivation scale and a satisfaction questionnaire. After participating in the digital storytelling exercise, students’ self-confidence and personal use improved significantly.

Overall, the findings suggest that digital storytelling may be an essential and successful tool deployed in educational settings to assist the growth of students’ language and digital skills. This earlier study is comparable to the current study. Both studies examine the application of DST in the classroom. Although prior research focused on student motivation and satisfaction levels, current research focuses on the impact of DST

implementation on students' speaking skills and their perception of DST. In addition, the research participants are diverse (Hava, 2021).

5. A Research article by Educational Media International titled "*Learning through digital storytelling: exploring entertainment techniques in lecture video*" by Grace Y. Choi (2018) investigates the role of digital storytelling in online education and its relationship to enhancing student engagement. An online survey was done using a YouTube video of a public lecture to determine digital storytelling approaches and their impacts. The findings demonstrated that these strategies, frequently employed in the entertainment industry, significantly enhanced student engagement and learning results. Although an earlier study has discussed student engagement with the incorporation of entertainment education through DST techniques, the author's research has focused on the use of DST by students to facilitate their speaking ability. Both kinds of research focus on implementing DST in the classroom (Choi, 2018).

B. Theoretical Review

In this sub-chapter, the researcher explains the related theories which correspond with the research title. They are digital storytelling, Prezi, speaking skills, and their thread under this research focus.

1. Digital Storytelling (DST)

Digital storytelling became the learning approach used in this research. The explanation of digital storytelling and its role in teaching-learning will be stated in this part.

a. DST in Education

A story can impact our thinking, challenge our views, and evoke old memories, causing many individuals to desire to hear it repeatedly. Donald Davin defined storytelling as sketching or painting an image instead of photographing. Storytelling activities combine words packaged to evoke a succession of images in the listener's mind and enable the listener to feel the story more deeply.

Traditional storytelling has evolved into digital storytelling or multimedia storytelling, which combines stories with multimedia components such as text, images, animation, and video to deliver information to the audience (Li & Hew, 2017).

Digital Storytelling, or DST, was developed in the 1990s by the Center for Digital Storytelling in the United States (Lambert, 2013). Since then, DST has been acknowledged as a method that may enhance learning experiences that are project-based, technology-integrated, and student-centered (B. R. Robin, 2016). DST is deemed a suitable medium for students in the 21st century who have different characteristics and needs than their predecessors (B. R. Robin, 2008).

Lambert defined DST as telling stories or personal narratives using digital technologies to create meanings (Lambert, 2013). There are numerous types of personal stories that can be created and developed using multimedia techniques. For example, it can be a story about a notable individual, life events, a life plan, or a daily activity. Students' background knowledge will be activated by telling stories related to their lives since they know what they will tell.

Bull and Kejder argue that an excellent digital story may investigate, discover, and transmit new human-centered knowledge. Through DST instruction, children learn to tell stories ordinarily and convey the content behind their stories (Bull & Kajder,

2004). As humans, storytelling is also one of our means of communication. By encouraging students to create a great digital story, it is predicted that they will improve their communication skills.

According to Robin, seven DST components might be regarded as the strength of digital storytelling. They are 1) the author's point of view, 2) the dramatic question that keeps the audience's attention, 3) the emotional substance that binds the audience to the story, 4) the storyteller's voice, which is considered to be the way to personalize the story in order to help the audience understand it, 5) the power of the soundtrack, which gives the story life, 6) the economic aspect, which allows the story to be told to the audience without overwhelming them with information, and 7) pacing, which determines how quickly or slowly the story progresses.

b. DST Instruction in Teaching

Students who create digital stories gain a solid foundation in numerous types of literacy, such as information, visual, technological, and media. Brown, Bryan, and Brown termed these numerous abilities connected with technology "Literacy in the Twenty-First Century" by summing together the work of several researchers in this field. Literacy in the

twenty-first century requires that children not only communicate with classroom peers but also read e-books, receive and send e-mails, locate and evaluate online information, prepare reports using presentation software, engage in dialogue with knowledgeable individuals from other regions, and write for both local and global audiences. As a result of the growing demands of the digital era, teachers now integrate technology throughout the curriculum (J. Brown et al., 2005).

In education, digital storytelling can be utilized in a variety of ways. As a means of introducing new content, some educators may elect to develop their own stories and share them with their students. An engaging, multimedia-rich digital story can be used as a set-up or hook to attract students' attention and pique their curiosity in investigating new concepts. Digital stories developed by teachers can also be used to enhance current courses within a more extensive unit as a way to facilitate discussion about the topics provided in a story and make abstract or conceptual content more intelligible.

Digital storytelling can also be an effective technique for teaching students how to construct their own stories. After viewing examples of digital stories

developed by their teachers or other story creators, students may be assigned tasks requiring them to research a topic and select a particular perspective. This exercise can develop interest, focus, and motivation among today's "digital generation" students.

Digital storytelling may provide educators with a powerful instructional resource. According to research, multimedia in the classroom helps students remember new information and comprehend challenging content. Digital storytelling also appeals to students with different learning styles, may create collaboration when students are allowed to work in groups, and adds value to the student experience by fostering personal ownership and accomplishment (Digitalstorytelling.coe.uh.edu., 2022).

c. The Production of DST

There are some theories on the production of digital storytelling in the classroom. Here, the researcher draws the version of the DST's production from Sandi Ferdiansyah. He frames this method on the implementation of DST learning in English subjects, which is adapted from the activity-based learning approach. He stated that this production project is effectively conducted for about ten

meetings. There are four stages: the early stage, the story development stage, the final language editing stage, and the publication stage. Those stages combine the role of both teacher and students in order to reach the goal (Ferdiansyah, 2019).

1) The early stage

The primary purpose of this stage is to engage students in analyzing the form, the features and components, and the language features of digital storytelling. The teacher can direct the students to visit a particular website or other resources to see examples of digital storytelling. Then, they can choose the story that interests them and analyze it. This stage may require three meetings to be effectively completed.

2) The story development stage

At this stage, the students think about their own stories. The teacher may give a specific theme to inspire students to create their stories. After that, they may start to elaborate their story draft. The teacher may instruct them to write 100 words at minimum. After the draft was completed, they should visualize their story. They can find images from the internet or their photo. In this

process, the teacher must remind the students to consider the copyright of the photo that students took. The final process of this stage is making a storyboard. The storyboard aims as a template to compile the images, the description, the narration, the duration, and the images' source. The teacher can provide the template or instruct the students to make it themselves.

3) The final language editing stage

The students are asked to recheck and revise the language aspect of their story before being published. The teacher's role in this stage is as the external reviewer who gives feedback on students' grammar mistakes, vocabulary usage, conjunction, etcetera, that may occur in the students' draft.

4) The publication stages

The students are asked to start working on digital tools at this stage. They are asked to choose the tools they will use to make the DST project. This process aims to convince the teacher about the student's readiness toward their chosen tools. After the creation of the DST, the students can present their project and tell the class about the process of creating the DST step by step.

2. Prezi

Prezi, a web-based software for making creative presentations, becomes the chosen tool for building digital storytelling in this research. The following part will explain the terms of Prezi and its role in a teaching environment.

a. Prezi as Presentation Tool

As stated previously, in fostering 21st-century learning and leveraging Web 2.0 technologies, the present study uses Prezi, a DST tool recommended by experts, to create an interactive storytelling environment (B. Robin & McNeil, 2013).

In 2009, Prezi as, a video and visual communications software company, was established in Hungary. “Prezi” is the Hungarian abbreviated form of “presentation.” In 2021, the software company, according to Prezi, will have more than 100 million users worldwide. The company’s flagship platform is a software alternative to conventional slide-based presentation formats (Team, 2022).

Prezi has three primary capabilities. First, Prezi Present has a map-like overview that enables users to navigate between topics, zoom in on specifics, and draw back to reveal context. In 2017, Prezi introduced Prezi Design, a comprehensive set of interactive

design tools for creating and editing infographics, flyers, business cards, and other content that can be used in Prezi presentations. They introduced Prezi Video in 2019, enabling virtual presentations on the live or recorded video screen. Prezi Video integrates with popular video conferencing and collaboration technologies, including Zoom, Microsoft Teams, Google Meet, Slack, and Cisco Webex, and has proven crucial in the new hybrid workplace (Sawers, 2020).

PowerPoint and other slide-based presentation tools have dominated the presenting market in practically every industry, including education. Since nearly two decades ago, numerous academic institutions have utilized this software. However, the need for new types of presentation software has risen over the years, and it has become a requirement and inevitability due to the rapid development of ICT (Information and Communication Technology) and the fact that people have become tired of the old presenting technologies (Safar, 2015).

The introduction of Prezi as a Web 2.0 cloud-based presentation tool in 2009 has revolutionized the presenting industry. Prezi is a brand-new presentation without slides. Prezi introduced us to a new

presentation paradigm with its distinctive visual and movement capabilities with a novel “Zoomable User Interface (ZUI)” capable of providing 3D fade-in animation that combines smooth rotations, panning, and zooming in realistic 3D perspectives. Zooming is simply the capacity to zoom in and out of information to display various degrees of detail on display (Anthes, 2012).

Prezi’s features enable the user to create DST projects with unique appearances. Prezi Video becomes the main feature to use in this research. Using Prezi Video, we can collaborate images, text, sound, effects, slides, and even record the user into video.

b. Prezi’s Role in Education

Presentations are regarded as an integral part of academic life. Either the teacher is presenting to the class, or students are being asked to do so. Looking for ways to break up the monotony of slide-based presentations is always appreciated and accepted.

Learners can capture ideas/concepts and reorganize them to build new paradigms when utilizing Prezi in the classroom. Using Prezi also promotes the development of fresh concepts and ideas. In addition, the new ICT tool must accommodate

teachers' teaching methodologies and students' learning styles to be implemented in classrooms. Prezi is highly effective because it includes something for every teaching method and every type of learner; not only does it enable the learner to use both sides of his or her brain, but it also stimulates the five key learning styles: textual, auditory, visual, kinesthetic, and social learners (Diamond, 2010).

Depending on how it is utilized, Prezi has various uses. Prezi is not confined to presentations; it may be used for various tasks. Prezi is utilized in various schools and universities to make teaching, learning, and leadership more entertaining, engaging, relevant, and memorable and increase student achievement. In addition, these same tactics are employed by thought leaders from various disciplines at major professional conferences, seminars, forums, and workshops, where the requirement to communicate effectively and efficiently is strong (Diamond, 2010).

Using Prezi, there are several strategies we can implement. First, Prezi may generate new ideas and thoughts through brainstorming. Because they utilize visual imaging techniques, Prezi's built-in capabilities encourage the generation of new

ideas/concepts. Prezi can also be employed for storyboarding, problem-solving, note-taking, collaboration, communication, sharing, and mind mapping. When creating mind maps in Prezi, we use both our right and left brains to generate moving, zooming visual maps. Prezi can create and distribute instructional resources (such as lectures and lesson notes), learning objects, training sessions, and school projects. Fourthly, Prezi can display and share project proposals, resumes, portfolios, and career narratives. Fifthly, Prezi allows us to showcase and share our hobbies, collections, scrapbooks, photo albums, invitations, and other special occasions (Jacobson, n.d.).

Prezi can display complex information, concepts, facts, ideas, narratives, and other educational visual data. It could be modified for the classroom and the student's understanding and knowledge. Educators believe that Prezi will alter the way we view presentations. With Prezi, educators can now create high-quality, professional, attention-grabbing presentations of any type (Diamond, 2010).

3. Speaking Skills

Speaking skills become the chosen skill to be investigated in this research. Besides, storytelling is also

closely related to speaking. Therefore, this research proposes speaking skills as a focused study that will be explained in the following paragraphs.

a. The Knots of Speaking and Storytelling

Speaking is how people verbally express and convey their views to others. This competence merits as much consideration as literary skills in native and foreign languages. In order to conduct many of their most fundamental transactions, it is frequently necessary for students to demonstrate competence in these areas (Bygate, 1987).

According to Nunan, speaking is a productive oral skill constructing systematic utterances to transmit meaning (Nunan, 1991). In a slightly different definition, Brown notes that speaking is a participatory process of meaning construction involving the production, reception, and processing of information (Brown, 2004). In speaking, students learn how to organize thoughts, construct sentences, and communicate language with appropriate pronunciation and comprehensible language in the spoken form (Gani et al., 2015). Additionally, students must learn how to convey the meaning of the language based on the context in which they are speaking.

According to Finocchiaro and Brumfit, speaking entails expressing one's thoughts, opinions, and emotions through chat or conversation. To do so, language learners must have sufficient knowledge of the English language's sound, structure, vocabulary, and cultural framework. The students must also consider the ideas they desire to convey. They must articulate English sounds correct by altering the locations of their lips, jaws, and tongue. In addition, the learners should be aware of the proper functional expression and the grammatical, lexical, and cultural aspects required to represent the idea and be sensitive to the person they converse with and the context of the discussion. Lastly, the learners must be able to alter their thoughts' direction based on the individual's reactions (Finocchiaro & Brumfit, 1984).

There is a connection between communication abilities and the incorporation of storytelling. As part of class speaking activities, storytelling is a teaching approach that helps students concentrate on story elements (Yunita, 2019). It emphasizes both intellectual and social development heavily. They employ extensive terminology when narrating and creating a story. This activity improves their language development (Masuram & Sripada, 2020).

Storytelling is so fundamental to our existence. In the course of living our lives, we always tell others stories. Through storytelling, students can enhance their speaking skills and study in an environment that is less formal than usual. In addition, the student can employ storytelling to preserve culture, as it has become a commonplace human practice. Many narratives are imbued with moral lessons. Moral principles must be taught to students to teach them about life. Storytelling in education aims to increase students' communication skills (Yusuf & Anwar, 2018).

b. Core Speaking Skills

According to Goh and Burns, learners are required to develop four significant kinds of speaking skills. Within each core, skills are more specific subskills suited to various speaking and communication requirements (Goh, C. C. M. & Burns, 2012).

The following core of speaking skills is also implicit in a storytelling activity. Students with good authorization of core speaking are likelier to have excellent speaking delivery, including storytelling. The four core speaking skills and their sub-skills, according to Goh and Burns as follows:

1) Pronunciation

Pronunciation abilities are the capacity to produce segmental and suprasegmental features of the target language. This group possesses particular abilities. First, it required students to articulate English vowels, consonants, and blended sounds. Second, it indicates meaning by assigning word stress to significant words. And then utilize various intonation patterns to deliver new and old information.

2) Speech Function

Speech function is the ability to communicate with precision. Understanding how to convey and interpret it is a crucial aspect of practical competency for learners. This category requires students to be able to make a request, exhibit emotion, explain something, provide information, make an offer, and describe something. It concentrates on the application of several terms that are pretty useful in daily life, thereby assisting students in employing them in everyday discourse.

3) Interaction Management

This category relates to the capacity to moderate dialogues and discussions during the

interaction. It is expected that students will be able to initiate, maintain, and conclude a discussion, as well as offer the turn to others via direct dialogue. This category focuses on clarifying meaning, shifting the subject, identifying and employing verbal and nonverbal signs, and changing the focus of a conversation.

4) Discourse Organization

Discourse organization is associated with generating lengthy discourse in diverse spoken genres under sociocultural relevant language rules. This category expected students to be able to establish coherence and cohesion in extended discourse through lexical and grammatical choices; use discourse markers and intonation to signal changes in the discourse, such as a change in the topic; and use linguistic conventions to structure spoken texts for different communicative purposes, such as recounts and narratives.

c. Types of Classrooms Speaking Performance

Brown proposes six basic speaking styles that students must execute in the classroom. They are important as students learn the stages of how to master speaking skills. In DST learning, students

follow these types along the learning process, including in the final stage of retelling the story. Below is a brief description of these categories (Brown, 2004).

1) Imitative

At one end of a continuum of speaking performance types, the imitative type can be described as the ability to repeat a word, phrase, or sentence. Students are typically drilled on words that are still unfamiliar to them, and they attempt to say and repeat the words.

2) Intensive

This type is a step from the imitative type since it incorporates speaking performances to rehearse the language's phonological or grammatical parts. Students can engage in self-initiated or pair-work intensive speaking activities to review certain forms of language.

3) Responsive

When students begin to direct their responses toward the teacher, their speaking abilities significantly improve. Interaction and comprehension tests, such as brief conversations, basic greetings, small talk, and requests and instructions, might motivate students to respond.

4) Transactional (Dialogue)

The objective of transactional language is to convey or exchange specific information. It is an expanded form of responsive language. One of the examples is a short conversation with a greater emphasis on negotiation than responsive speech.

5) Interpersonal (Dialogue)

This communication is more concerned with sustaining social relationships than transmitting the information. These talks might be more challenging for language students due to informal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a “hidden agenda.”

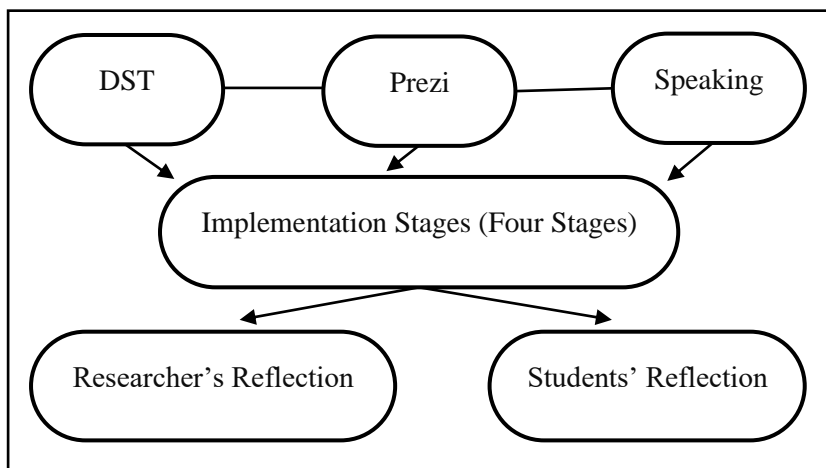
6) Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling in which the opportunity for oral engagement from listeners is either severely constrained (possibly to non-verbal responses) or ruled out. The speech or activity may be prepared or unplanned. Typically, students utilizing this form of speech are of intermediate to advanced proficiency.

C. Conceptual Framework

The conceptual framework below describes the research that the researcher would conduct. The qualitative research aims to explain the implementation process of digital storytelling (DST) learning to facilitate students' speaking ability and to describe students' views of implementing digital storytelling learning. The implementation process was conducted using six stages of DST production stages. After the implementation succeeded, the researcher then collected the data using reflection, the first reflection was from the researcher's reflection to answer the first research question, and the second was from the students' reflection to answer the second research question.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

The primary focus of this chapter is the research methodology employed in this study. There are multiple subchapters: research design, research setting, research object, data collection method, research instrument, and data analysis technique.

A. Research Design

The research design refers to the approach that determines the data collection technique in a study. This research employs the case study method, which is an intense, detailed, and in-depth examination of an organization, institution, or symptom. Yin defines a case study research technique as an empirical investigation that analyzes a contemporary phenomenon inside its real-world environment; when the boundaries between phenomenon and context are unclear; and where numerous sources of evidence are employed (Yin, 2014).

The case study approach enables the researcher to examine data within a particular context. As study subjects, case study methods often select a small geographical area or a small number of persons. It consists of descriptive case studies designed to describe the natural phenomena in the data at hand, particularly the application of digital storytelling strategies to

facilitate students' speaking abilities. The researcher's objective is to characterize the data as they occur.

The researcher used some methods to answer the research questions in the discussion section. The first research question is formulating the implementation of DST in speaking class; hence the teacher practice will be the data source. The data was collected through reflection from the researcher himself as the teacher. The researcher observed all the activities in the classroom's teaching and learning process.

Then, to answer the second question about the students' views regarding the implementation of DST in the class, the researcher conducted an open-ended questionnaire after conducting the DST lessons. As the data validity, the researcher will interview students to confirm the answers given.

B. Research Setting

The research was conducted at M.A. Miftahul Huda. It is located at Ratu Kalinyamat Road No. 51 Tayu, Pati, Central Java. The research period was from September 18, 2022, until November 15, 2022.

C. Research Participants

The participants of this research were six students in eleventh grade who join in the research voluntarily. The researcher applied voluntary informed consent to choose the participants. It is intended that human participants can enter

research voluntarily, with full knowledge of what participation entails, and that they provide informed permission before entering the study (Oxford, 2021). Therefore, the researcher gave information regarding the research, and the participants responded without pressure. And then, the researcher reiterated the terms of the research in the form of written informed consent, and the participants agreed to each term to obtain consent. Choosing the eleven grade students of senior high school is that they are capable enough to work on digital devices or web-based software/applications and have attended English subject in their school. The researcher thought the students could make DST projects in groups through web-based software, namely Prezi.

D. Research Procedures

The research procedures described the whole process, from getting the school's permission to the final research of the creation of DST by students, which lasted for three months (September 18, 2022, until November 15, 2022). The followings are the procedures of the research:

1. In the planning stage, the researcher prepared the tools that would be used, got the school's permission, consulted the teacher, gave the students the research information and got the consent.

2. In the next stage, the researcher, as the teacher, conducted research regarding the implementation of DST. In this stage, the production of DST also is conducted by students in a group using the production steps by Sandi Ferdiansyah that consisting of several steps such as *the early stage* (form analysis, feature analysis, and language element analysis), *story development stage* (exploring story ideas, developing storylines, visualizing stories, using storyboards), *final language editing stage* (final language edit), and *publication stage* (choosing digital tools and publishing stories) (Ferdiansyah, 2019, p. 27-40).
3. The third stage was the observation, which will be done during the implementation of DST with students in the classroom. The researcher took reflection notes during the teaching and learning and conducted open-ended questionnaires.
4. Furthermore, in the last stage, the researcher gathered all the required information, discussed it, and reflected on the results with the students. These observations and reflections were recorded and described in the data findings

E. Method of Collecting Data

Data collection procedures are step-by-step strategies for obtaining data or acquiring data. The data source can be

objects, motion, or processes if a researcher uses observation techniques. If the researcher uses documentation techniques, the document or record serves as the data source (Best & Kahn, 2006). While in this research, the researcher used reflection and documentation techniques.

1. Researcher's Reflection

Reflection is the first technique in collecting data to answer the first research questions. This technique was adapted from the reflective cycle by Gibbs. This method provides a framework for experiential learning. It provides a framework for analyzing experiences and, due to its cyclical character, is particularly suited to repeated encounters, allowing us to learn and prepare from things that went well or poorly (Gibbs, 1988). It covers six stages:

- a. Description of the experience
- b. Feelings and ideas about the experience
- c. Evaluation of the experience, the good and the wrong side
- d. Analysis to make sense of the circumstance
- e. Conclusion regarding what was learned and what may have been done differently
- f. Action plan detailing how we would handle similar events in the future or any general adjustments we deem necessary.

Each stage was described in the findings as the collected data during the implementation process of DST and became the answer to the first research questions.

2. Students' Reflection

As the research participants, students experienced digital storytelling instruction during the research. Their experiences and feedbacks are important as the source of data and to answer the research question. Therefore, the researcher proposed the reflective technique of students to collect the data. Using the reflective model by Kolb, the researcher dug for the information needed from the students. The basis for this model is our own experience, which is then reviewed, analyzed and evaluated systematically in four stages. This four-stage model supports us in reflecting on and drawing conclusions from our hands-on experience while teaching. It also promotes planning to do something different and testing it out (Kolb, 1984). The four stages are:

- a. Concrete experience. We will note the specific situation and describe what we see, feel, and think.
- b. Reflective observation. It is our initial reflection following the experience. The question might be what and why we did that and what we are trying to do.
- c. Abstract conceptualization. We will explore our initial reflections to make sense of what happened.

Also, this is the stage where we should consult colleagues and literature to get a better understanding and further ideas.

- d. Active experimentation. Finally, we can plan for and practice new ideas and strategies underpinned by the new knowledge we have gained about our teaching.

Those stages are formulated into some questions in interviews conducted with participants after implementing the DST lessons.

3. Documentation

According to Bogdan and Biklen, the primary data source for a study is participant observation or interviewing, but secondary data sources include photographs, videos, movies, memos, and diaries. (Bogdan & Biklen, 2004). Therefore, the documentation technique is a method for gathering information that is not directly presented to the target of the investigation.

In this research, the researcher made a note and took photos as evidence of teaching-learning activity and supported other data collection. In other words, documentation can also serve as validation or support for implementing a research instrument. This study's documentation was collected with the relevant data to strengthen its validity and provide evidence that it was conducted. The outcomes of previously performed

interviews and observations will be more credible if research-related materials support them.

F. Data Analysis Technique

An analysis used in this research is an analysis according to Miles and Huberman (Miles et al., 2014). In type data analysis techniques, activities are undertaken interactively and constantly until completion, at which point the data are saturated. Data analysis includes data reduction, display, and conclusion drawing/verification. The details will be described as follow:

1. Data Reduction

The gathered data are documented as reports or comprehensive data. Reports created based on collected data are condensed, summarized, and centered on significant issues. Data reduction means summarizing, selecting essential elements, concentrating on the most vital aspects, and searching for themes and patterns. This kind of analysis is employed in order to gather more specific data. Through data reduction, the researcher can determine which data are necessary and which are not because there is a chance of receiving duplicate or unnecessary information.

2. Data Display

The second primary flow of analysis is data display. The purpose of displaying data is to draw

conclusions and take action. Displaying data enables the researcher to comprehend what is occurring and conduct further analysis based on this comprehension. The narrative text is the most typical type of displayed data in qualitative research. It is difficult for the researcher to comprehend what is occurring; therefore, display data is required to assist the researcher in processing the data based on what is previously known. By displaying data, the result is more easily understood.

3. Conclusion Drawing and Verification

Conclusion drawing and verification refers to the evaluation of the data that have been analyzed. If insufficient evidence supports the next round of data gathering, the initial conclusion will be revised. However, the conclusions are credible if valid and consistent data is discovered early.

In this final phase, the analysis outcomes will be used to draw conclusions based on the research conducted. The collected data from observation and interviews will be categorized. The researcher conducted a triangulation process to select essential data. Finally, the researcher will conclude by rechecking the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research. The collected data was provided to answer the research questions. Then, the result was discussed briefly in the discussion part.

A. Data Description

Data collection for this research was initially done by conducting digital storytelling lessons with the participants to find out how the implementation of the DST lesson went. The eight meetings were held at M.A. Miftahul Huda Tayu after school. The number of participants was six students from grade eleven who have attended English subjects at school and have enough ability to operate gadgets/devices. The six participants joined the research after signing the consent form as they agreed to participate as participants in the research.

The learning schedule of the digital storytelling class was held after school in the form of extracurricular activity. The description of the DST class timeline that has been conducted is stated in the appendix.

B. Data Analysis

The finding presents the data analysis by categorizing it into two points: the implementation of the DST lesson and the student's view of the DST lesson that the students have experienced.

1. The implementation process of digital storytelling (DST) with Prezi in facilitating students' speaking ability

a. The implementation stages

It is the first part of the findings of the implementation of DST, the stages of the learning process. The learning was conducted for eight meetings with the material of DST understanding to the recording stage at the last meeting.

1) The early stage of building DST

In the first meeting on September 18, 2022, the lesson was about giving material and understanding to the students about digital storytelling. The researcher started by giving material about what DST is, the elements of DST, and the tools to create DST. After that, using the LCD projector, the researcher presented a video example of digital storytelling from YouTube to build the students' initial understanding and the idea of the digital storytelling product (DST by Angela Megino, "I'm an introvert" on YouTube). This video was provided with English subtitles and watched by students several times, so they understood the content.

After watching the video, the researcher gave some quizzes to students regarding the DST elements found in the video. The students responded positively and gave good answers to the quizzes. They learned about the form of DST (analyzing the title and author and retelling the brief story), the features of DST (analyzing the elements used and how the elements flow with the plot), and the language feature (analyzing the tenses and the verbs used in the story).

Before closing the meeting, the researcher split the students into two groups (boy and girl) to start the project of building DST. The researcher asked the groups to propose a title for the story that would be created in the DST project. The researcher gave information about the activity in the next meeting, which was making a story draft.

2) The story development stage (creating draft)

September 26, 2022, the students wrote the ideas of their story by arranging the story draft under the theme of ‘personal experience’ using recount text guidelines.

The students wrote their story ideas in the group’s last meeting. In this second meeting, the researcher gave the students a piece of paper as a

medium to write down the story. The researcher let them write the story in their native language and then turn it into English afterward. Before they started writing the story, they reviewed the material of the recount text as the guide to building the story plot.

The stories were made by these two groups under the title “Vacation in Jogja” by group boy and “Playing in the River” by group girl. After writing the story, they submitted the paper to the researcher. At the end of the meeting, the researcher informed the students of the next meeting’s topic.

3) The story development stage (designing storyboard)

The main topic of the third meeting held on September 27, 2022, was designing a storyboard as the guide to creating the final digital storytelling on the media afterward.

In the beginning, the researcher explained the definition of the storyboard and its function. Then, the researcher gave the storyboard template in the form of paper to each group. The task was to write down the concepts of the storyboard on the given template. The storyboard template

contains some features regarding the DST project's appearance, such as scene, narration, pictures, source of the picture, and description.

The students divided their story draft into some scenes or narration in the storyboard template. Then, they should be able to visualize each story scene in a simple drawing or illustration as a reference to get suitable pictures afterward. They might get the pictures from the internet or take them alone. This process will be done in the following meeting.

This storyboard task will be continued at the next meeting so the students can think further about the scene and visualize the scene. Another topic in the next meeting is also the language editing stage.

4) The final language editing stage

On October 7, 2022, the students rechecked and edited their story draft, especially its structure and linguistic features. After that, the researcher and the students reviewed the storyboard that the students in the last meeting had made.

The researcher helped the students revise their stories by presenting them directly in front

of the class and reviewing the language errors in the stories. The researcher found that the students had errors in choosing proper vocabulary and using proper prepositions and articles and tended to make wordy sentences. For example, there was a sentence in the story “Vacation to Jogja” by group boy:

“We went to Mount Merapi tour! The scenery there is really very cool! “

In the sentence, some errors are found, a missing article in ‘Mount Merapi,’ which should be written as ‘the Mount Merapi,’ and a wordy or unnecessary word of ‘really.’ Therefore, the sentence would be better changed into:

*“We went on the Mount Merapi tour!
The scenery was superb! “*

Regarding these errors, the students did good writing and had good writing skills.

After revising the language features, the researcher asked the students to present their storyboards to other members to get feedback from the group members and the researcher. The researcher also asked the students to put the recent draft revised in the storyboard.

The students had arranged their storyboards very well. The two groups precisely divided each story's sentence and visualized it into scenes. However, some sentences could become two or more scenes, but the students only made it one scene. Therefore, the researcher asked them to revise it to create a better story flow.

5) The stage of publication (understanding the DST software, Prezi)

The meeting topic on October 17, 2022, was giving material and understanding about the software used in building DST, namely Prezi. The researcher prepared a slide of Prezi overview material and showed it to students through an LCD projector. The researcher explained to the students what Prezi is, the features of Prezi, the function of each feature, and most importantly, how we operate Prezi on a desktop.

After the researcher explained the overview of Prezi, the researcher started the simulation on how to operate Prezi in a laptop browser. The students in the group followed the researcher's instructions on making an account for signing in to Prezi. Then, they open Prezi Present and Prezi Video, the main features in

creating DST in this research, and look over all its tools.

The researcher let the students explore and adapt the tools in Prezi so they got familiar with them. Some students stated that they had a favorable opinion of Prezi's features. They felt fascinated by the uniqueness of tools and their effects on Prezi.

In the end, the researcher reminded the students about the topic of the next meeting, which was creating the DST using Prezi. The researcher asked the students to prepare the materials, such as a laptop for each group and the storyboard.

6) The stage of publication (creating DST using Prezi Present)

As agreed in the last meeting, in this meeting held on October 23, 2022, the researcher started the creation of DST on Prezi Present with each group. However, the students were looking for the supporting images that would be included in their Prezi projects beforehand.

The students sat separated in their groups and started opening their smartphones or laptop, searching for some images that corresponded to

the reference in their storyboards. The source was not limited, so the students could take any images from the internet they wanted as long as they cited the link to their Prezi project.

As the students found the desired image, they would download it straight from the gadget and then upload it on Google Drive so that the image files are secured and easy to find.

After they had done with image searching, the students started working on making the DST using Prezi Present. They seemed familiar with operating and using tools in Prezi, as they had tried to operate them in the last meeting. Therefore, in this meeting, the students directly worked on choosing the template for their DST project.

Unfortunately, the limited time made us cut the meeting, and we would continue it at the next meeting. So, in the next meeting, making DST using Prezi Present will be continued.

7) The stage of publication (creating DST using Prezi Present, day 2)

In the meeting held on October 31, 2022, the students continued their work on creating DST using Prezi Present. Unlike the last meeting

in the researcher's house, this meeting was held in the computer laboratory at the school. Hence, the students used the computer school to create the DST project.

The students downloaded the images they saved in Google Drive and opened their Prezi projects. As they had chosen the template at the last meeting, they typed their story title and the group members' names and inserted the images in order.

The researcher guided the students in operating Prezi Present and helped them when they found difficulties. After all, the students were creative in arranging the layout of Prezi and fast learning to operate the DST tools.

In the end, the students invited the researcher's Prezi account in their Prezi files through collaborate menu so that the researcher could join as a guest and able to edit their work. With this feature, the researcher would give the final touch if needed and approve their work before they could step on the recording stage.

8) The stage of publication (recording DST using Prezi Video)

This stage held gradually following students' leisure time. It was conducted in four days. The first day, November 11, 2022, was conducted to record a student (MFR); on the second day, November 13, 2022, we recorded AF; on the third day, November 14, 2022, we recorded three students (HM, RS, US); and on the fourth day, November 15, 2022, we recorded GDW.

In this stage, students prepare their storytelling ability by practicing their speaking in telling the story they made. The researcher gave the students a few days to rehearse before conducting this stage. However, due to the limited time, they might have to see the script while recording the DST project since they cannot memorize the whole story in this limited time.

The researcher's role in this stage was as an operator in changing topics from the Prezi Video and ensuring all the materials were completed, and the students had no difficulties when the recording sessions ran. The researcher also put no pressure on the students; they want to give enough recording in some attempts or

rerecord their storytelling whenever they feel like recording again.

As we watched all six students' recordings in storytelling using Prezi Video, the researcher witnessed their speaking skills level difference. Some students have excellent speaking ability with a small amount of difficulty, and some have a low level and even need extra care on their speaking ability. Nevertheless, it is all-important as further investigation and study.

As the technique, while recording this students' DST project, we recorded them directly in Prezi Video through the internet browser. We ensured that the laptop's video camera and microphone input were enabled. Therefore, we checked, rehearsed, and conducted simulations in each recording session with students. After recording, we saved the project directly in the Prezi Video account. The great thing about this Prezi Video, the video directory in Prezi Video allows us to see the audio transcript and subtitle automatically after we save our project. This feature allows us to evaluate students' pronunciation and speaking development.

b. Researcher's reflection on the implementation of DST with Prezi to facilitate students' speaking ability

The next part of the findings is the researcher's reflection according to Kolb's reflective model with six stages. The reflection was acquired from the researcher's point of view during the integration of DST learning with students in the research.

1) Description

The DST learning research was held for about three months at M.A. Miftahul Huda Tayu, Pati, under the four stages of DST. The DST learning was conducted after school hours in the form of extracurricular activity. The six participants were voluntary participants from grade eleven, four participants from class XI-MIPA, and two participants from class XI-IPS2. They were divided into two groups, namely group boy and group girl.

The researcher and the participants did the research for eight meetings following the DST learning stages. The research was initiated by giving the materials (digital storytelling and Prezi), followed by the project of making DST using Prezi. The participants work under the

group in formulating a story, arranging the storyboard, editing language, and creating the DST project in Prezi Present until they individually record their DST project in Prezi Video. The final product of this research was a students' DST project in the form of a video made by Prezi Video, which is accessible to everyone online. However, the learning would be better if all the research elements were complete. Because in some meetings, one or more participants were absent.

2) Feelings

The researcher felt optimistic yet hesitant during the research because of the long research period. The researcher was happy after getting the voluntary participants willing to succeed in the research. We had a great time learning new knowledge about DST at first. Since the lesson was held after school, we must arrange a meeting time. However, due to the students' hectic schedules, finding the time became trouble for both students and the researcher. The researcher waited an uncertain time, and the students could not find the right moment to gather all the members. This moment affected our motivation

impacting the absence of students in some meetings.

The thought also influenced students' motivation degradation that the DST learning was hard to understand at some points. They also have difficulty responding to English instruction or have low English skills. However, they felt positive about the learning and the result they have done. The researcher also thought the DST lesson needed extra preparation to integrate the material and tools. Moreover, we need patience and consistency in conducting the DST lessons since it needs a lot of time. However, it was a great experience and lesson during the learning. We got a lot of experience and insight in polishing our language and technology literacy.

3) Evaluation

The things that worked well were the students' hard work and responsibility in completing the project to the final. They are good students who are excited to learn new things. Introducing the DST lesson to the students was also the right decision since they had never learned the knowledge, giving them new insight regarding the topic.

Moreover, as we stated before, the longtime conducting of the research made the students lose motivation within the lesson process. Nevertheless, it all went well to the end of the research because the researcher kept reminding and asking the students if they had free time after school so we could hold the meeting. However, each stage of building the DST lesson did not go so well. Because of the limited time in each meeting, the chance to learn the topics deeply is difficult. Besides, the limited tools, computers or laptops, also became a drawback and made the lesson not go well.

4) Analysis

This research could go well because of the students' cooperation. They greeted the researcher with a positive attitude regarding the DST material. They kept asking at some point if they had trouble understanding the material in a meeting. This attitude of students made the researcher optimistic during the teaching-learning process.

Finding the spare time to hold the meeting caused by the students' hectic schedule becomes the challenging aspect of running the meeting.

Most of them are organization students who have dense schedules after school.

Another challenging aspect during the research was the weakness of students' teamwork. Some students prefer to work alone, and some students depend on other members. This situation affected the contribution of each member unequally. The researcher thought that dividing the group according to gender was enough. Nevertheless, the fact that each student has different thoughts and decisions, which could affect the workflow, made the researcher think twice.

The next challenging aspect is the tools. The students could not explore the device tool freely because only two students had laptops, whereas the students needed to access Prezi as the DST tool to get familiar with the features. Therefore, the researcher borrowed the school computer laboratory in the final meeting, though it was not enough in that limited time.

5) Conclusion

The researcher learned that the teacher must consider all the preparation tools and materials when teaching new material or

knowledge. We also need to consider the students' different skills and necessities. Taking into account the use of time in each meeting is also important. All these considerations and plans could have improved the learning process, especially for students who receive the knowledge.

As the teacher, the researcher should have positioned the learning objective to the students' development and not only to the learning goals. This standpoint could lead to the teacher's quality in delivering the material clearer so the students could understand the material.

6) Action Plan

When the researcher is working with a group next time, the researcher will make sure to talk and ask about the student's strengths they have. This plan could help us to arrange the divided group and their job division since they have different skill levels.

Next, the researcher will insert ice-breaking or games in some meetings to persuade and increase students' motivation. In a nutshell, the researcher will integrate a friendly approach to students to build a good relationship between

teacher and students and make the classroom atmosphere more relaxed.

Besides, if possible, the researcher will use the school computer laboratory from the first meeting. At this stage, students can be more familiar with the tools and can explore the tools' features in more time. In a better strategy, the learning can be initially integrated with a computer course before conducting a DST lesson.

2. Students' view of implementing digital storytelling with Prezi in facilitating students' speaking ability

This section presents the finding about the students' view of DST implementation from their reflection using Kolb's reflective model. Their reflection was gained through interviews.

a. Concrete Experience

The concrete experience consists of how students feel about the DST learning activity that lasted three months. They have diverse yet similar answers toward this aspect. They were intrigued and claimed to get new insights regarding DST learning. The following data shows the students' viewpoint regarding the aspect:

Table 4.1 The impressions toward DST learning

No.	Students' impressions
1.	"I got new knowledge." (AF, A1)
2.	"Excited, and got new knowledge." (GDW, A1)
3.	"It was fun, but sometimes I was puzzled with the material." (HM, A1)
4.	"It was great to learn. I got new experience about DST. Easy to understand" (MFR, A1)
5.	"Fun and easy to understand. It even made me love to learn English." (RS, A1)
6.	"It was fun and easy to understand." (US, A1)

From the data above, most students have positive impressions towards the learning that the DST learning is enticing them with new knowledge they never get. Some students also claimed that they did not have many problems understanding the materials given, but still, they got a little bit confused during the learning since the material was something new to them, just like HM's answer.

The following essential aspect to discuss is the student's knowledge and opinion about the chosen DST tool, Prezi. We asked them if they had ever heard of or used the tool, and the answers were no. Therefore, the following data shows the students' opinion about Prezi after utilizing it during the DST learning:

Table 4.2 Students' view toward Prezi

No.	Students' view toward Prezi
1.	“I think it is similar with other graphic editing apps, like Canva, but the Prezi Video is unique.” (AF, A2)
2.	“The features in it are good. And I love Prezi Video capability in creating video presentation just like a news reporter.” (GDW, A2)
3.	“I think it is similar with apps like Canva and Picsart, in creating design and presentation. But Prezi has superiority with Prezi Video feature in making video presentation.” (HM, A2)
4.	“It is a good software to make DST projects, and it can be a good alternative app to create a presentation.” (MFR, A2)
5.	“It has simple features and is easy to operate. Using Prezi Video is a good choice to make a video presentation, which we can rerecord whenever we want.” (RS, A2)
6.	“It is easy to operate with provided numerous templates. Prezi Video is unique too which we can insert our presentation file from other applications in Prezi Video.” (US, A2)

The data above shows that most of them have positive views regarding Prezi, especially toward Prezi Video functions and other capabilities. After experiencing Prezi, they learned that the tool's

function is in building presentation and design. Some students stated that Prezi is similar to other graphic design apps, which is true. However, the latest feature of Prezi, called Prezi Video, has attracted students. Prezi Video can import presentation files even from other applications like PowerPoint to be an engaging video presentation. The video presentation looks like a news reporting concept, allowing the presenter to have a floating slide beside them on the video. Therefore, the students argue that Prezi could be an alternative presentation maker with its unique and simple features.

b. Reflective Observation

As we stated about students' impressions aspect in the DST learning and the fact that it was all new experience for them, they faced some problems. The issues might occur in students' ability in getting understand the material. Therefore, the reflective observation shows the difficulties students encountered during the DST learning:

Table 4.3 The difficulties during the DST learning

No.	Students' difficulties
1.	"I found it difficult when my teacher instructed using English." (AF, A3)

2.	“Maybe because I do not have a laptop to support this learning.” (GDW, A3)
3.	“I think the material is a bit difficult, so it was a bit hard to catch up with the materials.” (HM, A3)
4.	“It was difficult at first in understanding the learning activity in creating the DST. In the end, I am capable and understand it.” (MFR, A3)
5.	“My problem is my English skills which are weak.” (RS, A3)
6.	“I do not have significant difficulties.” (US, A3)

From the data above, the students have varied answers. Two students (AF and RS) have main problems with their English skills, so they have difficulties receiving English language instructions. The other two students (HM and MFR) also found that the topic material, which is creating DST, is a little challenging. They need more time to get a better understanding of the learning materials. It differed from the other two, which one (US) claimed had no significant difficulties and the other (GDW) had difficulty providing the supporting device, such as a laptop.

In making digital storytelling, students need digital devices to build the project. This aspect must be investigated to know the student's level of ability in digital tools or if their ability is adequate to support

DST making. The following reflective observation data shows students' ability to operate digital tools:

Table 4.4 The ability to operate the device

No.	The ability to operate the device
1.	"I am capable enough." (AF, A4)
2.	"I am confident with my ability." (GDW, A4)
3.	"My computer skill is a bit low, but DST making using Prezi is not too complicated." (HM, A4)
4.	"Using a computer is habitual for me, so I do not have any problems." (MFR, A4)
5.	"Making DST is not hard. But honestly, my computer skill is not good. I barely use a computer, only when in IT course at schools, which is very rare." (RS, A4)
6.	"My skill in operating computer is supporting enough in the DST making." (US, A4)

From the data above, all the students thought that the computer process in making DST is not too hard. They can operate a laptop or PC (Personal Computer) as the primary device in building DST. Only two students (HM and RS) claimed their computer skills were still low. Students stated that mainly because they do not have a particular device or barely use it. IT courses as a compulsory subject at school have aided students in learning digital skills.

However, they will need intensive learning and time to learn a particular skill in depth.

The following data of reflective observation is students' opinions about the compatibility of DST learning in facilitating speaking skills. As the subject of the learning, students might have an opinion toward the DST method if it is suitable for facilitating their speaking ability. All of them agreed that this method is suitable for facilitating speaking ability. The data below shows their given answers:

Table 4.5 The compatibility of the DST method

No.	The compatibility of the DST method
1.	“It is suitable. By using images that are shown on screen, it helps us to speak our story in a sequence creatively.” (AF, A5)
2.	“It is suitable. The recording stage is beneficial.” (GDW, A5)
3.	“It is suitable. Especially using Prezi Video is good in making a presentation.” (HM, A5)
4.	“It is suitable. In the recording stage, we were demanded to speak and prepared many things like intonation and pronunciation practice before recording.” (MFR, A5)
5.	“It is suitable. This method gives me a kind of fun way to learn speaking. The learning activity is not

	too complicated. I think I started to like English from this learning” (RS, A5)
6.	“It is suitable. Since the purpose itself is learning storytelling, we should learn to speak.” (US, A5)

From the data above, we can see that all students stated that they approve of the idea that the DST method is suitable for facilitating speaking ability. As simple as the idea, the DST's purpose is to create a storytelling product using digital tools. The final product must be a speaking product in storytelling, which demands us to speak or learn to speak as US's answer. Most of the students agreed that the recording stage in building DST made the method compatible with learning speaking. In the recording stage, students must prepare the story they will deliver. They must practice their speaking aspects, such as intonation, pronunciation, stress, and expression, to get a good result. Prezi in the recording stage allows students to create a creative storytelling project. This tool offers a fun yet professional presentation maker which engages users' attention through its unique concept.

c. Abstract Conceptualization

This stage elaborates the questions from the reflective observation. It leads to the change or what part could have been better and needs improvement.

After students experience DST learning, they might think about the learning process if something is off or needs improvement in certain parts. This investigation will be a reference for future studies and allow the researcher to improve the learning strategy. The following data contains students' answers regarding the aspect:

Table 4.6 The learning parts that should be improved

No.	The learning parts that should be improved
1.	"We should maximize the preparation before taking the recording stage." (AF, A6)
2.	"The learning process is a bit stiff. Some games before learning would be better." (GDW, A6)
3.	"The way the facilitator conveys the material is a bit complicated. It should be simpler for a high schooler like us." (HM, A6)
4.	"The teamwork was less solid. So, it needs strengthening activity sometimes." (MFR, A6)
5.	"Nothing." (RS, A6)
6.	"We need to rehearse more before taking video recording." (US, A6)

From the data above, only one student claimed who has no issues. Two students (AF and US) stated that more preparation time before the recording stage should be added. They felt their English ability was insufficient to video record in a limited time. Other

students argued that the process parts should be improved. As GDW answers, the learning process is stiff and requires lively learning by inserting ice-breaking games.

On the other hand, HM suggested that the language instruction during the learning is too high for a high schooler and should be conveyed more simply. Besides, MFR's answer referred to students' teamwork. Since the DST activity was done under the group's work, the team's solidarity should be maintained to achieve the goal.

d. Active Experimentation

At this final stage, all the previous stages become a consideration to create new ideas or strategies for future learning. The DST learning gave the participants huge insight and thoughts with its complex materials. Some new strategies are proposed by students to be implemented in future learning and become considered by the researcher.

The crucial aspect is the learning place. The teacher might use the school computer laboratory from the beginning to ease the learning process and integrate DST learning. If possible, it would be better to conduct a computer course for students to support

the technological instruction used in creating DST. However, it will consume a lot of time.

The next idea is to make the learning activity livelier. The students are a teenager who loves fun and energetic vibes. Therefore, inserting some games or ice-breaking along the learning will motivate their learning even more; DST learning needs high motivation and contribution at every stage.

Finally, in order to make the students readier and give their best outcome in creating the DST projects, a rehearsal should be conducted. They should also practice speaking in telling their made-up story, not only reading it. This strategy will polish students' speaking ability, especially in expressing each story scene.

C. Discussion

1. The implementation process of digital storytelling with Prezi in facilitating students' speaking ability

At this point, the researcher discussed the findings regarding the first research focus, which is the implementation process of DST learning in facilitating students' speaking ability.

The DST learning research was conducted using four stages; the early, the story development, the final language editing, and the publication stage, which are

adapted from the activity-based learning approach. Since the learning integrated both language and technology literacy, this method was greeted positively by the learners and educators. They argued that DST learning actively improved students' language skills as well as their technological skills. Sandi Ferdiansyah stated that DST learning engages students to emphasize the learning material while computing skill is a bonus from students' learning outcomes (Ferdiansyah, 2019).

After using the web-based presentation app Prezi, the teacher considered that Prezi is a compelling medium for DST learning. With its unique and simple interface, Prezi engages students in making creative presentations collaboratively. It was aligned with Ya-Ting Carolyn Yang et al. findings that web-based storytelling builder like Prezi presents a user-friendly interface and a participatory environment for the storytellers to create, collaborate, and contribute their constructed knowledge more efficiently and enjoyably (Yang et al., 2020).

However, there are some barriers during the DST instruction research. The teacher stated that this method needs much time with complex material instruction, so it is difficult to implement during school hours. The digital tools also might be challenging because some schools are inadequate, and students need more guidance in computer

skills before being instructed to build DST projects. It corresponds with some researchers' findings; incorporating DST in the classroom is time-consuming (Duveskog et al., 2012), the technology aspect that some instructors may be unfamiliar with (Thang et al., 2014), and even more challenging to be implemented in a school with limited class hour and rigid school curricula (Castaneda, 2013).

2. Students' view of implementing digital storytelling with Prezi in facilitating students' speaking ability

At this point, the researcher discussed how the students viewed the implementation of DST learning in facilitating their speaking ability. All students found this learning intriguing, and it gave them new insight. Furthermore, the students agreed that the DST learning was suitable and effective in facilitating speaking skills. They argued that the method trained them to speak through a story they creatively made while incorporating digital literacy, e.g., images, graphics, animation, and effects, which made the learning activity engaging and persuasive. It was aligned with a finding from another researcher that using DST as a pedagogical tool in various language aspects can stimulate students' attention and interest (Badawi et al., 2022). In addition to the result, a student stated that the DST learning had changed his view

toward English subjects, making him like the subject. This result corresponded with another researcher's finding, which proved that DST learning promotes student motivation (Liu et al., 2018).

Utilizing Prezi as the DST tool in this research was greatly welcomed by the students, who claimed that the features are easy to operate and have a unique concept as a presentation maker. All students paid attention more to Prezi Video during the learning. They argued that Prezi Video was like no other app. With its unique appearance and capability to create video presentations, Prezi Video attracted students, and they suggested it as an alternative presentation and digital storytelling maker. This finding corresponded with other researchers, who stated that Prezi could be an attention grabber for students and help them quickly memorize the material (Aljaehani, 2015). Other advantages of integrating Prezi as a pedagogical tool are; that it introduces an innovative presentation style, it is an easily accessible dynamic tool, and it stimulates creativity and delivers a more fluent demonstration (Chicioreanu & Oproiu, 2012).

Furthermore, there is no smooth way to experience something new like attending DST learning. Students faced some difficulties during the learning. Some students admit that the problems came from their lack of English

proficiency, making it challenging to receive English instruction or when the teacher speaks using English to them. Others admit that the DST learning material is difficult and complex to understand. Another critical aspect of students' problems is their computer literacy. Some students admit that their computer skill is still low, but they could still operate the device during the DST learning since they have enough computer skill from the IT course they got at school. These learning difficulties of the DST method correspond with another researcher's finding, which recommended the learning barriers. Since integrating the DST method encouraged higher-order thinking, low-proficiency students may need more guidance and support to develop their understanding. Furthermore, language courses and computer courses might be infused into partnership learning to ease the teacher regarding the limitation of technological literacy (Yang et al., 2020).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions from the researcher. The conclusion was drawn based on the data analysis in chapter four. Hence, the suggestion is written as a reference for certain parties.

A. Conclusion

Based on the finding and analyzing data, the researcher found that DST learning can be a suitable method for facilitating students' speaking ability. It polishes both students' language skills and technological skills.

To ease the learning process, the teacher might integrate the DST method with some preparation, including language and technology-related literacy. Utilizing Prezi itself was considered the right tool for creating a DST project because of the effectiveness of its feature, which is unique and different from any other presentation app, especially Prezi Video. The integration of Prezi to build the DST project can attract students' attention and motivation to the learning material and encourage their self-development through the creation of product learning. Some aspects that should be considered in implementing DST learning are; that teachers might consider the time, the adequate tools, and students' readiness as well as their language and digital proficiency.

The students gave positive responses and attitudes toward DST learning. They thought that the DST learning was easy to understand and be implemented. They got new insight into creating digital storytelling using the web presentation software Prezi. They were intrigued by Prezi's appearance and its simplicity. They also thought that Prezi was easy to operate for high school students like them. Plus, their skill in operating computers is supportive enough to create the DST project; hence they did not face any difficulties. Finally, they gave some feedback to hold the DST learning better. They suggest preparation before the recording stage so the result will be maximum. And then, giving some games before and during the learning will enhance their enthusiasm for learning since DST learning requires much thinking.

B. Suggestion

The researcher proposes some suggestions that the parties can consider regarding the research.

1. For the next researcher

The following researchers may use this research as a reference for future studies. They may further investigate the academic measurement of students' speaking ability and other skills or integrate other DST tools, such as PowToon, Sparkol Video-Scribe, GoAnimate, Bitstrips, and Popplet.

2. For the teacher

The teacher, as the facilitator, may integrate DST learning to promote meaningful multimodal literacy in the learning process. The teacher may adjust the activity according to the students and school conditions to achieve the desired goals.

3. For the students

DST learning can be an effective learning activity that collaborates various literacies in enjoyable and engaging ways under teamwork building. Students should define their proficiency in language and technology to adjust their learning.

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APPENDIX I

Lesson Planning

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

RESEARCH OF DST IN SPEAKING CLASS

Madrasah : M.A. Miftahul Huda Tayu, Pati

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Materi Pokok : *Recount Text (Digital Storytelling Project)*

Alokasi Waktu : 2 JP (@ 40 menit)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan untuk:

1. Siswa mampu memahami tahap awal pembuatan digital *storytelling* (analisa bentuk, analisa fitur, dan analisa unsur bahasa).
2. Siswa mampu merancang dan melaksanakan tahap pengembangan cerita pembuatan teks *recount* dalam bentuk digital *storytelling* (menggali ide cerita, mengembangkan alur cerita, visualisasi cerita, dan menggunakan *storyboard*).
3. Siswa mampu merancang dan melaksanakan tahap edit kebahasaan akhir pembuatan teks *recount* dalam bentuk digital *storytelling* (edit bahasa akhir).
4. Siswa mampu merancang dan melaksanakan tahap publikasi pembuatan teks *recount* dalam bentuk digital *storytelling* (memilih alat digital dan mempublikasikan cerita).

B. Metode Pembelajaran

1. Model : *Digital Storytelling*.
2. Teknik : Diskusi, tanya jawab, *group project*.

C. Media Pembelajaran

1. Laptop.
2. "Prezi" *web-based software*.

D. Sumber Pembelajaran

1. Internet.

E. Langkah-langkah Pembelajaran

Pertemuan Ke-	Kegiatan	Alokasi Waktu
1	Penjelasan materi seputar DST, serta penentuan judul cerita	80 menit
2	Pembuatan <i>draft</i> cerita	80 menit
3	Pembuatan <i>storyboard</i>	80 menit
4	Edit kebahasaan akhir	80 menit
5	Materi Prezi dan pembuatan DST melalui Prezi	80 menit
6	Finishing	80 menit
7	Presentasi/take video	80 menit

APPENDIX II

Research Timeline

No.	Meeting	Date	Activity
1.	1 st meeting	18/09/2022	Giving material of DST (form analysis, feature analysis, and language element analysis)
2.	2 nd meeting	26/09/2022	Story development of DST project (making story draft)
3.	3 rd meeting	27/09/2022	Story development of DST project (designing storyboard)
4.	4 th meeting	07/10/2022	Final language editing of DST project (final language edit and storyboard review)
5.	5 th meeting	17/10/2022	Giving material of Prezi software and simulation
6.	6 th meeting	23/10/2022	Searching images and starting using Prezi Present
7.	7 th meeting	31/10/2022	Continuing creating DST on Prezi Present
8.	8 th meeting	11-15/11/2022	DST recording using Prezi Video

APPENDIX III

Students' Questionnaire Guideline

(Kolb's Reflective Model)

Main Focus	Cycle/Stage	Question
Students' view on implementing digital storytelling with Prezi facilitates students' speaking ability.	Concrete Experience	1. Explain your impressions and feeling during the DST learning with Prezi.
		2. Did you know Prezi before taking this lesson? What do you think about Prezi after experiencing it?
	Reflective Observation	3. Do you find any difficulties during the learning process? Please explain.
		4. Do you think your computer skills support creating a DST project? Please explain.

		5. Do you think this learning method is suitable for facilitating your speaking skills?
	Abstract Conceptualization	6. Which part of this learning method (DST) should be improved?

APPENDIX IV

Participants' Name List

No.	Full Name	Sex	Code
1.	Arizona Firnanda	Female	AF
2.	Ghazi Diarra Wahyudi	Male	GDW
3.	Husnul Ma'rifah	Female	HM
4.	Muhammad Fahrur Rozi	Male	MFR
5.	Rizky Saputra	Male	RS
6.	Umi Salamatunnajah	Female	US

Participants' Answer Code

Code	Description
A1	Participant's answers to the first question
A2	Participant's answers to the second question
A3	Participant's answers to the third question
A4	Participant's answers to the fourth question
A5	Participant's answers to the fifth question
A6	Participant's answers to the sixth question

APPENDIX V
Students' Answers

1. Nama : Arizona Firnanda (AF)
Kelas : XI-MIPA

No.	Pertanyaan dan Jawaban
1.	Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi? Mendapatkan ilmu baru.
2.	Apakah kamu menemui kesulitan selama pembelajaran? Saya sulit memahami ketika guru menjelaskan menggunakan Bahasa Inggris.
3.	Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan. Cocok. Bisa melatih speaking melalui bantuan visual (gambar-gambar)
4.	Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan? Persiapan waktu <i>recording stage</i> perlu dimaksimalkan.
5.	Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya? Belum. Menurut saya Prezi hampir mirip aplikasi sejenis seperti Canva, tapi Prezi Video memiliki kelebihan yang unik.
6.	Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala? Saya cukup mampu mengoperasikan komputer. Mungkin ada kendala karena laptop saya lemot.

2. Nama : Ghazi Diarra Wahyudi (GDW)
Kelas : XI-MIPA

No.	Pertanyaan dan Jawaban
1.	<p>Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi?</p> <p>Excited dan dapat ilmu baru.</p>
2.	<p>Apakah kamu menemui kesulitan selama pembelajaran?</p> <p>Karena saya tidak punya laptop, jadi sedikit susah.</p>
3.	<p>Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan.</p> <p>Cocok. Apalagi bagian rekaman yang bagus untuk melatih speaking.</p>
4.	<p>Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan?</p> <p>Suasana pembelajaran menurut saya kurang hidup. Lebih bagus jika diselingi games.</p>
5.	<p>Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya?</p> <p>Tidak. Menurut saya Prezi fitur-fiturnya bagus, ditambah Prezi Video yang bisa membuat presentasi seperti pembawa berita.</p>
6.	<p>Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala?</p> <p>Saya cukup percaya diri dengan kemampuan computer saya, dan kemarin tidak ada kendala.</p>

3. Nama : Husnul Ma'rifah (HM)
Kelas : XI-IPS 2

No.	Pertanyaan dan Jawaban
1.	Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi? Menyenangkan dan seru. Tapi saya kadang bingung menangkap materinya.
2.	Apakah kamu menemui kesulitan selama pembelajaran? Susah fokus memahami materi, karena materi sedikit susah.
3.	Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan. Cocok. Prezi Video bagus untuk membuat presentasi yang menarik.
4.	Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan? Penjelasan materinya lebih disederhanakan.
5.	Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya? Belum. Hampir sama seperti aplikasi lain seperti Canva dan Picsart. Tapi Prezi ada fitur Prezi Video yang unggul untuk membuat presentasi.
6.	Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala? Kemampuan saya sedikit kurang. Tapi pembuatan DST lumayan mudah.

4. Nama : Muhammad Fahrur Rozi (MFR)
Kelas : XI-MIPA

No.	Pertanyaan dan Jawaban
1.	<p>Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi?</p> <p>Menurut saya pembelajaran DST sangat bagus untuk memfasilitasi kemampuan berbicara siswa. Jujur, saya belum pernah belajar tentang DST dan menjadi alasan saya bersemangat mengikutinya. Setelah mengikuti kelas ini, saya menjadi tahu bagaimana proses pembuatan DST.</p>
2.	<p>Apakah kamu menemui kesulitan selama pembelajaran?</p> <p>Iya, awalnya saya sedikit kesulitan memahami proses pembuatan DST-nya dan menggunakan Prezi. Namun, dengan arahan guru, saya bisa memahami hingga akhir pembuatan DST-nya.</p>
3.	<p>Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan.</p> <p>Iya, karena pada tahap final ada proses rekaman yang membutuhkan kemampuan speaking dan mendorong siswa dalam persiapan-persiapan sebelum rekaman tersebut.</p>
4.	<p>Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan?</p> <p>Metode pembelajaran ini dijalankan secara berkelompok. Namun, kenyataannya kerjasama kelompok kami kurang solid. Sehingga guru sebaiknya lebih mendorong kinerja tim lebih maksimal untuk mendapat hasil akhir yang maksimal.</p>
5.	<p>Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya?</p> <p>Tidak. Bahkan belum pernah mendengar sama sekali. Setelah mengikuti kelas, menurut saya Prezi bisa</p>

	menjadi software pembuat presentasi yang bagus, dan menjadi alternatif lain selain PowerPoint.
6.	<p>Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala?</p> <p>Saya cukup mahir menggunakan laptop dan terbiasa mengoperasikannya. Sehingga, tidak ada kendala berarti selama pembelajaran kemarin.</p>

5. Nama : Rizky Saputra (RS)
Kelas : XI-MIPA

No.	Pertanyaan dan Jawaban
1.	<p>Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi?</p> <p>Menyenangkan dan membuat saya jadi suka Bahasa Inggris. Materinya juga cukup mudah dipahami.</p>
2.	<p>Apakah kamu menemui kesulitan selama pembelajaran?</p> <p>Kemampuan Bahasa Inggris saya terbilang rendah.</p>
3.	<p>Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan.</p> <p>Cocok. Materinya mudah dimengerti dan tidak terlalu rumit.</p>
4.	<p>Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan?</p> <p>Tidak ada.</p>
5.	<p>Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya?</p> <p>Belum. Menurut saya cukup mudah digunakan. Plus, Prezi Video fiturnya bagus dan simple. Ketika rekaman, kita bisa menonton dahulu sebelum menyimpan, dan bisa take berkali-kali.</p>

6.	<p>Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala?</p> <p>Saya sangat jarang memakai computer, mungkin terakhir kali ketika di sekolah dasar karena di sekolah menengah jarang praktik. Bisa dibilang kemampuan saya rendah.</p>
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6. Nama : Umi Salamatunnajah (US)
Kelas : XI-IPS 2

No.	Pertanyaan dan Jawaban
1.	<p>Bagaimana kesanmu selama mengikuti pembelajaran DST menggunakan Prezi?</p> <p>Menyenangkan bisa belajar bersama dan materinya mudah diikuti.</p>
2.	<p>Apakah kamu menemui kesulitan selama pembelajaran?</p> <p>Tidak ada kesulitan.</p>
3.	<p>Apakah menurutmu pembelajaran DST sesuai untuk memfasilitasi kemampuan berbicara siswa? Jelaskan.</p> <p>Cocok. Karena tujuan pembelajarannya sendiri ada storytelling yang mana mendorong kita untuk bisa berbicara.</p>
4.	<p>Dari segi mana menurutmu metode pembelajaran DST ini yang perlu diperbaiki dan ditingkatkan?</p> <p>Kita perlu gladi lebih banyak sebelum rekaman.</p>
5.	<p>Apakah kamu sudah mengetahui Prezi sebelum mengikuti pembelajaran ini? Dan bagaimana kesanmu setelah menggunakannya?</p> <p>Tidak. Penggunaan Prezi sangat mudah dan sudah tersedia banyak template. Bagusnya lagi, kita bisa memasukkan file presentasi dari aplikasi lain ke dalam Prezi Video.</p>

6.	<p>Bagaimana kamu mendeskripsikan kemampuan komputermu dalam mendukung pembelajaran DST ini? Apakah ada kendala?</p> <p>Kemampuan komputer saya cukup mendukung dalam pembelajaran ini, dan tidak ada kendala.</p>
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APPENDIX VI

Students' DST Project

A. Group Boy's Story Draft

[Vacation to Jogja

School holidays are the most awaited moment by us, school children. Incidentally, on the last year's semester vacation, there was a reunion in my extended family. Of course, I, who had no vacation plans, was immediately excited to go on that activity. Another reason that excited me was the location in Yogyakarta, one of my favourite cities I want to visit. The event lasted for three days at a hotel.

My family and I left very early at that time. We arrived at the hotel around 5 am. On that first day, the entire extended family gathered in the hall. There, I became acquainted with my distant relatives, who were still very foreign. We talked about many things. Everyone warmly welcomed a shared meal at the end of the event. After the event in the hall was over, an exciting games session was held. We played flying fox games, toy guns, etc.

On the second day, we attended a gymnastics session. At this moment, everyone seemed to be getting closer and making the atmosphere warmer. Then, the activity that I looked forward to the most came. We went on the Mount Merapi tour! The scenery was superb! We enjoyed the moment until the afternoon before returning to the hotel for closing activities.

Before leaving the hotel after the event's closing, there was a massive banquet with delicious and sumptuous food. We went from the hotel to the souvenir centre on the third day to buy souvenirs. My mother bought a lot of souvenirs to take home. After being satisfied with our shopping, we went home happily.

The moment to gather with family is something that we must guard and maintain. Because memories only happen once, we need to be grateful for all the memories in our lives. I am pleased to be able to spend these moments with my family, my precious people. I got a lot of new experiences. Of course, the bonus of a closer relationship and unforgettable memories.

B. Group Girl's Story Draft

Playing In the River

One day off, my friend and I decided to play at my house. At first, we just talked. Feeling bored, one of my friends and I decided to buy snacks. Without our knowledge, my friend, Fahrur, followed a cat heading to the river on the edge of my village.

When my friend and I returned and asked, "Where is Fahrur?" no one else knew his whereabouts. A few moments later, Fahrur returned and said, "I was from the river and playing there because I was bored." A friend of mine, Susi, who is interested in going there, persuaded us to go to the river. At first, we were reluctant because we were too lazy to move. But we all went to the river because she was whining and insisting.

The river is located between a vast expanse of rice fields. The beautiful and calm rural atmosphere made us feel at home playing there. We played in the water on the river banks, looking for fish, picking flowers, and catching dragonflies. Of course, we didn't forget to take pictures and capture the moment.


We didn't realize the sky was turning red, so we returned to my house. We spent a few moments eating and small talk before my friends went back to their homes.

Moments on that day added one precious memory to me with my close friends. Because that moment cannot be repeated, I appreciate every second I spend every day. In the future, today's and yesterday's memories will remind us how valuable a life memory teaches us to be a better person.

C. Students' Storyboard (Group Boy)

Storyboard Template Digital Storytelling Project

Story Title : Vacation to Jogja
Author : 1. Muhammad Fahrur Rozi
2. Rizky Saputra
3. Ghazi Diarra Wahyudi

Scene: 1	
	Description: Sekelompok siswa pulang dari sekolah
	Source: Internet
Narration: School holidays are the most awaited moment by us, school children. (Accidentally, last year's semester vacation there was a reunion with my extended family. Of course, I who had no vacation plans at that time, immediately waited for the vacation moment.	



Scene: 2



Description: Tugu Yogyakarta

Source: Internet

Narration: Another reason that excites me is the location, which in Yogyakarta is one of my favorite cities I want to visit. Therefore, I stayed for 3 days at a hotel in Yogyakarta.

Scene: 3



Description: Hotel

Source: Internet

Narration: My family and I left very early at the hotel. We arrived at the hotel around 5 am.

Scene: 4



Description: Keluarga besar sedang berada di sebuah
~~jamban~~ makan Auli

Source: Internet

Narration: On that first day, the entire extended family gathered in the hall. There I became acquainted with my distant relatives who were still very foreign to me. We talked about many things

Scene: 5



Description: sekelompok orang makan bersama

Source: Internet

Narration: At the end of the event, there was a shared meal which was warmly welcomed by everyone present.

Scene: 6

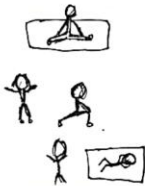


Description: Orang-orang sedang bermain di Playground

Source: Internet

Narration: After the event in the hall was over, there was a very exiting games session. We play playing fox, tag guns, etc.

Scene: 7



Description: Sekelompok Orang Senam bersama

Source: Internet

Narration: The second day, we attended a gymnastics session together. At this moment, everyone seems to be getting closer and making the atmosphere warmer. After that, came the activity that I was looking forward to the most.

Scene : 8



Description: Pemandangan gunung merapi

Source : Internet

Narration : We went to mount Merapi tour! The Scenery there is very cool! We enjoyed the moment until the afternoon before returning to the hotel for closing activities.

Scene : 9

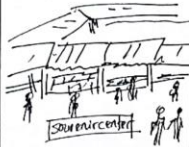


Description: Sekelompok orang sedang berpesta malam

Source : Internet

Narration : Before leaving the hotel after the event's closing, there was a massive banquet with delicious and sumptuous food.

Scene : 10



Description : Sebuah pusat perbelanjaan oleh-oleh

Source : Internet

Narration : On the third day, we went from the hotel to the souvenir center to shop for souvenirs.

Scene : 11



Description : 2 orang yang baru saja pulang membeli beberapa oleh-oleh

Source : Internet

Narration : My mother bought alot of souvenirs to take home. After being satisfied with our shopping, we went home happily.

Scene : 12



Sebuah keluarga berdiri dengan suasana hangat

Source : Internet

Narration: The moment to gather with family is something that we must guard and maintain.


Scene : 13




Orang sedang menatap langit dengan optimis

Source : Internet

Narration:
Because memories only happen once, we need to be grateful for all the memories in our lives

Scene : 14	
	Sebuah keluarga sedang piknik di taman
	Source : Internet
<p>Narration : I am pleased to be able to spend these moments with my family, my precious people. I got a lot of new experiences. Of course, the bonus of a closer relationship and unforgettable memories.</p>	

D. Student Storyboard (Group Girl)

Storyboard Template	
Digital Storytelling Project	
Story Title : <i>Playing in the river</i>	
Author : 1. Arizona Fernanda 2. Hainul Marifah 3. Umi Salamatin N.	
Scene: <input type="text"/>	
<i>People sitting on a round table</i> 	Description: <i>we are gathering</i> <div style="border: 1px solid black; padding: 2px;"><i>sekelompok pemuda berkumpul dan bercengkrama.</i></div> Source: <input type="text"/>
Narration: <i>One day off, my friend and I decided to play at my house. At first, we just talked.</i>	

Scene: 2



Description: We are buying snack

Orang membeli jajan

Source:

Narration: Feeling bored, one of my friend and I ~~also~~ decided to buy snacks


Scene: 3





Description: Fahrur followed a cat to the river


Source:

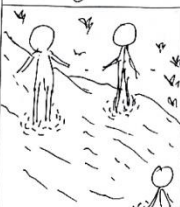
Narration: At that time, without our knowledge, one of my friends Fahrur followed a cat heading towards to the river on the edge of my village.


Scene: 4	
	Description: We are back from buying snack Source:
Narration: When my friend and i come back and asked "Where is Fahrur?" no one else knows of his where abouts.	


Scene: 5	
	Description: Fahrur returns from the river Source:
Narration: A few moments later later Fahrur returned and said "I was from the river and playing there because I was bored." A friend of mine first who is interested in going there invited all of us off to the river.	


Scene: 6	
	Description: We follow Susi's wish to go to the river
	Source:
<p>Narration: At first, we were reluctant because we were too too lazy to move. But, we all went to the river because she was winning and insisting.</p> <p>→ Susi who is interested in going there, invites all of us us all to the river.</p>	


Scene: 7	
	Description: We arrived the river
	Source:
<p>Narration: The river is located between a vast expanse of rice fields. The beautiful and calm rural atmosphere makes us feel at home to playing there.</p>	

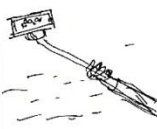
Scene: 8	
	Description: We play in the river Source:
Narration: We play in the water on the banks of the river. look for fish pick flowers and catch dragonflies but of course we don't forget to take pictures and capture the moments.	

Scene: 13	
	Description: After it was late, we decided to go back and have a snack. Source:
Narration: We didn't realize the sky was turning red, so we decided to return to my house. We spent a few moments eating and small talk before they went back to their homes.	

Scene : 9	
	Description:
	Source :
Narration: Look for fish	

Scene : 10	
	Description:
	Source :
Narration: pick flowers	

Scene : 11	
	Description
	Source
Narration: And catch dragon flies	

Scene : 12	
	Description
	Source
Narration: Of course, we don't forget to take pictures and capture the moments.	

Scene: 17



Description:

Source:

Narration: Moments on that day added one precious memory to me with my close friend. Because that moment cannot be repeated. I appreciate every second of the moment I spend everyday. In the future, today's and yesterday's memories will remind us how valuable a life memory is that teaches us to be a better person.

Scene: 14.

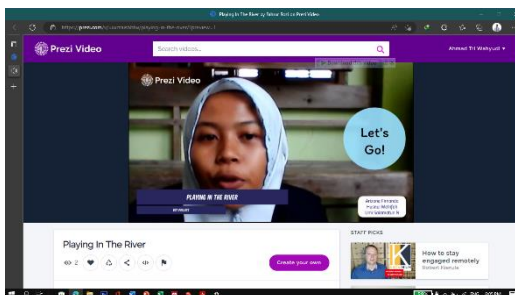
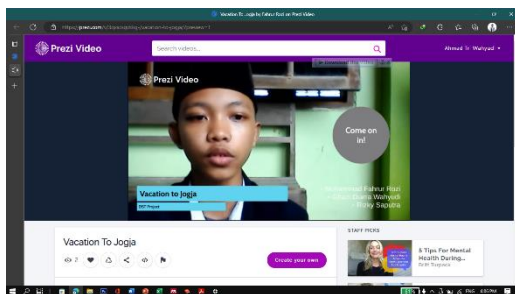
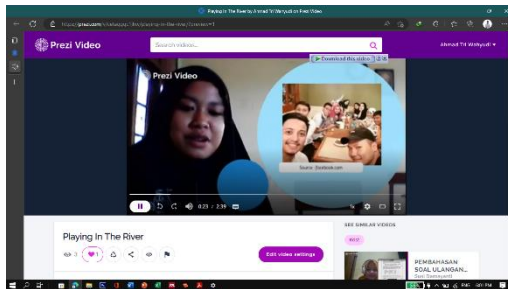


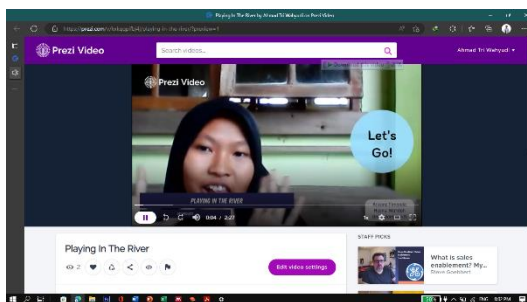
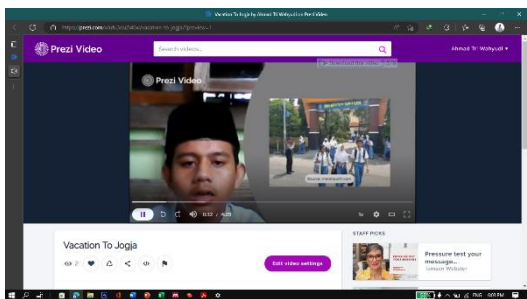
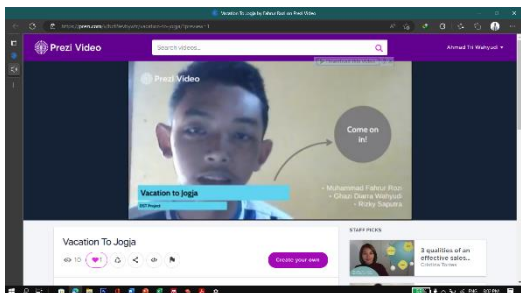
Description:

Source:

Narration: We spent a few moments eating and small talk before they went back to their homes

E. Students' Final Digital Storytelling Product (Scan the QR Code using a smartphone to watch the DST video)





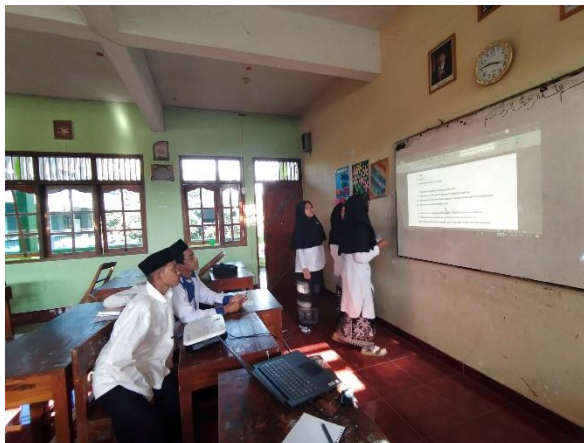
APPENDIX VII

Documentation

A. First Meeting (18 September 2022)



Picture 1.1 Giving DST materials to the students



Picture 1.2 Students' discussion on the DST example

B. Second Meeting (26 September 2022)

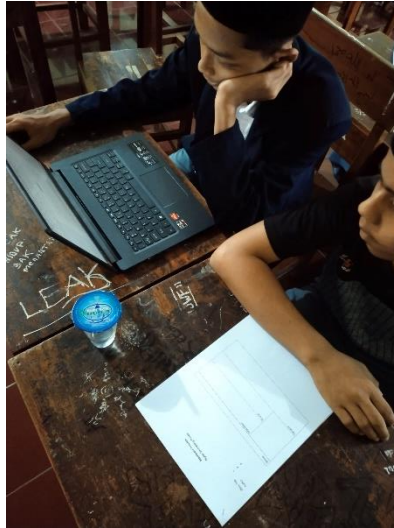


Picture 1.3 Students' discussion in making a story draft

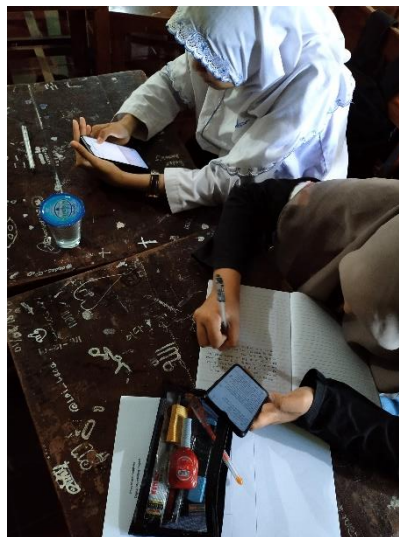


Picture 1.4 The group girl's discussion

C. Third Meeting (27 September 2022)



Picture 1.5 DST storyboarding stage



Picture 1.6 Group girl creating a storyboard using a template

D. Fourth Meeting (7 October 2022)



Picture 1.7 Students were reviewing and revising the storyboard



Picture 1.8 Language editing stage (researcher as a reviewer)

E. Fifth Meeting (17 October 2022)



Picture 1.9 Giving material about Prezi software



Picture 1.10 Showing one Prezi product and simulation

F. Sixth Meeting (23 October 2022)



Picture 1.11 Students searched supporting images on the internet



Picture 1.12 Students started working on the DST project using Prezi Present

G. Seventh Meeting (31 October 2022)



Picture 1.13 Students were finishing their project



Picture 1.14 Student showing the Prezi project on screen

H. Eighth Meeting (11-15 November 2022)



Picture 1.15 Students' rehearsing before the recording session



Picture 1.16 Students were in the recording session

I. Interview Documentation



Picture 1.17 Distributing questionnaire and interview session with Muhammad Fahrur Rozi



Picture 1.18 Distributing questionnaire and interview session with Arizona Firnanda



Picture 1.19 Distributing questionnaire and interview session with Umi Salamattunnajah



Picture 1.20 Distributing questionnaire and interview session with Husnul Ma'rifah



Picture 1.21 Distributing questionnaire and interview session with Rizky Saputra



Picture 1.22 Distributing questionnaire and interview session with Ghazi Diarra Wahyudi

APPENDIX VIII

Participants Information Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

"DIGITAL STORYTELLING DENGAN PREZI SEBAGAI STRATEGI UNTUK MEMFASILITASI KEMAMPUAN BERBICARA SISWA"

LEMBAR INFORMASI PESERTA

Nomor Izin Riset: 4384/Un.10.3/D1/TA.00.01/09/2022

Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

1. Kata pengantar

Anda diundang untuk mengambil bagian dalam proyek penelitian. Sebelum Anda memutuskan, penting bagi Anda untuk memahami mengapa penelitian sedang dilakukan dan apa yang akan melibatkannya. Harap luangkan waktu untuk membaca informasi berikut dengan cermat dan mendiskusikannya dengan orang lain jika Anda mau. Tanyakan kepada kami apakah ada sesuatu yang tidak jelas atau apakah Anda ingin informasi lebih lanjut. Luangkan waktu untuk memutuskan apakah Anda ingin ambil bagian.

2. Mengapa penelitian ini dilakukan?

Latar belakang pelaksanaan penelitian ini adalah perkembangan digitalisasi dalam pendidikan. Pendidikan di era sekarang semakin memburu dengan pengaplikasian teknologi yang diimbangi dengan sifat siswa zaman sekarang yang tidak luput dari paparan teknologi. Hal tersebut menjadi pemicu pelaksanaan riset ini yang mengusung pemanfaatan teknologi dalam metode belajar, yaitu digital storytelling yang digunakan untuk memfasilitasi kemampuan berbicara siswa dalam berbahasa Inggris (speaking) dengan paduan alat digital bernama Prezi untuk menciptakan produk digital storytelling tersebut. Nantinya, peserta akan diberikan materi tentang digital storyteeling, dan melakukan proyek pembuatan digital storytelling menggunakan Prezi.

3. Mengapa saya diundang ikut serta?

Kriteria peserta yang diundang dalam penelitian ini adalah seluruh siswa aktif kelas sebelas (XI) di M.A. Miftahul Huda Tayu, Pati, yang telah/pernah mengikuti mata pelajaran Bahasa Inggris dan memiliki pengetahuan/kemampuan mengoperasikan alat komunikasi digital, seperti smartphone dan komputer. Jumlah peserta dalam penelitian ini tidak dibatasi.

4. Apakah saya harus ikut serta

Tidak. Terserah Anda untuk memutuskan apakah akan ikut serta atau tidak. Anda dapat menarik diri dari penelitian, tanpa memberikan alasan, dan tanpa konsekuensi negatif. Tidak ada batasan waktu kapan Anda ingin menarik diri dari penelitian ini.

Apabila Anda menarik diri, makan data apa pun yang telah terkumpul yang berkaitan dengan Anda boleh dihapus sesuai keinginan Anda.

5. Apa yang akan terjadi pada saya jika saya ikut serta dalam penelitian?

- Utamanya, Penelitian akan dilaksanakan di gedung M.A. Miftahul Huda Tayu, Pati, setelah jam pelajaran sekolah selesai. Tempat pelaksanaan penelitian mungkin akan berubah tergantung kebutuhan penelitian dan atas persetujuan peserta.
- Peserta akan diberikan lembar persetujuan setelah membaca lembar informasi ini (apabila menyetujui untuk ikut serta), secara tertulis yang dilengkapi dengan tanda tangan peserta dan peneliti.
- Peserta akan terlibat dalam penelitian hingga masa penelitian berakhir, yang dibagi dalam beberapa fase materi penelitian. (periode penelitian tergantung waktu luang peserta setelah jam sekolah)
- Penelitian akan melibatkan alat-alat pendukung penelitian (laptop, proyektor, dan lembar materi), serta membolehkan peserta untuk membawa laptop pribadi (tidak wajib).
- Dengan persetujuan Anda, peneliti akan merekam audio/video/foto Anda sebagai dokumentasi, arsip hasil penelitian, dan sumber data penelitian sehingga peneliti memiliki catatan yang akurat sebagai bahan penelitian.
- Peserta akan terus terlibat dalam setiap sesi pertemuan. Tiap sesi akan membutuhkan waktu kurang lebih 80 menit.
- Peserta dapat meminta untuk berhenti sementara atau berhenti mengikuti kegiatan penelitian kapan saja.
- Uraian rencana fase materi penelitian sebagai berikut:
 - Fase awal, pemberian materi seputar digital storytelling dan Prezi.
 - Fase pengembangan cerita, pembuatan draft cerita dan storyboard.
 - Fase edit kebahasaan, edit naskah cerita.
 - Fase publikasi, perekaman digital storytelling menggunakan Prezi.

6. Apa saja kemungkinan kerugian dan risiko dalam keikutsertaan?

Peserta mungkin akan mengorbankan waktu mereka sepuluh sekolah untuk mengikuti penelitian ini hingga sore hari. Hal tersebut memungkinkan peserta apabila ingin istirahat sementara dari kegiatan penelitian.

7. Apakah ada manfaat dalam ikut serta?

Meskipun tidak ada manfaat langsung bagi orang-orang yang berpartisipasi dalam penelitian, namun diharapkan penelitian ini akan mengarah pada terbukanya wawasan peserta atas materi yang diberikan selama penelitian ini, yang bertujuan untuk mengenalkan metode digital storytelling dengan Prezi dalam memfasilitasi kemampuan berbicara.

8. Pembayaran

Peserta yang setuju mengikuti penelitian ini tidak dipungut biaya ikut serta sepeser pun. Sebaliknya, peserta akan menerima hadiah partisipasi setelah mengikuti seluruh kegiatan penelitian hingga selesai.

9. Informasi apa yang akan dikumpulkan dan mengapa pengumpulan informasi ini relevan untuk mencapai tujuan penelitian?

Tujuan penelitian ini adalah untuk mengetahui pandangan atau opini siswa tentang implementasi pembelajaran digital storytelling menggunakan Prezi. Oleh karena itu, cara untuk mengumpulkan data terkait adalah dengan kuesioner dan wawancara langsung dengan peserta di akhir sesi penelitian. Sehingga, peneliti akan melakukan perekaman suara, video, dan foto kepada para peserta untuk memperoleh data yang dibutuhkan. Data tersebut akan dipublikasikan dan dipresentasikan dalam skripsi peneliti, yang dapat dilihat oleh dosen-dosen di lingkungan jurusan Pendidikan Bahasa Inggris, UIN Walisongo Semarang.

10. Perlindungan data

Universitas Islam Negeri Walisongo Semarang adalah pengontrol data sehubungan dengan data pribadi Anda, dan dengan demikian akan menentukan bagaimana data pribadi Anda digunakan dalam penelitian ini. Universitas akan memproses data pribadi Anda untuk tujuan penelitian yang diuraikan di atas.

11. Siapa yang harus saya hubungi jika saya memiliki kekhawatiran tentang penelitian atau saya ingin mengeluh?

Jika Anda memiliki kekhawatiran tentang aspek apa pun dari penelitian ini, silakan hubungi Ahmad Tri Wahyudi (peneliti), dan kami akan melakukan yang terbaik untuk menjawab pertanyaan Anda. Kami mengakui kekhawatiran Anda, dan akan memberikan indikasi tentang bagaimana hal tersebut akan ditangani. Jika Anda tetap tidak senang atau ingin mengajukan keluhan resmi, silakan hubungi dosen pembimbing yang akan berusaha menyelesaikan masalah ini sesegera mungkin:

Dosen Pembimbing, Lulut Widyaningrum, M.Pd.;

Email: lulut.widyaningrum@walisongo.ac.id;

Alamat: Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185

12. Informasi lebih lanjut dan rincian kontak

Jika Anda ingin mendiskusikan penelitian dengan seseorang sebelumnya (atau jika Anda memiliki pertanyaan setelahnya), silakan hubungi:

Ahmad Tri Wahyudi
Pendidikan Bahasa Inggris
Semarang, 50185
Telp. 024-7601295
ahmad_1803046028@student.walisongo.ac.id

APPENDIX IX

Participants Consent Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Persetujuan Keikutsertaan Dalam Penelitian "Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan Berbicara Siswa"

Nomor Izin Riset: 4384/Un.10.3/D/TA.00.01/09/2022
Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

Tujuan Riset:

1. Mengetahui proses implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.
2. Mengetahui pandangan siswa terkait implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.

Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.

☒

Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.

☒

Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.

☒

Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.

☒

Saya setuju untuk direkam audio maupun video.

☒

Saya setuju untuk diambil foto saya.

☒

Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.

☒

Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.

☒

Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.

☒

Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.

☒

Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam *database* yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.

☒

Muhammad Fahrur Rozi
Nama Peserta

13/09/2022
dd/mm/yyyy
Tanggal

Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

13/09/2022
dd/mm/yyyy
Tanggal

Tanda Tangan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

**Persetujuan Keikutsertaan Dalam Penelitian
“Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan
Berbicara Siswa”**

Nomor Izin Riset: 4384/Un.10.3/D1/TA.00.01/09/2022
Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

Tujuan Riset:

1. Mengetahui proses implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.
2. Mengetahui pandangan siswa terkait implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.

Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.

☒

Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.

☒

Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.

☒

Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.

☒

Saya setuju untuk direkam audio maupun video.

☒

Saya setuju untuk diambil foto saya.

☒

Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.

☒

Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.

☒

Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.

☒

Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.

☒

Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam *database* yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.

☒

Rizky Saputra
Nama Peserta

13/09/2022
dd/mm/yyyy
Tanggal

AR
Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

13/09/2022
dd/mm/yyyy
Tanggal

[Signature]
Tanda Tangan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hanka (Kampus I) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Persetujuan Keikutsertaan Dalam Penelitian
"Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan Berbicara Siswa"

Nomor Izin Riset: 4384/Un.10.3/D1/TA.00.01/09/2022
Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

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2. Mengetahui pandangan siswa terkait implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.

Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.	<input checked="" type="checkbox"/>
Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.	<input checked="" type="checkbox"/>
Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.	<input checked="" type="checkbox"/>
Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.	<input checked="" type="checkbox"/>
Saya setuju untuk direkam audio maupun video.	<input checked="" type="checkbox"/>
Saya setuju untuk diambil foto saya.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.	<input checked="" type="checkbox"/>
Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.	<input checked="" type="checkbox"/>
Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.	<input checked="" type="checkbox"/>
Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam <i>database</i> yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.	<input checked="" type="checkbox"/>

Arizona Firdanda
Nama Peserta

15/09/2022
dd/mm/yyyy
Tanggal


Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

15/09/2022
dd/mm/yyyy
Tanggal


Tanda Tangan



Persetujuan Keikutsertaan Dalam Penelitian
“Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan Berbicara Siswa”

Nomor Izin Riset: 4384/Ujn.10.3/D1/TA.00.01/09/2022
Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

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Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.	<input checked="" type="checkbox"/>
Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.	<input checked="" type="checkbox"/>
Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.	<input checked="" type="checkbox"/>
Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.	<input checked="" type="checkbox"/>
Saya setuju untuk direkam audio maupun video.	<input checked="" type="checkbox"/>
Saya setuju untuk diambil foto saya.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.	<input checked="" type="checkbox"/>
Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.	<input checked="" type="checkbox"/>
Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.	<input checked="" type="checkbox"/>
Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam <i>database</i> yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.	<input checked="" type="checkbox"/>

Umi Salamatussajadah
Nama Peserta

13/09/2022
dd / mm / yyyy
Tanggal

Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

13/09/2022
dd / mm / yyyy
Tanggal

Tanda Tangan



Persetujuan Keikutsertaan Dalam Penelitian
"Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan Berbicara Siswa"

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Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.

☒

Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.

☒

Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.

☒

Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.

☒

Saya setuju untuk direkam audio maupun video.

☒

Saya setuju untuk diambil foto saya.

☒

Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.

☒

Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.

☒

Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.

☒

Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.

☒

Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam *database* yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.

☒

Husnul Ma'rifah
Nama Peserta

13/09/2022
dd/mm/yyyy
Tanggal

Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

13/09/2022
dd/mm/yyyy
Tanggal

Tanda Tangan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

**Persetujuan Keikutsertaan Dalam Penelitian
“Digital Storytelling dengan Prezi sebagai Strategi untuk Memfasilitasi Kemampuan
Berbicara Siswa”**

Nomor Izin Riset: 4384/Un.10.3/D1/TA.00.01/09/2022
Dikeluarkan oleh: Fakultas Ilmu Tarbiyah dan Keguruan, UIN Walisongo Semarang

Tujuan Riset:

1. Mengetahui proses implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.
2. Mengetahui pandangan siswa terkait implementasi *digital storytelling* dengan Prezi dalam memfasilitasi kemampuan berbicara siswa.

Silakan centang setiap kotak jika Anda setuju dengan pernyataan tersebut

Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar informasi penelitian di atas. Saya memiliki kesempatan untuk mempertimbangkan informasi, mengajukan pertanyaan dan telah menjawabnya dengan memuaskan.	<input checked="" type="checkbox"/>
Saya mengerti bahwa partisipasi saya bersifat sukarela dan bahwa saya bebas untuk menarik diri kapan saja sampai penelitian berakhir, tanpa memberikan alasan apa pun.	<input checked="" type="checkbox"/>
Saya memahami siapa yang akan memiliki akses ke data pribadi yang diberikan, bagaimana data akan disimpan dan apa yang akan terjadi pada data di akhir proyek.	<input checked="" type="checkbox"/>
Saya mengerti bahwa saya akan bisa diidentifikasi dari publikasi apa pun atau dari hasil presentasi, video, atau situs web dari penelitian ini.	<input checked="" type="checkbox"/>
Saya setuju untuk direkam audio maupun video.	<input checked="" type="checkbox"/>
Saya setuju untuk diambil foto saya.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana rekaman audio, video, maupun foto saya akan digunakan dalam hasil penelitian.	<input checked="" type="checkbox"/>
Saya memberikan izin kepada Anda untuk menghubungi saya lagi untuk mengklarifikasi informasi.	<input checked="" type="checkbox"/>
Saya mengerti bagaimana menyampaikan kekhawatiran atau mengajukan keluhan.	<input checked="" type="checkbox"/>
Saya setuju untuk mengambil bagian dalam penelitian dan menugaskan kepada peneliti semua hak cipta dalam kontribusi saya untuk digunakan dalam semua pekerjaan yang berasal dari proyek ini dan proyek masa depan.	<input checked="" type="checkbox"/>
Saya setuju bahwa detail kontak pribadi saya dapat disimpan dalam <i>database</i> yang aman sehingga peneliti dapat menghubungi saya tentang riset di masa depan.	<input checked="" type="checkbox"/>

Gha2i Nara W.
Nama Peserta

13/09/2022
dd/mm/yyyy
Tanggal

Gha2i
Tanda Tangan

Ahmad Tri Wahyudi
Nama Pengambil Persetujuan

13/09/2022
dd/mm/yyyy
Tanggal

Tanda Tangan

APPENDIX X

Research Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Dr. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor 4384/Un.10.3/D1/TA.00.01/09/2022

07 September 2022

Lamp :-

Hal : Mohon Izin Riset

a.n. : Ahmad Tri Wahyudi

NIM : 1803046028

Yth.

Kepala Madrasah

MA Miftahul Huda Tayu

di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Ahmad Tri Wahyudi

NIM : 1803046028

Alamat : Desa Kedungbang Rt. 05 Rw. II Kecamatan Tayu Kabupaten Pati

Judul skripsi : Digital Storytelling with Prezi Presentation as A Strategy to

Facilitate Students' Speaking Ability

Pembimbing : Lulut Widyaningrum, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas hingga masa penelitian berakhir.

Demikian atas perhatian dan terakabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



.....n. Dekan,

.....n. Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan:

Dekan FITK (sebagai laporan)



**YAYASAN PENDIDIKAN MIFTAHUL HUDA TAYU (YPMH)
BADAN PELAKSANA PENDIDIKAN MADRASAH MIFTAHUL HUDA (BPP.MMH)
MADRASAH ALIYAH (MA) MIFTAHUL HUDA
TAYU - PATI**

Alamat : Jl. Ratu Kalinyamat No.51 TAYU-PATI ☎ 0295-4545004 Kode Pos 59155

SURAT KETERANGAN MELAKSANAKAN RISET

No: MA.k/0859/PP.006/ 145 /2022

Yang bertanda tangan di bawah ini :

Nama : Abdul-Ro'uf, S.P., S.Pd
Jabatan : Kepala Madrasah
Unit Kerja : MA Miftahul Huda Tayu

Dengan ini menerangkan bahwa :

Nama : Ahmad Tri Wahyudi
NIM : 1803046028
Perguruan Tinggi : UIN Wali Songo Semarang
Jurusan : Pendidikan Bahasa Inggris
Waktu Riset : 18 September 2022 s/d 15 November 2022
Judul skripsi : Digital Storytelling with Prezi Presentation as A
Strategy to Facilitate Students' Speaking Ability
Keterangan : Mahasiswa tersebut telah melaksanakan riset di MA.
Miftahul Huda Tayu-Pati.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tayu, 17 November 2022
Kepala, MA Miftahul Huda


Abdul Ro'uf, S.P.S.Pd

CURRICULUM VITAE

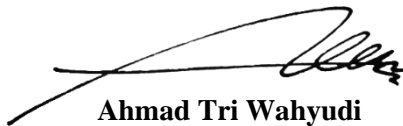
A. Personal Details

1. Name : Ahmad Tri Wahyudi
2. Place of Birth : Pati
3. Date of Birth : 27 March 2000
4. Address : Kedungbang Rt. 05 Rw. 02
Tayu, Pati, Central Java
5. Phone : 088220043350
6. E-mail : yudisuwar3@gmail.com

B. Formal Education

1. MI Mabdaul Huda Kedungbang (2006-2012)
2. MTs. Miftahul Huda Tayu (2012-2015)
3. MA Miftahul Huda Tayu (2015-2018)
4. UIN Walisngo Semarang (2018-2022)

Semarang, 22 November 2022



Ahmad Tri Wahyudi

NIM. 1803046028