

**THE USE OF DIGITAL STORYTELLING IN THE SPEAKING  
PROGRAM AT MA'HAD AL-JAMI'AH WALISONGO  
SEMARANG**

**THESIS**

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



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is entirely my work. I take full responsibility for its content. Any opinions or findings from other researchers that are included in the thesis are appropriately quoted or cited following ethical standards.

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To  
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*Assalamu'alaikum wr.wb.*

I inform that I have given guidance, briefing, and correction to whatever extent for the following thesis:

Title : **EFL Students' Perception of Using Digital Storytelling in Speaking Skill**  
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*Wassalamu'alaikum wr.wb.*

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## **MOTTO**

“If you can dream it, you can achieve it.”

(Walt Disney)

## ABSTRACT

Title : **The Use of Digital Storytelling in Speaking Program at Ma'had Al-Jami'ah Walisongo Semarang**

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This study aimed to investigate the students' perceptions of using digital storytelling in the context of speaking skill development. The research employed a descriptive qualitative approach, and data were collected through interviews, observations, and documentation. The data analysis process involved data reduction, data display, and conclusion. The study included 20 participants out of a total of 666 students from Ma'had al-Jami'ah Walisongo. The findings indicated that the implementation of digital storytelling in the Senior English conversation morning class at Ma'had al-Jami'ah Walisongo successfully followed the three phases of an ideal face-to-face classroom implementation. The results demonstrated improvements in vocabulary knowledge, self-confidence, and speaking skills among the students. Additionally, the study highlighted that digital storytelling could be an effective and valuable tool for learning English, particularly for enhancing speaking skills.

**Keywords:** *Digital Storytelling., Speaking skill, Students' Perception*

## **DEDICATION**

In the name of Allah ‘Azza wa Jalla, the Lord of this world, the beneficent and the merciful. I acknowledge that no writing project can succeed without patience and prayer. I would like to dedicate this thesis to myself and my beloved parents, Bapak Muta’ad and Ibu Siwi, as well as my stepfather, Bapak Deni Setiawan. They have consistently provided me with unwavering support, both materially and emotionally, along with their prayers, love, motivation, education, and patience.

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As a researcher, I am fully aware that the completion of this research project would not have been possible without the support, assistance, cooperation, and encouragement of numerous individuals. Therefore, I would like to take this opportunity to express my heartfelt gratitude and appreciation to the following individuals:

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10. All of my friends in PBI 2019 specifically my classmates PBI. Having friends who offer love, support, and motivation is truly a blessing.
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13. Last but not least, I want to thank me for believing in me, for doing all this hard work, and for having no days off.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, the researcher will accept constructive criticism and suggestion gladly to make this thesis better. The researcher hopes that this thesis would be beneficial for everyone, Amen.

Semarang, 12 June 2023  
The Researcher



**Ika Nur Indra Swari**  
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# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, research questions, research objectives, pedagogical significance, and limitations of the study.

### **A. Background of The Research**

In Natasia's Journal, Brown & Yule mention that speaking is regarded as one of the essential language skills alongside listening, reading, and writing. When students learn a language, they must develop proficiency in speaking as well. (Natasia & Angelianawati, 2022) In learning English as a foreign language, speaking skills play a significant role in the four language skills. (Rao, 2019) It means that speaking is one way of communication used to express feelings, and opinions, and also to convey and accept information. By accompanying body movements and facial expressions, people will understand the meaning of the message conveyed.

Speaking skill is also useful for learners for their future professions because almost all professions require English speaking skills. Therefore, Speaking is one of the essential language skills that learners must master when learning English. It plays a crucial role in effective communication and language proficiency. Understandably, speaking in English can be challenging for language learners, particularly for English as a foreign language learner. When speaking, the speaker must make sentences directly,



it is quite difficult for foreign language learners to make sentences without mastering grammatical structures and knowledge of extensive vocabulary. (Rao, 2019) Therefore, speaking is indeed considered one of the most challenging skills for language learners. One of the main reasons for this difficulty is that speaking involves more than just conveying ideas orally, it requires a combination of various complex skills, including understanding grammar and pronunciation by dedicating time and effort to practice, focusing on the key aspects of grammar and pronunciation, expanding vocabulary, and building fluency, learners can make significant progress in their speaking skills over time. (Abrar et al., 2018)

There are several factors that can contribute to difficulties in speaking, particularly for English as a foreign language (EFL) learner. These factors include inhibition, nothing to say, low participation, mother-tongue use, as well as psychological factors like motivation, attitude, anxiety, and satisfaction. Inhibition: Learners may feel afraid of making mistakes, fear criticism, or be shy when speaking, which hinders their ability to freely express themselves. Nothing to say: Some learners struggle to generate ideas or find the right words to communicate effectively, leading to a lack of confidence in speaking situations. Low participation: Limited class time or dominant speakers can result in minimal opportunities for learners to engage in speaking activities, affecting their overall participation. Mother-tongue use: Learners may rely

on their native language instead of using English, hindering their ability to think and express themselves directly in English. Psychological factors also play a role:

Motivation and attitude: Learners who are motivated and have a positive attitude toward learning are more likely to overcome speaking difficulties. Anxiety: Language anxiety can impede speaking progress. Learners who experience high levels of anxiety may struggle to speak fluently or confidently. Satisfaction: Learners who feel satisfied with their learning experiences are more likely to engage actively in speaking practice and overcome difficulties. (Ur, 1996) But, from some factors of the difficulty in speaking, students are more likely to have problems related to inhibition and nothing to say, and it indicates that students prefer to be silent than speak. Whereas the most important thing is the willingness to speak.

To address these challenges, teachers can use communicative teaching methods, provide engaging speaking tasks, offer constructive feedback, and create a supportive classroom environment. Learners can actively practice speaking, seek language immersion opportunities, set realistic goals, and develop strategies to manage anxiety and build confidence. By acknowledging these factors and taking steps to overcome them, EFL learners can gradually improve their speaking skills and gain fluency and confidence in English

Based on the experience of the researcher as an English student as well as the general advisor of Ma'had al-Jami'ah Walisongo (bilingual-based Islamic boarding house), the researcher often finds that when they speak or express their opinions either with their friends or in conversation classes with their tutors, they often feel not confidence, nervous, and even difficult to speak. This problem may be caused by several factors, including there is no content that can be discussed and being filled with anxiety when using English, lack of vocabulary, and rarely practice speaking English. These problems are usually associated with inappropriate resources and ineffective teaching methods. (Pitura, 2022) In addition, these problems are also caused by a lack of physical facilities and tutors who are less qualified. (Hava, 2021)

To increase students' motivation and self-confidence in learning English, especially speaking, an effective learning media is needed to support the learning process. In this technological era, of course, it is impossible for us to ignore the role of technology in education, because, with any learning technology, including learning languages, it becomes very easy. Therefore, to take advantage of the convenience of technology, a teacher must be able to present creative language learning.

Digital storytelling is one of the learning media formed by technological developments. This is formed from a combination of storytelling activities with the use of multimedia such as images,

videos, music, text, and animation. It will make the learning process more engaging, and increase active learning and contribution in learners.(Zarifsanaiey et al., 2022)

The change in the classroom environment of higher education institutions from the traditional one to a multimodal learning environment is due to technological developments that are increasingly affordable in the current era. This requires educators or students to adapt situations and conditions for the sake of good learning, namely by completing media such as smartphones, laptops, and social media that are connected to the internet network. In addition, the application of appropriate teaching methods in college classes is also important, given the increasing variety of teaching methods in recent years.(Alvionita et al., 2022)

As a result of the technological revolution and globalization, digital storytelling seems to be the best solution to meet the demands of today's developments. Digital storytelling was first developed in the United States by the Center for digital storytelling in the 1990s. Digital Storytelling has been recognized as a learning media that can be used to assist the learning process based on projects and not teacher-centered. Digital storytelling can be used either by students to work on projects, or by teachers or content creators to present learning materials to make it more interesting and easier to understand.

Ya-Ting Carolyn Yang & others explained that a study has proven that the use of digital storytelling by involving students in, it can increase their learning motivation and independence. In addition, digital storytelling also has a significant contribution to the success of student achievement in developing high-level thinking such as creative thinking and critical thinking. (Yang et al., 2022) Digital Storytelling is also considered an appropriate way to support students in expressing their intentions and creativity in the form of stories. An additional point gained in using digital storytelling is being able to develop competencies in the four important language skills, namely listening, speaking, reading, and writing. Apart from helping students improve their ability to deliver presentations, they can also add new insights into learning grammar and vocabulary that they do not know yet. Thus, digital storytelling has an important role in supporting EFL students to develop their ability to learn English as a foreign language. (Fu et al., 2021)

With the help of digital storytelling, students have the opportunity to explore their creativity in creating a more interesting lesson. In the form of sound, for example, if students are asked to read or speak in front of the class, this will make the students less motivated and even worse if other friends do not pay attention to one of their friends who is presenting in front of them. Thus, an interesting form of work cannot be fully conveyed because the content conveyed by the storyteller cannot be described by the

listeners. This is different if students are asked to create digital-based projects, students can tell the story by adding sound, pictures, text, and music. Thus, students will be actively involved in making stories by paying more attention to their diction, besides that students will be even more motivated to study technology more deeply for maximizing the projects they make. Therefore, the researchers conducted this study "EFL Students' Perception of Using Digital Storytelling in Speaking Skills".

## **B. Research Questions**

Based on the background of the research above, the problems of the research are as follows:

1. How is the implementation of teaching speaking using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo?
2. What are the students' perceptions of using digital storytelling in learning to speak English?

## **C. Objectives of the Study**

According to the research questions, the objectives of this research can be stated as follow:

1. To explain the process of English teaching using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo.

2. To explain Students' perceptions of using digital storytelling in learning to speak skills.

#### **D. Reasons for Choosing the Topic**

Several reasons were taken into consideration by the author in choosing this research topic, namely:

1. Speaking is one of the important skills of several other language skills.
2. Many students at Ma'had al-Jamiah Walisongo have problems with speaking skills in everyday English conversations.
3. Researchers want to know how effective the use of digital storytelling is in students' speaking skills at Ma'had Al-Jamiah Walisongo.

#### **E. Research Significances**

There are theoretical and practical benefits of this research as follows;

1. Theoretical benefits

Researchers hope that this research can provide new insights or additional information to readers about the use of digital storytelling, especially in Ma'had al-Jamiah Walisongo.

2. Benefits of practice

- a. For teachers or tutors

The findings of this study aim to assist tutors in increasing students' motivation in learning English, specifically in speaking skills, through the use of digital storytelling in the learning process.

b. For students

The findings of this study are expected to increase students' learning motivation in exploring their creativity by using digital storytelling, especially in speaking skills.

c. For other researchers

The findings of this study hopefully can offer new insights and serve as a reference for other researchers researching the same topic.

d. For Researchers

The findings of this study hopefully can provide new insights and serve as a reference for further research,

## **F. Limitations of The Study**

Research is limited to maintain the focus of the research itself.

The limitations of this research are:

1. The research subjects of this study are college students (4th and 6<sup>th</sup> semesters)
2. This study will be carried out at Ma'had al-Jamiah Walisongo as an informal education, especially in English conversation programs.



3. The problems of speaking skills investigated in everyday English conversations are based on the perspectives of the General advisor.
4. In this study, the researcher focused on EFL students' perceptions of using digital storytelling in learning to speak English.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

1. Research conducted by Kevser Hava

This research is entitled “*Exploring the role of digital storytelling in student motivation and satisfaction in EFL education*” conducted in 2019 at *Yozgat Bozok University, Yozgat, Turkey*. This study aims to discover digital storytelling impacts on the levels of student encouragement and satisfaction of EFL students, and also to investigate the perceptions of students in applying digital storytelling. This study used a qualitative and quantitative method for analyzing the data. The quantitative method has been used for analyzing students’ motivation and satisfaction, and it was used as a pre-test and post-test. While the qualitative method has been used for analyzing students’ perceptions of applying digital storytelling in EFL students. The total population in this study is 60 students, including students of Social Sciences Education and Psychological Counselling and Guidance Education. This research used pre-experimental, the themes of the stories that had to be made by pre-service teachers were about country, nature, and sports. Within nine weeks, each of them created three digital stories as a form of the digital storytelling implementation process.

Data collecting of this research used questionnaires of satisfaction and motivation scale of digital storytelling. The assessment from the beginning until the end of the implementation is measured in terms of self-confidence motivation, attitude domain, and personal use. The outcomes of this study indicated that after implementing digital storytelling, there was a significant enhancement in the self-confidence of the students. Paired sample t-test indicated small results for self-confidence and personal use, whereas there were no significant changes in attitudes. The outcomes also showed that digital storytelling could be done as a useful tool for English learning such as vocabulary knowledge, speaking and writing English skills. It can be concluded that digital storytelling could be an effective way to learn a language especially English language and digital skills. (Hava, 2021)

In comparing my current research to the previous study, the researcher has observed both similarities and differences. Firstly, the researcher has noticed the similarity. The similarity is students' opinions of using digital storytelling in EFL education. on the other hand, there are also notable differences between my current research and previous study. The difference between this study and my research is in the method, this study used mixed methods while descriptive qualitative will be used by the researcher, this research focuses on speaking and writing, while the researcher focuses on speaking skills.

2. Research conducted by Fatih Tanrikulu

This research is entitled “*Students’ Perceptions about the Effects of collaborative digital storytelling on writing skills*” conducted in 2020. This study aims to identify the students’ opinions about the effects of digital storytelling implementation on writing skills. This research used a qualitative research design and action research has been used by this study. The amount of population of this study was 61 students of first year students studying in the Turkish education department in two different classes. The students' ages were around from 19 to 20, including 21 males and 40 females. The qualitative method has been used to analyze students’ perceptions of using digital storytelling in writing skills. There were diaries reflecting students’ opinions focus groups and interview instruments that the researcher used to collect the data. This study's outcomes showed that there is an enhancement in students’ writing skills. The positive opinion of students stated that the feature of digital storytelling gives a positive impact on writing skills and assists the students to adjust writing skills and technology. (Tanrikulu, 2022)

In comparing my current research to the previous study, the researcher has observed both similarities and differences. Firstly, the researcher has noticed the similarities. The similarities are that the previous research discussed students’ perception of using digital story, especially in EFL Students, and the method also use

the Qualitative method. For the differences, in collecting the data, the previous research used two instruments, namely diaries reflecting students' opinions focus groups, and interviews. While my current research will use interviews and observation. This research focuses on writing skills, while my current researcher will be deeply focusing on speaking skills.

3. Research conducted by Ife Sam and Harwati Hashim

This research is entitled "*Pupils' Perceptions on the Adoption and Use of Toontastic 3D, a Digital Storytelling Application for Learning Speaking Skills*" conducted in 2022. This study aims to identify the students' opinions about how Toontastic 3D is used as a digital storytelling application in speaking skills. This research used a qualitative method. In collecting the data, the previous study used reflective journals written by pupils and interview instruments. The outcomes showed that using Toontastic 3D in speaking skills could be a beneficial tool to enhance students speaking skills and it is also an application that is easy to be accessed by the students. (Sam & Hashim, 2022)

In comparing my current research to the previous study, the researcher has observed both similarities and differences. Firstly, the researcher has noticed the similarities. The similarities are that the previous research discussed students' perception of using digital storytelling in speaking skill, and the method also use the Qualitative method. For the differences, the previous research used

two instruments to collect the data, namely reflective journals written by pupils and interviews. While my current research will use interviews and observation. This research focuses on Toontastic 3D use as a digital storytelling tool, while my current research does not focus on a particular application, it depends on whatever application the students have.

## **B. Theoretical Review**

### **1. Speaking**

#### **a. The Definition of Speaking**

In Natasia's Journal, Brown & Yule stated Speaking is considered one of the abilities of several language skills (listening, reading, and writing) that students must obtain when they learn a language based on several reasons. First, provide space for students to communicate effectively with friends, teachers, and the community. Second, communication is generally done through speech, so speaking is considered the most effective use of communication. Third, in real-life situations, speaking ability is the main factor on which each student's language proficiency is assessed.(Natasia & Angelianawati, 2022)

Speaking is a fundamental means of communication that allows individuals to interact with one another. It is a daily activity for most people, and it serves various purposes depending on the situation. One of the primary functions of

speech is to express thoughts, ideas, and desires. Through spoken language, individuals can communicate their opinions, share information, and engage in conversations with others. Whether it's discussing a topic, sharing personal experiences, or expressing emotions, speaking enables individuals to convey their thoughts and feelings effectively.

Additionally, speech can be used to give orders or instructions. In situations where a person holds authority or is responsible for managing others, speaking allows them to issue commands, provide guidance, or delegate tasks. This type of speech helps in maintaining order, coordinating activities, and achieving common goals within a group or organization. (Putra et al., 2021)

Furthermore, speaking plays a crucial role in serving others. For example, customer service representatives use spoken language to assist customers, address their concerns, and provide support. Healthcare professionals communicate with patients to understand their symptoms, explain diagnoses, and offer medical advice. In various service-oriented professions, speaking effectively and empathetically is essential for providing assistance and meeting the needs of others.

Overall, speaking is a versatile tool that facilitates communication, self-expression, and the exchange of

information and ideas. It enables individuals to engage in meaningful interactions, establish connections, and navigate through social and professional environments

Speaking is essentially an expression of one's thoughts and feelings in the form of language sounds. The listener receives information through a series of pitches, stresses, and placement of pauses. If the communication takes place face to face, speaking activity can be expressed with the help of the speaker's expressions and pantomimes.

b. Types of Spoken Language

Types of spoken language are divided into two, monologue and dialogue.

A monologue is an utterance delivered by someone to convey a message or information to listeners or audiences for a long time. Regarding the message conveyed, generally it does not consider whether or not the message can be understood by the listeners. The listener also cannot protest or interrupt it. Examples of this monologue are lectures, news broadcasts, speeches, telling stories, and preaching. Based on the division, monologue is divided into two types, the first is planned monologue such as prewritten materials and speech, which are usually difficult to understand because there is little redundancy. Second, the monologue is not planned like a long story in a conversation or lecture. In contrast to planned



monologue, unplanned monologue generally has a lot of redundancy, therefore this spoken language is easier to understand

The next type is dialogue. Dialogue is a conversation that consists of two or more people. It is divided into two kinds namely interpersonal and transactional dialogue. This type of interpersonal dialogue is a dialogue that is used to establish good relationships with family, friends, neighbors, and new people, such as two friends who devot their feelings to each other, and jokes between brothers and sisters. Whereas transactional dialogue is a communication relationship between one another to convey factual information or get something desired from the other person, such as asking and giving an item, asking, giving, and refusing offers. (Brown, 2000)

#### c. The Difficulty of Speaking

##### 1) Clustering

Speaking word by word is not the form of fluent speech, but phrasal. Learners' output can be organized in a grouping like clustering.

##### 2) Redundancy

Redundancy is the unnecessary repetition of words or word combinations in a sentence. Words or word combinations that are repeated have the same meaning.

Speakers have the opportunity to clarify meaning through language redundancy. Learners can take advantage of this spoken language feature.

3) Reduced forms

Teaching spoken English poses a specific challenge when it comes to incorporating reduced forms such as contractions, elision, and reduced vowels, which are essential for speaking like native English speakers.

4) Performance

When people speak while thinking, it allows them to have a certain amount of hesitation and pause. Learners must know how to pause and hesitate, not only silent when thinking time, but also insert certain fillers such as um, well, I mean, like, etc.

5) Colloquial Language

Apart from abbreviations, to be able to speak fluently like English native speakers is to learn words, colloquial phrases, and idioms.

6) Rate of Delivery

The rate of Delivery is one of the prominent characteristics of fluency.

7) Stress, Rhythm, Intonation

The most important aspects of English pronunciation are stress, rhythm, and intonation. These elements greatly

influence effective communication in spoken English. Because it could be that different stress and intonation will also have different meanings.

#### 8) Interactions

Learning to speak by producing sounds, words, etc., in a vacuum without an interlocutor will absorb speaking skills from its components. (Brown, 2000)

#### d. Teaching Speaking

Speaking is a crucial aspect of teaching and learning a foreign or second language. Mastery of spoken language greatly impacts students' language learning success. As a role models, teachers should demonstrate good oral production in teaching speaking skills. This includes using word and sentence stress, intonation, and rhythm effectively. Teachers should also be confident and fluent in the language, choosing appropriate words and sentences based on the audience or context. By fulfilling these roles, teachers can facilitate students' development of speaking skills and promote effective communication.

In addition, a teacher will be encountered many challenges related to the problems faced by students in a speaking teaching class, such as low student motivation in speaking a second language or a foreign language. The negative impacts that occur from this include school assignments which are always

avoided by students, not a few students who give up before trying. It can be said that such students have behavioral problems, namely immature social life, low self-confidence due to assignments, lack of mastery of academic skills in completing a job, lack of organization, and are bored quickly. So, a teacher should be able to develop students' mindsets and know things that can motivate students' learning in teaching speaking.

There are 4 ways that can be done to increase student motivation in class, namely.

1) Method

Creative and varied teaching methods will increase student learning motivation because students will be involved in learning activities and will not get bored easily.

2) Tasks

The task that enabled the students to have more achievement than Fiasco was a good encouragement to the student's motivation.

3) Text.

Learning materials that are cognitively, affectively, and socially interesting for students are either in the form of oral or written instructional texts.

4) Test

Tests are used for assessment, measuring students' abilities. Tests can also encourage students to try hard to achieve the goals of the learning process. (Sa'diyah, 2021)

Appropriate teacher treatment is needed in creating basic motivational conditions in the classroom because this is considered to be able to help in building student motivation. The enthusiastic attitude of the teacher must be shown while in the classroom and build positive relationships with students. To build a supportive and enjoyable atmosphere in the classroom, teachers must be able to create a high tolerance attitude both between teachers and students or between students and students. When students feel safe, this will also make it easier for the teacher to manage students in the class during the learning process.

The methods, assignments, materials, and tests given in teaching speaking must be suitable for the needs of students so that learning objectives can be achieved. There are several ways that can be done in teaching speaking, for example: guessing words, guessing vocabulary, mini-dramas, group discussions, debates, speeches, storytelling, telling events that have been experienced, and others.

## **2. Digital Storytelling**

### **a. The Definition of Digital Storytelling**

Digital storytelling is a new way of learning a language because digital technology makes students have high enthusiasm for learning and makes them less afraid. Digital storytelling is created to combine story creation with various digital media, and most of the stories created are a combination of digital images, text, audio, video, and music. To create a digital story, the average duration needed is from two to three minutes. Using digital storytelling in learning English can certainly unite students' ideas in audible, creative, kinesthetic ways, and increase their self-confidence. Besides that, digital storytelling can also be used as a technique in increasing students' motivation in learning to speak and it can be a key factor in promoting their language acquisition and proficiency.(Nair & Md Yunus, 2022)

The goal of digital storytelling is to enhance the effectiveness of knowledge transfer, facilitate better retention of the story's plot, and encourage students to actively engage in language learning through the use of technology. The process of creating digital storytelling involves several stages, namely, writing initial scripts: Develop the story, characters, and dialogues. Planning storyboards: Create a visual representation of the story's sequence. Discussing and revising scripts: Collaboratively refine the script for clarity and impact. Sequencing images through video editing applications:

Arrange and edit visuals to align with the script. Inserting narrative text into videos: Add text elements to provide context and reinforce the storyline. Adding special effects and transitions: Enhance the visual appeal with effects and transitions. Adding soundtracks: Include background music and sound effects for an immersive experience. Adding music if necessary: Select additional music to enhance the mood or atmosphere of the story

Following these stages, digital storytelling creates an engaging learning experience that fosters active language learning through technology. Research on Digital Storytelling shows that this activity can improve students' reading and speaking skills. Revising the manuscript is also an important stage because it has a positive effect on students' writing abilities. (Tanrikulu, 2022)

b. Digital Storytelling as a Learning Practice

Digital storytelling practice is a method used in creating stories to share knowledge. By combining videos, pictures, animations, music, and voices dubbed by the storyteller. Video and sound are the most important parts of digital storytelling because they can attract the attention of children, youth, and adults. With increasingly sophisticated technology and increasingly developed web applications, the creation of videos has recently become more popular, so the videos will be easy

to be shared and access. Digital storytelling is considered a reformed traditional narrative, which previously did not use the latest multimedia applications and social networking tools. (Al-Khateeb, 2019) Besides attracting students' attention, digital storytelling can also make it easier for teachers to carry out an interesting language-learning process in class. (Rutta et al., 2021) Digital storytelling is storytelling using selected artifacts such as images, videos, music, and sound which are recorded as the development of a personal short story according to the chosen life experience.(Rolbiecki et al., 2021)

Digital storytelling is considered to have a positive impact on language education. Digital storytelling allows students who have low-level abilities to learn to speak through pictures and sound features. Digital storytelling has very important benefits in increasing interest, talent, motivation, and 4 English language skills. (Hava, 2021) In addition, making digital storytelling is considered the right way to increase students' cognitive aspects. Thus, to develop traditional ways and independent learning, students should be able to utilize the use of technology.

### **3. Perception**

#### **a. The Definition of Perception**

Perception is indeed a complex cognitive process that involves compiling, recognizing, and interpreting sensory



information to make sense of the environment. It is through perception that individuals organize and make sense of the sensory impressions they receive, allowing them to form an understanding of their surroundings. The process of perception begins with the reception of stimuli from the environment through the five senses: sight, hearing, taste, smell, and touch. These stimuli are then processed by the brain, where they undergo a series of cognitive operations. This includes processes such as attention, pattern recognition, memory retrieval, and association.

During perception, the brain filters and selects relevant information while ignoring or suppressing irrelevant or distracting stimuli. This filtering process is influenced by factors such as attention, previous experiences, personal biases, cultural background, and individual differences. As the stimuli are processed, the brain constructs a representation or mental image of the environment based on the available sensory information. This representation is influenced by the individual's cognitive processes, including memory, language, and reasoning abilities.

It is important to note that perception is subjective and can vary from person to person. Individuals may interpret and assign different meanings to the same stimuli based on their unique cognitive processes, beliefs, and perspectives.

Therefore, perception is not simply a passive reflection of the external world but an active process that involves the interpretation and construction of meaning.

In everyday life, those that play an important role in the formation of perceptions are the senses of the eyes and ears and sometimes also the senses of the skin to feel the texture of a shape. The ears are as important as the eyes, through the senses of the ears we hear something and then respond through perception. The response of each individual is strongly influenced by his life experience. By hearing we can feel the atmosphere. By closing our eyes, we can feel and recognize what is around us, such as the sound of running water, being on the highway, or on the beach which is related to reality and nature.(Goldstein & Brockmole, 2017)

#### **4. Self-Confidence**

##### **a. The Definition of Self-Confidence**

In Esra's journal, MacIntyre et al. (1998) describe L2 or EFL self-confidence as a motivational disposition rather than a temporary state. To enhance our understanding of this construct and its connection with L2 or EFL speaking anxiety, it is important to delve into the belief and motive systems that underlie L2 or EFL self-confidence. By exploring these underlying factors, we can gain deeper

insights into L2 or EFL self-confidence and its relationship with the negatively associated emotion of L2 or EFL speaking anxiety.

In Esra's journal, Clément (1980) also made a significant contribution to the field of second language research by introducing the concept of linguistic self-confidence as a crucial factor in L2 learning and motivation. He proposed that self-confidence could be nurtured in multicultural environments, particularly through regular and meaningful interactions with the L2 community. Clément and Kruidenier (1985) conducted a study in Canada that supported Clément's hypotheses. The findings confirmed the significant role of self-confidence in L2 motivation, indicating that individuals with higher levels of self-confidence are more motivated to engage in L2 learning and communication. This emphasizes the importance of fostering self-confidence in L2 learners, which can be achieved through exposure to diverse cultural contexts and opportunities for interaction with proficient speakers of the target language.(Ozdemir & Papi, 2022)

## **5. Motivation**

### **a. The Definition of Motivation**

Motivation can be defined as the inner drive or force that propels an individual learner towards the attainment of their goals. It plays a crucial role in influencing a student's learning outcomes. Students who possess high levels of motivation tend to perform better academically compared to those with low levels of motivation. Hence, teachers need to foster an environment that encourages and supports students' motivation to enhance their learning experiences. By creating a conducive learning environment, teachers can help students improve their motivation.

Attitudes, motivation, and anxiety are crucial affective factors that significantly influence the process of learning, including language learning. These factors can have both positive and negative impacts on learners' progress and overall success.

Motivation plays a vital role in language learning. It is the driving force that determines learners' willingness to invest effort, persist through challenges, and achieve their goals. Intrinsic motivation, which comes from within, is considered particularly effective for long-term language learning success. External factors such as rewards and recognition can also contribute to motivation. (Wongsa & Son, 2022)

#### b. Types of Motivation

## 1) Intrinsic Motivation

Intrinsic motivation refers to the internal drive or desire to engage in an activity simply for the enjoyment, satisfaction, or personal fulfillment it provides, rather than being driven by external factors such as rewards, punishments, or obligations. When someone is intrinsically motivated, they find the activity itself inherently rewarding or stimulating.

The concept of intrinsic motivation was initially observed and studied in animals through experiments on their behavior. Researchers found that animals, including humans, engage in exploratory, playful, and curiosity-driven behaviors even when there is no external reinforcement or reward involved. This suggests that there is an inherent tendency in organisms to seek out and engage in activities that are inherently interesting or pleasurable.

Intrinsic motivation has been recognized as a powerful force in driving human behavior across various domains, including education, work, hobbies, and personal development. When individuals are intrinsically motivated, they tend to experience a higher level of engagement, satisfaction, and creativity in their activities. They are more likely to persist in the face of challenges and pursue mastery or improvement for the sake of personal growth.

It is important to note that intrinsic motivation can coexist with extrinsic motivation, which involves engaging in an activity for external rewards or incentives. The presence of extrinsic motivators, however, can sometimes undermine or overshadow intrinsic motivation, leading to a decrease in the individual's interest or enjoyment in the activity.

Understanding intrinsic motivation can be valuable in various contexts, such as designing environments that foster intrinsic motivation, promoting engagement and learning, and creating satisfying work or leisure experiences.

## 2) Extrinsic Motivation

Extrinsic motivation refers to engaging in an activity to achieve a separate outcome or external reward. It stands in contrast to intrinsic motivation, where the activity itself is enjoyed or fulfilling. With extrinsic motivation, the focus is on the instrumental value of the activity rather than the inherent satisfaction it provides.

However, according to Self-Determination Theory (SDT), a widely accepted psychological theory, extrinsic motivation is not necessarily nonautonomous or devoid of self-determination. SDT suggests that extrinsic motivation can exist on a continuum, ranging from controlled forms to more autonomous forms.

Controlled extrinsic motivation represents behaviors that are driven by external pressures, rewards, or punishments. In this case, individuals feel compelled to engage in the activity due to external influences, and their sense of autonomy or personal choice is diminished.

On the other hand, autonomous extrinsic motivation refers to behaviors that are still driven by external factors but are aligned with the individual's values, interests, or sense of personal importance. These behaviors are willingly chosen by the individual and can still be personally meaningful, even though they have an external goal.

SDT emphasizes the importance of fostering more autonomous forms of extrinsic motivation, as they are associated with higher levels of well-being, satisfaction, and optimal functioning. Providing individuals with a sense of choice, autonomy, and support for their psychological needs (such as competence, relatedness, and autonomy) can help facilitate the internalization of extrinsic motivations and increase their autonomous nature. (Ryan & Deci, 2000)

In summary, extrinsic motivation involves engaging in an activity for external reasons or rewards. However, SDT highlights that extrinsic motivation can vary in its degree of autonomy, with more autonomous forms being aligned with personal values and interests.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter contains an explanation of how this research was conducted. To help researchers find research results, this research needs to use a method. This chapter will explain the steps related to this research. There are several steps, namely research design, research settings, participants, data collection techniques, and methods of analyzing data.

#### **A. Research Design**

In this study, the researcher used descriptive qualitative research. Qualitative methods indeed offer a distinct approach to scholarly inquiry compared to quantitative research methods. There are notable differences in data collection, analysis, and overall design. Qualitative research relies on text, images, and sometimes audio or video data to explore the research questions. Researchers gather rich and detailed information through methods such as interviews, focus groups, observations, and document analysis. These methods aim to capture in-depth insights, perspectives, and experiences of participants. Overall, qualitative research emphasizes in-depth understanding and interpretation of subjective experiences, while quantitative research focuses on numerical measurement and statistical analysis.(Creswell & Creswell, 2018) This study used qualitative descriptive, which needs research



processes that give descriptive data on people and behaviors that are provable in the form of spoken or written words.

## **B. Data Source and Setting**

The data source of this research was the female santri of Ma'had al-Jamiah Walisongo Semarang which divide into freshmen students, senior students, and also General Advisors. There are approximately 666 santri consisting of 20 seniors (security division), 29 General Advisors, and the rest is freshmen students around 617 students. All of the santri are students of UIN Walisongo starting from semester 2, semester 4, semester 6, and semester 8.

Ma'had al-Jamiah Walisongo was built in 2008. Every year, it has developed, starting from the renovation of buildings and the education system. Now, Mahad is held by Mr. Dr. KH. Ahmad Ismail M.Ag M.Hum., and led by Mr. Dr. Amir Tajrid M.Ag. Apart from being Mahad's guardian, Dr. KH. Ahmad Ismail M.Ag. M.Hum, is also the head of the dean of the Faculty of Education and Teacher Training, while Dr. Amir Tajrid M.Ag is a lecturer at Walisongo State Islamic University.

Ma'had al-Jami'ah Walisongo is a support element of education in UIN Walisongo. This ma'had is known as a bilingual pesantren, thus requiring its students to learn, master, and use Arabic and English. To improve the ability of students in the field of language,

Mahad al-Jamiah provides a conversation class program every day except Friday and Sunday which is mandatory for all students of Mahad every morning.

This research was conducted in a senior conversation class. This class is located in the north hall of Old Mahad, but sometimes on the balcony of the second floor. The students consisted of 20 students with different majors in UIN Walisongo. In this research, the participants were from semesters 4 and 6 from some majors who had received practice of English-speaking materials in conversation class. In addition, participants are also allowed to use gadgets all the time except when Ma'had activities are conducted, so they have a lot of experience in using digital media for learning.

### **C. Method of Collecting Data**

Data Collection Procedure is a way or steps taken to collect data as a form of preparation in conducting research, and to make it easier to get good results, the researcher used research instruments as a tool.

#### **1. Interview**

An interview is a common research technique used to gather qualitative data. Researchers can conduct face-to-face interviews, telephone interviews, or focus group interviews. These interviews involve asking a small number of open-ended questions to participants, allowing them to freely share their

views and opinions. The goal is to obtain comprehensive insights and perspectives on the research topic.(Creswell & Creswell, 2018) The researcher used interviews in this study to find out the students' perception of using digital storytelling in speaking skills, because this data collection technique is based on self-reports or at least on personal knowledge and beliefs. The interview model used was a semi-structured interview.

Based on the information provided above, the interview will use Bahasa and it will be conducted face-to-face with the students. The list of questions has already been organized by the researcher.

## 2. Observation

A qualitative observation involves the researcher carefully observing and documenting the behaviors, activities, and interactions of individuals in a research setting. These observations are typically recorded as detailed field notes, which can be unstructured or semi-structured. During qualitative observation, the researcher immerses themselves in the research site, paying close attention to the context and dynamics of the environment. They observe and note down relevant details about the participants' actions, gestures, verbal expressions, and other observable behaviors.

The field notes are typically descriptive, capturing the richness and complexity of the observed phenomena. The

researcher may record their thoughts, interpretations, and reflections alongside the observed behaviors. This allows for a deeper understanding of the social, cultural, and contextual factors at play. The researcher's role during observation can vary from being a nonparticipant, where they merely observe without directly interacting, to being a complete participant, actively engaging with the individuals being observed.

During qualitative observation, researchers often ask general questions to participants, allowing them to freely express their views and perspectives. The focus is on capturing the participants' behaviors, actions, and interactions in a natural setting. This open-ended approach enables the researcher to gain a comprehensive understanding of the context and explore various aspects of the research topic.

By documenting activities and behaviors through qualitative observation, researchers can gain insights into the nuances of participants' experiences, social dynamics, and the cultural context in which the research is conducted. (Creswell, 2009)

The parts of the organization that are the focus of organizational studies are usually as follows:

- a. A certain organization, such as; classrooms, teacher's rooms, cafeteria, and office of the student dean.

- b. A certain group of people, such as; members of the school basketball team, teachers in certain academic departments, staff of educational travel organizations, and resident advisers in hostels.
- c. Several school activities, for example; school curriculum planning.(Bogdan & Biklen, 2007)

In this research, the research focus is number 1, on a particular organization (morning conversation class, in the north hall of old Ma'had).

In qualitative observation, researchers can adopt different roles based on their level of engagement and interaction with the people being observed. These roles include:

1) Complete Participant

The researcher is fully engaged with the individuals being observed. By actively participating, the researcher can establish rapport and build a deeper connection with the participants, potentially gaining more trust and access to their perspectives and experiences.

2) Participant as Observer

In this role, the researcher participates in the activities at the research site while also observing and taking field notes. The participant role takes precedence over the researcher role, allowing the researcher to gain insider views and subjective data. However, the

researcher may find it challenging to record data while fully immersed in the activity.

### 3) Nonparticipant/Observer as Participant

Here, the researcher remains an outsider to the group being studied. They observe and take field notes from a distance, without direct involvement in the activities or interactions. This approach allows the researcher to record data without becoming integrated into the observed setting.

### 4) Complete Observer

In this role, the researcher aims to be as inconspicuous as possible. They neither draw attention nor interact with the people under study. The researcher's presence goes unnoticed, allowing for more natural behaviors and minimizing potential observer effects.

Each role has its advantages and considerations, and the choice depends on the research objectives, context, and ethical considerations. Researchers must carefully select the most appropriate role to ensure the validity and reliability of the qualitative observations. (Creswell, 2013)

In this case, the researcher used non-participants to get the data because the researcher would like to observe the teacher's way of teaching English speaking using digital storytelling.

### 3. Documentation

In qualitative research, documents are considered valuable sources of information. Documents encompass a wide range of public and private records that researchers can obtain about a specific site or the participants involved in a study. Public documents refer to records that are available to the general public. These can include newspapers, magazines, official reports, policy documents, minutes of meetings, and archival material stored in libraries or online databases. Public documents provide insights into public events, historical context, policies, and organizational practices.

Private documents, on the other hand, are personal records created by individuals and are not intended for public consumption. These can include personal journals, diaries, letters, memoirs, personal notes, and any other written material that individuals produce for their purposes. Private documents offer a window into the thoughts, experiences, emotions, and perspectives of individuals involved in the research, providing rich qualitative data.

Qualitative researchers often analyze both public and private documents to gain a comprehensive understanding of the research topic. By examining documents, researchers can uncover patterns, themes, and narratives that contribute to their understanding of central phenomena in their studies. It's worth

noting that with the advancement of technology, the concept of documents has expanded to include digital sources such as emails, social media posts, online forums, and website content. These digital documents have become increasingly important in qualitative research, as they offer new insights into online interactions, virtual communities, and how individuals communicate and express themselves in the digital realm. (Creswell, 2012)

Overall, documents, whether public or private, play a crucial role in qualitative research by providing researchers with valuable information and perspectives that contribute to a deeper understanding of the research subject.

In this part of the activity, the researcher documented the results of students' practice in learning to speak using digital media. The purpose of this practice was to provide students with an understanding and experience of the process of learning to speak through digital stories. The researcher captured the outcomes of this practice, which included videos showcasing the students' work. By utilizing these videos, the researcher collected data to support their research conducted on students from Ma'had al-Jamiah Walisongo. The videos served as valuable evidence to support the researcher's observations and findings regarding the effectiveness of learning to speak through digital storytelling. The researcher's documentation



and use of data from the students' work and experiences provided a comprehensive understanding of the impact and outcomes of learning to speak using digital media in the specific context of Ma'had al-Jamiah WalisongoWalisongo.

#### **D. Instrument**

The researcher employed interview guidelines, observation guidelines, and document study guidelines as research instruments. These instruments helped gather data in a structured and systematic manner, enhancing the research process.

##### **1. Interview**

Interviews were used to obtain data about students' perception of digital storytelling in speaking skills and were carried out face to face. Before conducting the interviews, the researcher created a grid of interview guidelines. The grid served as a structured framework for organizing and guiding the interview process. It helped ensure that all relevant topics and questions were covered during the interviews.:

Table 3.1 Grid of interview guidelines about students' perception of digital storytelling in speaking skills.

<b>Variable</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Instrument</b>	<b>Instrument Number</b>
EFL Students' Perception of digital storytelling in speaking skill.	Learning preparation	Knowing students' perceptions about learning preparation	Interview	1

	<p>Learning process</p>	<ul style="list-style-type: none"> <li>• Knowing students' perceptions of self-confidence when learning to speak English using digital storytelling</li> <li>• Knowing students' perceptions of students' obstacles to digital storytelling in speaking skills.</li> <li>• Knowing students' perception of the effectiveness</li> </ul>		<p>2-4</p>
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		of using digital storytelling in speaking skills.		
	Learning evaluation	Knowing the student's perception of learning outcomes.		5-6

**Source:** Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

## 2. Observation

In this research, the focus of observation was on the learning process of speaking skills using digital storytelling at Ma'had al-Jamiah Walisongo Semarang. The researcher conducted observations specifically in the face-to-face speaking classes of the senior level. During these observations, the researcher carefully observed and took notes on the implementation of the speaking class. These observations provided valuable insights into how the learning process of speaking skills using digital storytelling was being carried out in the senior speaking class at Ma'had al-Jamiah Walisongo Semarang.

Standards of the process according to Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007 include designing learning processes, implementing learning processes, and evaluating learning outcomes.

### a. Designing Learning Process

Before the learning process is carried out, the teacher must prepare a lesson plan that includes learning methods, learning activities, assessment of learning outcomes, and learning resources.

### b. Implementing learning process

The learning implementation is the implementation of the lesson plan. Learning implementation includes opening activities, main activities, and closing activities.

1) Opening activities

In the opening activities, the teacher plays a crucial role in setting the stage for the learning process. This includes preparing students both psychologically and physically, as well as explaining the learning objectives. Psychological Preparation, for example: Engaging students, the teacher may begin the class with a warm-up activity or a brief discussion to capture students' attention and create a positive learning environment. Then, motivating students: The teacher may share real-life examples, anecdotes, or intriguing questions to generate curiosity and enthusiasm among students, encouraging their active participation in the learning process.

In physical Preparation, for example, in a classroom setup, the teacher ensures that the classroom environment is conducive to learning. This includes arranging desks or seating arrangements to facilitate interaction and engagement, organizing any necessary materials or resources, and ensuring a clean and organized space. Then, technology readiness, if technology is involved in the lesson, the teacher checks that all devices, projectors, or

audiovisual equipment are functioning properly before the class begins. This minimizes disruptions and technical difficulties during the learning process.

By conducting these opening activities, the teacher helps create a positive and purposeful learning environment, setting the stage for a productive and successful learning experience.

## 2) Main activities

The implementation of main activities in a learning process should be interactive (Encouraging student interaction and collaboration), inspiring (Igniting curiosity and showcasing the relevance of the subject), fun (Making the activities enjoyable and entertaining), and motivating (Setting clear goals, providing meaningful tasks, and recognizing progress) to encourage active student participation.

These elements promote active student participation, engagement, and retention of knowledge.

## 3) Closing activities

In closing activities, the teacher and students draw conclusions about the lesson, reflect, plan follow-up activities, and deliver lesson plans for the next meeting.

## c. Evaluating learning outcomes

Assessment is an important process carried out by the teacher to measure the level of student achievement and competence concerning the learning outcomes

In this observation stage, the researcher focused on the second standard process stage, namely implementing the learning process which includes opening activities, main activities, and closing activities.

### 3. Documentation

In this activity, the researcher documented the implementation of students' learning and their practices in learning to speak using digital media. The purpose of this documentation was to produce videos showcasing the students' work. These videos served as data to support the data collection instrument for the research conducted by the researcher at Ma'had al-Jamiah Walisongo Semarang.

## **E. Method of Analyzing Data**

After collecting the data through various techniques, the next step is to analyze the data. In this case, the researcher utilized Miles and Huberman's data analysis model, which involves three stages: data reduction, data display, and conclusion.

Miles and Huberman's data analysis model provides a systematic approach to analyzing the data, helping researchers make sense of the collected information and generate meaningful



findings. The model emphasizes organizing and condensing data, visually representing it, and drawing conclusions based on the analyzed data. Here's a simplified explanation of these stages:

### 1. Data Reduction

Data reduction is a process in research methodology that involves selecting, summarizing, and condensing collected data to identify key themes, patterns, and important information. It aims to streamline the data analysis process and provide a clearer and more focused view for researchers. Data reduction can be applied to various types of data, including written field notes, interview transcripts, documents, and other sources.

By employing data reduction techniques, researchers can effectively manage large volumes of data and extract the most relevant and significant information. This process helps in simplifying the data analysis phase and enables researchers to draw stronger conclusions from their findings. Additionally, data reduction facilitates the subsequent data collection process by providing a foundation for further exploration and investigation.

Overall, data reduction plays a vital role in research by enabling researchers to derive meaningful insights from complex and extensive datasets, ultimately contributing to the overall understanding and interpretation of the research phenomenon. (Miles et al., 2014)

All answers given by the participants were processed by the researcher. The data obtained from the participants in the interview activities were selected and grouped based on the questions given in the interview activities, then the researcher chose a stronger answer from the participants based on the questions.

## 2. Data Display

Data display refers to the presentation and visualization of information in an organized and structured manner, to draw conclusions and inform actions. By displaying data effectively, it becomes easier to comprehend and interpret the underlying patterns, trends, and relationships within the data.

Data display techniques go beyond using narrative text alone and can include various visual formats such as graphs, matrices, networks, and charts. These visual representations provide a concise and intuitive way to convey complex information, making it more accessible and understandable to a wider audience.

Graphs, such as line graphs, bar charts, and scatter plots, are commonly used to illustrate quantitative data and show relationships between variables. Matrices and networks can be used to depict connections and interactions between different elements or entities. Charts, such as pie charts or histograms,

can display categorical or frequency data in a visually appealing manner.

By utilizing different data display formats, researchers can effectively communicate their findings, support their conclusions, and facilitate decision-making processes. Well-designed data displays can enhance understanding, highlight key insights, and enable stakeholders to grasp important information more easily. (Miles et al., 2014)

In the data display of the interview, the researcher displays all the answers from the participants who have been grouped on the same question, then the researcher gives a conclusion from the answer at the end of the paragraph on each question.

### 3. Drawing Conclusion

Describing the conclusion in research means presenting new findings that were not known before. These findings can provide a clearer understanding or reveal previously hidden information about a particular object or topic.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of the research finding and discussion about EFL students' perceptions of digital storytelling in speaking skills.

#### **A. Research Findings**

This research was conducted in an informal education setting that is Ma'had al-Jamiah Walisongo Semarang in some majors. The subjects in this study were 4<sup>th</sup> and 6<sup>th</sup>-semester students of different majors. This research data was obtained from observation, interview, and documentation regarding the implementation of teaching learning and the perceptions of the participants. In data collection, 3 aspects are used as references to determine perceptions when carrying out digital storytelling in speaking, that is learning preparation, learning process, and learning evaluation. To find out the complete result, data analysis will be presented as follows:

##### **1. The implementation of teaching speaking using digital storytelling in the English morning class of Mahad al-Jami'ah Walisongo**

The findings of the observation with Miss Aisyah Hanum Fathiah on 22<sup>nd</sup> May 2023 determine the implementation of teaching speaking using digital storytelling in Mahad al-Jamiah Walisongo. The observation result indicated that there were several stages in

implementing learning using digital storytelling in an informal class. The researcher would like to describe the activities of the English tutor based on the result of the observation.

In the first observation, the material is narrative text in Hai'atut Tahkim English class (Security English class) or it can be said the senior English class at 05.30-06.00 AM. There were 20 students in the class. There were three sections in the learning process, namely opening, main activity, and closing.

This stage, it was begun with the opening of the class, started with a greeting by the teacher, praying before starting the class, checking attendance, then conveying the learning objective for the day which was about a narrative text. The main activity In-Class began with sending the pdf file about the short story Jack & Bean Stalk. Before the day, the teacher already told their students to bring a Handphone while in class. Then, the teacher asked the students to read and observe the story of Jack ad Bean Stalk in the file that had been sent by the teacher. After that, the teacher asked students about things they knew in the story. Most of the students still look confused. Then, the teacher explained the elements of a short story such as characters, characterization, point of view, setting, theme, problem and conflict, and five stages of the plot namely, exposition, rising action, climax, falling action, and resolution. After that, the teacher asked the students about the elements of Jack and Bean Stalk's short story. Some students answered and some students keep

silent. Before finished the class, The teacher divided the students into 4 groups, each group consisted 5 students. The last activity in class was closing the meeting at 06.00 AM. The teacher gave each group an assignment to find a short story of Beauty and the Beast and then asked them to analyze the story elements of that story, and the last, the teacher conclude the learning material of the day, then prayed together.

The second observation was on 23<sup>rd</sup> May 2023, the material was continuing the previous meeting, about a narrative text. The teacher already asked the students to bring a handphone again. The activity in the class began with an opening by greeting, praying, checking attendance, and the teacher gave questions about the material that has been studied related to narrative text. The main activity started with a discussion section. The teacher asked students to gather with their group that had been determined in the previous meeting. The teacher allowed students to discuss an assignment in the previous meeting before doing a presentation for around five minutes. After five minutes left, the teacher asked students to present in front of the class for those who were ready to make a presentation. All of the group were excited to do a presentation early, so the teacher gave the decision on which group will do it first. Group Four was selected to make the first presentation, then followed by group one, then group three, and finally group two. After all, the groups were finished, then the tutor explained the differences between traditional

storytelling and digital storytelling. Then, the tutor explained the process of creating digital storytelling using a video editing application. Starting from writing a script, planning a storyboard, sequencing the images through a video editor, doing dubbing activities to start telling stories, adding special effects and transitions, and adding a soundtrack. The teacher gave the freedom to students to use any video editing application, be it Cap Cut, KineMaster, and others. The last activity was closing namely giving an individual task to check students' understanding of the material. The teacher gave an individual task to students to create digital storytelling with free story themes as they have learned in narrative text material, the teacher gave a deadline of 5 days until Sunday 28<sup>th</sup> May 2023. Then the teacher would like to prepare a special drive link for video assignment submissions for those who have already created videos. The last was praying together.

## **2. Students' Perceptions of using digital storytelling in Learning to Speak English**

The findings of the interview are to find out the students' perception of using digital storytelling. The interviews were conducted by face to face to get interview participants, when the researcher conducted an observation on the last day, the researcher asked the participants who is ready to do an interview after the video assignment is complete, then the researcher write their names. In presenting the data, the researcher uses the following code:

- Q stands for interview questions.
- S stands for student answer.

In conducting interviews, the questions given to the participants consist of 3 aspects, which first regarding learning preparation, learning process, and learning evaluation. The researcher presents interview data consisting of 6 questions, as follows:

- a. In the first question, the researcher asked about preparation for learning implementation in learning digital storytelling.

**Q:** *Bagaimana pendapat anda mengenai persiapan pembelajaran kelas conversation Bahasa Inggris seperti materi pembelajaran, media, dan lainnya? Apakah terdapat kendala? (What do you think about the preparation for English conversation class such as learning materials, media, and others? Are there any obstacles?)*

**S1:** *“Menurut saya, mengenai persiapan selama pembelajaran kelas conversation kemarin sudah baik dalam hal penyampaian materi pembelajaran yang mudah dipahami, ditambah media pembelajaran yang diberikan seperti power point mengenai topik yang dibahas. Dari pihak pengajar juga sudah berpengalaman dan ahli dalam bidang bahasa inggris sehingga alur percakapan yang dilakukan antara keduanya bisa saling memberikan feedback yang baik dan tujuan pembelajaran yang ingin dicapai pun dapat diraih*



*dengan mudah dalam kelas conversation ini*". (In my opinion, regarding the preparation during the conversation class yesterday, it was good in terms of delivering learning material, that was easy to be understood, and also the learning media provided such as power points on the topics discussed. The tutor is also experienced in the field of English. So, the flow of conversations both of us can provide good feedback to each other and the learning objectives to be achieved can be achieved easily in this conversation class.)

S2: *"Menurut pendapat saya mengenai persiapan pembelajaran kelas conversation bahasa Inggris, mungkin itu dari media pembelajarannya yang masih tidak ada papan tulis sehingga kita itu hanya didikte dan jadinya kita mengawang awang. Apakah tulisan yang kita tulis itu benar atau tidak"*. (In my opinion regarding the preparation for learning English conversation class, maybe from the learning media there is still no blackboard so we are only dictated and confused. Is the writing that we write true or not.)

S3: *"Menurut saya, untuk media pembelajaran, terus materinya itu sudah cukup baik. Sebelum kita menuju ke kelas juga sudah diinfokan untuk membawa alat komunikasi masing-masing. Jadi menurut saya tidak ada kendala untuk penyampaian dan lain sebagainya tentang materi"*. (In my

opinion, for learning media is good enough. Before we went to class, we were also informed to bring our own handphone.)

S4: *“Menurut saya ada kendala, terutama dalam waktu pelaksanaan kelasnya yang pertama kelasnya dilaksanakan setengah 6 dan selesai pada jam 6:00, nah dengan waktu yang sesingkat itu dan di waktu yang sepagi itu, menurut saya bagi otak itu belum bisa menerima materi. Apalagi materi ini adalah materi bahasa asing gitu”*. (In my opinion there is obstacle, especially in the implementation time, the class is held at 5.30 and finished at 6:00, with such a short time and at such an early time, in my opinion the brain cannot yet accept the material. Moreover, this material is foreign language material.)

S5: *“Menurut saya. Persiapan pembelajaran dalam kelas conversation miss hanum itu sangat bagus ya. Dari mulai media pembelajaran materinya itu sangat mudah dipahami. Dan juga ketika misalnya menjelaskan itu tuh disertai dengan contoh dan alasan jadi tuh gampang ditangkap oleh muridnya”*. (In my opinion, the lesson preparation in Miss Hanum's conversation class is very good. Starting from the learning media, the material is very easy to understand. And also, when explaining accompanied by examples and reasons it becomes easy for students to understand.)

S6: *“Menurut saya tidak ada kendala ya, karena guru conversation itu sudah menginfokan terlebih dahulu untuk kita itu membawa hp sehingga kita dapat membuka PPT yang sudah disiapkan oleh pengajar dan saya rasa itu sudah cukup siap untuk menerima pelajaran yang dilaksanakan pada hari itu”*. (In my opinion, there is no obstacle, because the teacher has told us to bring our handphone. So, we can open the PPT that the teacher has prepared in class and I think it's ready enough to accept the lessons that will be held that day.)

S7: *“Cukup baik, karena tutor sendiri sangat berpengalaman dalam mengajarkan materi baik menggunakan media atau tidak. Kendalanya Cuma ada di siswanya seperti datang terlambat dan tidak hadir”*. (Pretty good, because the tutor herself is very experienced in teaching the material whether using the media or not. The only problem is the students, such as come late and absent.)

S8: *“Tidak ada kendala, saya senang mengikuti pembelajaran kelas conversation karena bisa mengasah otak saya untuk bisa berbahasa Inggris”*. (There is no obstacle, I am happy to take part in the conversation class because it can help me to be fluent in English

S9: *“Persiapan dalam pembelajaran kelas conversation bahasa inggris sudah sempurna. Materi yg disiapkan sudah bagus dan juga media yg digunakan juga sangat mendukung*

*dalam pembelajaran kelas conversation. Jadi menurut saya dalam pembelajaran, materi dan media itu tidak memiliki kendala*". (Preparation in learning English conversation class is perfect. The material prepared is good and also the media used is very supportive in teaching conversation class. So, in my opinion, in learning, the material and the media have no obstacles.)

S10: *"Menurut saya, persiapannya sudah cukup baik, bisa dilihat dari sarana pembelajaran yang sudah cukup seperti penggunaan HP, PPT dan PDF yang disiapkan oleh pemateri"*. (In my opinion, the preparation was quite good, it can be seen from the learning tools such as the use of handphones, PPT and PDF prepared by the tutor.)

Based on answers from interview participants, 8 of 10 participants stated that the preparation for learning was good because the teacher had prepared the material well, the material presented was understandable to students, and the material distributed to students was also easy to access. There are no problems with the Wi-Fi network because the location of the conversation class is in the north hall of old Mahad with good Wi-Fi network conditions. In addition, the teacher herself has experience in education and language, both Arabic and English. Thus, there are no obstacles in delivering the material or media needed for learning. But 2 participants

stated that there were obstacles in the preparation of conversational learning, namely from the facility or media and the timing of the learning. This is because during learning, the teacher did not provide a whiteboard, so students can only listen and see material that has been shared by the teacher via WhatsApp without any important notes from the teacher written on the whiteboard. In addition, the learning process is started too early, which is started at 05.30 AM, thus, making students not ready to receive lessons, especially those learning foreign languages. It can be concluded that learning preparation is good

- b. In the second question, the researcher asked about students' self-confidence when learning to speak English using digital storytelling.

*Q: Apakah anda merasa percaya diri ketika belajar berbicara Bahasa Inggris menggunakan Digital Storytelling? (Do you feel confident when learning to speak English using Digital Storytelling?)*

*S1: "Ya, saya merasa menjadi lebih percaya diri ketika belajar speaking menggunakan media digital story telling ini. Karena dengan metode yang digunakan mampu memberikan perubahan yang signifikan selama praktek dubbing story*

*telling kemarin. Contoh dari sikap percaya diri dalam berbicara bahasa inggris seperti berbicara dengan nada bercerita namun tidak di hadapan orang ramai, sehingga rasa gugup yang biasanya dirasa itu lebih berkurang dan memberikan porsi lebih besar kepada seorang "introvert" untuk lebih mengembangkan skill yang ia miliki. Lebih bisa menjadi speaker yang ekspresif saat menyampaikan apa yang ingin ia sampaikan". (Yes, I feel more confident when learning to speak using digital story telling media. Because the method used was able to provide significant changes during practicing yesterday. Telling a story but not in front of people, make the nervousness that is usually felt is reduced and give a bigger portion to an "introvert" to develop their skill.)*

*S2: "Ya cukup percaya diri karena tantangannya juga nggak sebanyak saat tradisional story telling yang harus berhadapan dengan banyak audience. Tetapi kendalannya bagi saya itu saya ingin ketawa sendiri mendengarkan suara saya". (Yes, I'm quite confident because the challenges are not as many as in traditional storytelling, which has to deal with many audiences. But the obstacle for me is that I want to laugh listening to my voice.)*

*S3: "Menurut saya, saya sangat percaya diri. Karena kalo misalkan menggunakan digital story telling itu, kita*

*mempunyai waktu sendiri untuk mengekspresikan storytelling kita gitu, kalau misalkan tidak menggunakan digital itu kan kita berhadapan langsung untuk bersama orang orang, terkadang tuh ada rasa nervous melebihi gitu".* (I think I am very confident. Because, when we use a digital storytelling, we have our own time to express our storytelling. But, when we do not use digital, we are face to face with other people, sometimes there is a feeling of nervousness beyond that.

S4: *"Ya saya percaya diri dengan menggunakan digital story telling ini dibanding dengan saya berbicara secara langsung, karena dengan digital story telling ini saya bisa melatih kepercayaan diri dengan hanya melalui suara saja tanpa harus melihat wajah para penonton".* (Yes, I am confident in using digital storytelling than speaking directly, because with digital storytelling I can practice self-confidence by just speaking without seeing the audience's faces.)

S5: *"Saya sangat percaya diri, karena waktu pembelajaran menggunakan digital story telling itu kan menggunakan media elektronik ya jadi tuh enggak didengerin oleh banyak orang. Jadinya lebih percaya diri apabila ada kesalahan".* (I am very confident, because when learning to speak using digital storytelling, I am not listened by people. therefore, I am more confident when there is a mistake.

S6: *“Dari saya pribadi saya merasa kurang ya miss karena saya itu merasa masih lemah dalam pengucapan kosakata berbahasa Inggris. Namun jika dibandingkan dengan tradisional storytelling saya itu lebih merasa percaya diri dalam menggunakan digital story story telling ya alasannya karena saya tidak perlu menunjukkan wajah saya pada video yang dikerjakan”*. (In my opinion, I feel less confident, because I still feel weak in pronouncing English vocabulary. However, when compared to traditional storytelling, I feel more confident in using digital storytelling because I don't have to show my face in the videos I'm working on.)

S7: *“Iyaa, cukup percaya diri. Karena, melatih skill komunikasi agar lebih baik”*. (Yes, quite confident. Because, training communication skills to be better.)

S8: *“Kurang percaya diri, karena takut salah. Semisal ada tugas akan saya buat semaksimal mungkin”*. (Less of confidence, because I am afraid of doing a mistake. If there is a task, I will do it as best I can.)

S9: *“Saya merasa percaya diri. Karena saya bisa mencari dahulu pengucapan yang benar sebelum take video”*. (I feel confident. Because I can search the correct pronunciation before taking the video.)

S10: *“Iya percaya diri, karena dengan menggunakan digital story itu dapat mengurangi rasa gugup saya dibandingkan*



*ketika berbicara di depan umum. Jadi bisa lebih focus terhadap apa yang saya ceritakan di video tersebut”.* (Yes, I am confident, because using digital stories can reduce my nervousness than speaking in public. So, I can focus more on what I tell in the video.)

Based on the answers from the interview participants, 8 of 10 people stated that the use of digital storytelling to learn to speak English makes them more confident than traditional digital storytelling. This is because the use of digital storytelling does not require someone to show their face, they only need to work behind the scenes, by displaying attractive pictures, voiceover, and music as additional stories. In addition, digital storytelling also provides opportunities for people who have introverted personalities to be creative through digital storytelling. However, in contrast, traditional storytelling is done without using digital media, someone tends to tell a story in front of people by paying attention to facial expressions, body gestures, blocking, etc. However, 2 participants stated that the use of digital storytelling did not make them confident, due to their internal factors, such as fear of being wrong, weak vocabulary, and pronunciation. It can be concluded that the use of digital storytelling to learn to speak English can make someone more confident.

- c. In the third question, the researcher asked about the obstacles experienced by students when learning to speak English using digital storytelling.

Q: *Apakah terdapat kendala saat belajar berbicara Bahasa Inggris menggunakan digital storytelling?* (Is there any obstacle when learning to speak English using digital storytelling?)

S1: *“Ya, pasti ada kendala di setiap seseorang melakukan proses belajarnya. Kendala adalah bukti bahwa seseorang itu belajar dan mendapatkan perubahan positif dalam hidupnya. Tetapi kendala itu tidak hanya dirasa, juga harus dihadapi. Contoh kendala yang saya hadapi selama proses dubbing menggunakan metode digital story telling yakni menemui kata yang sulit untuk di ucapkan sehingga saya harus mencarinya di aplikasi translator supaya tau bagaimana cara pengucapannya”.* (Yes, there must be obstacles in every person doing the learning process. Obstacles are proof that someone is learning and getting positive changes in his life. But the obstacle is not only felt, it must also be faced. An obstacle that I faced during the dubbing process using the digital story telling method was finding words that were difficult to pronounce so I had to look for them in a translator application, so I knew how to pronounce them.)

S2: *“Dari saya ada, seperti kesulitan untuk kata kata yang masih asing bagi saya untuk bagaimana cara pengucapannya”*. (There is obstacle, such as difficulty for pronouncing the words that are not familiar to me.)

S3: *“Untuk saya pribadi, alhamdulillah tidak ada kendala, karena sebelumnya kan kita sudah menyiapkan ceritanya sendiri, jadi kita sudah memahami gitu loh dan sudah mempelajarinya terus menerus untuk di editing selanjutnya. Selain itu juga mungkin karena saya sendiri dulunya sudah sering edit mengedit, jadi untuk hal itu enggak ada kendala”*. (For me, Alhamduillah there was no problem, because previously we had prepared the story, so we already understood and studied it continuously for further editing. Apart from that, maybe because I used to edit a lot before, so there were no problems with that.)

S4: *“Terdapat kendala, yang pertama memang dari pengeditan karena saya tuh tipe orangnya tuh suka mengedit dengan hasil maksimal. Jadi kalau saya menemukan video dengan hasil kurang maksimal, maka saya akan selalu mengulang-ulang untuk mengedit itu, apalagi mengedit itu tidak bisa membutuhkan waktu yang singkat”*. (There is obstacle. Because I am the type of perfectionist person. So, if I find a mistake in my video, then I will always edit it over

and over again, especially since editing, it cannot take a short time.

S5: *“Hmm ada kendala sih. Kadang ada beberapa kosa kata yang sulit untuk diucapkan, jadi tuh harus Google dulu atau harus cari dulu”*. (There is a problem. Sometimes there are some vocabularies that are difficult to pronounce, so I have to search them first.)

S6: *“Kalau kendala itu pasti ada ya miss karena digital storytelling ini tuh baru untuk saya jadi kendala yang saya rasakan itu ya salah satunya adalah saya masih kesulitan dalam menyesuaikan pengisian suara dengan animasi/gambar yang ada di video tersebut”*. (There is obstacle, because digital storytelling is new to me. One of the obstacles that I feel is that I still have difficulty adjusting the voice filling with the animations/images in the video.)

S7: *“Iyaa, ada kendala. Yakni dalam pronunciation kata-kata yang sulit diucapkan”*. (Yes, there is a problem, namely in the pronunciation of words that are difficult to pronounce.)

S8: *“Ada, karena saya kurang dalam bagian editing”*. (Yes, because I am lacking in the editing section.)

S9: *“Ya Ada Kendala, karena membutuhkan waktu yang cukup lama untuk memperbaiki video yang kita rasa kurang puas. Butuh usaha keras untuk mengepaskan gambar dengan cerita. Terkadang setelah pemutaran vidio terdapat*

*keterlambatan ataupun kecepatan dalam suara*". (Yes, there is obstacle, because it takes quite a long time to fix video that we feel dissatisfied with. It took a lot of effort to fit the picture with the story. Sometimes there is a delay with the sound and picture.)

S10: *"Iya punya. Salah stunya yaitu Ketika sayaa mengedit video tersebut, karena saya sendiri belum terlalu bisa mengedit video"*. (Yes, there is an obstacle, because I am not very good in editing videos.)

Based on the answers from the interview participants, only 1 participant stated that there is no obstacle in the storytelling process using digital storytelling because there is enough preparation and editing is a part of the job that she likes. Meanwhile, 9 other participants stated that there are obstacles in the process of making digital storytelling, it is because digital storytelling is something new for them, therefore they have problems during the editing process, they have to adjust the sound with pictures or videos repeatedly for the best results. In addition, the lack of vocabulary makes them must have more effort to find the correct pronunciation of words. It can be concluded that students have some obstacles in using digital storytelling to learn to speak English.

d. In the fourth question, the researcher asked about the effectiveness of digital storytelling to learn to speak English.

Q: *Bagaimana pendapat anda mengenai keefektifan penggunaan digital storytelling. Apakah digital storytelling dapat menjadi metode yang efektif dalam belajar berbicara Bahasa Inggris?* (What do you think about the effectiveness of using digital storytelling? Can digital storytelling be an effective method of learning to speak English?)

S1: *“Menurut saya, penggunaan metode pembelajaran digital story telling ini sangat efektif dalam pembelajaran khususnya dalam meningkatkan skill berbicara bahasa inggris bagi siswa dan melatih kepercayaan diri dalam berbahasa, sehingga timbullah rasa ingin tau yang tinggi untuk belajar bahasa inggris. Hal ini menjadi penting karena membuat metode pembelajaran yang baik, kreatif, dan inovatif bagi siswa akan berdampak baik dalam peningkatan nilai kognitif dan psikomotorik siswa dalam berbicara bahasa inggris. Sehingga terciptalah siswa yang cerdas dan mampu bermanfaat bagi orang sekitarnya”.* (In my opinion, the use of the digital story telling learning method is very effective in learning, especially in improving students' English-speaking skills and practicing language confidence, so that a high curiosity arises to learn English. This is

important because creating good, creative and innovative learning methods for students will have a good impact on increasing students' cognitive and psychomotor scores in speaking English. So, this will make students smart and useful for the people around them.)

*S2: “Ya menurut saya tingkat efektifanya sekitar 60%, karena lebih inovatif dan membuat suasana kelas menjadi lebih santai dan menyenangkan. Tetapi untuk kendalanya yaitu kita harus membuat persiapan yang matang untuk membuat videonya dan interaksi di Antara pematery itu menjadi lebih kurang dibanding dengan pembelajaran secara langsung”.*

(Yes, I think the level of effectiveness is around 60%, because it is more innovative and makes the class atmosphere more relaxed and fun. But the obstacle is that we have to make good preparations to make the video. In addition, the interaction between the tutor is less than direct learning.)

*S3: “Ya sangat efektif, karena kalau misalkan kita itu enggak bisa nih dalam pengucapan di kata ini itu kita bisa mencari, terus akhirnya dari mencari itu kita jadi mengetahui cara pengucapannya, arti dari kata ini. Jadi menurut saya untuk digital storytelling ini tuh sangat tepat untuk mempelajari bahasa Inggris”.* (Yes, it is very effective, because when we cannot pronounce a word, by figuring out how to pronounce it, we will know, as well as the meaning of unknown

vocabulary. So, in my opinion, digital storytelling is very appropriate for learning English.)

S4 : *“Menurut saya efektif, karena itu bisa meningkatkan minat dan motivasi untuk membuat cerita melalui digital, kita juga termotivasi untuk mencari kata yang belum diketahui arti dan cara pelafalannya, dengan begitu kita menjadi tahu”*. (I think it is effective, because it can increase interest and motivation to create stories through digital, I am also motivated to look for words that I do not know the meaning and how to pronounce it. Therefore, I know the meaning and how to pronounce new vocabulary.

S5: *“Sangat efektif ya menurut saya karena waktu yang dibutuhkan enggak terlalu panjang apabila dibandingkan dengan story telling yang biasa seperti kita belajar bercerita di depan umum”*. (In my opinion, I it is very effective, because the time needed is not too long than traditional storytelling).

S6: *“Menurut saya itu efektif karena dengan adanya digital story telling ini mau tidak mau saya harus mencari kosakata yang saya belum mengetahuinya, baik itu pengucapan atau intonasinya atau mungkin cara penulisannya sehingga saya itu banyak menerima ilmu baru secara tidak langsung. Nah selain itu, digital story telling ini tuh juga menampilkan animasi yang menarik gitu loh, sehingga saya makin*



*semangat dalam belajar berbahasa Inggris*". (I think it is effective because with digital storytelling, I have to search vocabulary that I don't know yet, whether it is the pronunciation or intonation or maybe the way it is written. So, indirectly I receive a lot of new knowledge. Besides that, digital story telling also shows interesting animations, and makes me more enthusiastic in learning English.)

S7: *"Cukup efektif karena cepat untuk melatih skill komunikasi. Dengan metode ini, mungkin dapat memberikan pengetahuan tentang sejarah dari cerita dan pentingnya skill berkomunikasi serta melatih ekspresi."* (Quite effective because it's fast to train communication skills. With this method, it may be possible to provide knowledge about the history of the story and the importance of communication skills and train expression.)

S8: *"Menurut saya efektif, karena dengan digital storytelling saya bisa mendengar cara berbahasa Inggris apakah dengan baik atau tidak"*. (I think it is effective, because with digital storytelling I can hear how to speak English well or not.)

S9: *"Menurut saya efektif, selain menambah wawasan tentang ilmu digital, dari speaking saya belajar dari kesalahan yang pernah saya buat, sehingga menjadi lebih baik. Karena pada dasarnya belajar itu membutuhkan pengulangan, sehingga pembelajaran yang kita ulang-ulang*

*itu akan membekas menjadi permanen*". (I think it is effective, apart from adding insight into digital science, from speaking I learn from the mistakes I have made, so it gets better. Because basically learning requires a repetition, so that the learning we repeat will make a permanent impression.)

S10: *"Iya efektif, karena dengan menggunakan media tersebut, hasil pembelajarannya bisa dilihat kapan saja. Kita jug bisa mendengar suara kita sendiri, dengan begitu kita bisa mengetahui dimana letak yang kurang dan perlu diperbaiki"*. (Yes, it is effective, because by using this media, the results of learning can be seen whenever. We can also hear our own voices, that way we can find out where things are lacking and need to be fixed.)

Based on the answers from the interview participants, all participants stated that digital storytelling can be an effective medium for learning English, especially speaking skills. By using digital storytelling, they are motivated to provide good work, especially in the way they tell stories. When they do not know how to pronounce a word, they have to figure it out to know the correct one. When they make a mistake in telling a story, they will repeat it until they get maximum results. With repetition, someone will be able to remember what is learned permanently and unconsciously they have memorized it. Because learning anything requires

repetition so that what has been learned can be remembered. It can be concluded that digital storytelling can be used as an effective medium for learning to speak English.

- e. In the fifth question, the researcher asked about students' satisfaction with using digital storytelling to learn to speak English.

Q: *Apakah anda merasa puas dengan hasil cerita anda setelah menggunakan digital storytelling?* (Are you satisfied with the results of your story after using digital storytelling?)

S1: *“Saya kurang puas dengan hasil cerita saya, karena terdapat masalah internal. Saya kurang memperhatikan bagaimana cara menggunakan speaker yang benar saat berbicara bahasa inggris. Jarak antara mulut dan speaker yang saya pakai terlalu dekat sehingga berdampak kurang baik dalam hasil cerita yang saya bawakan. Tetapi tidak mengurungkan niat saya untuk terus belajar berbicara bahasa inggris demi kelancaran studi dan untuk mempermudah menghadapi dunia luar yang sangat membutuhkan skill berbicara bahasa inggris ini”.* (I am not satisfied, because there is an internal problem. I don't pay much attention how to use the right speakers when speaking English. The distance between my mouth and speakers that I

use is too close, so, the result of my voice is not really good. But it does not make me stop for continuing to learn for the successfulness of my studies which really needs this skill to speak English.)

S2: *“Ya cukup puas karena saya juga memang suka dengan storytelling dari sejak SMP”*. (Yes, I am quite satisfied because I like storytelling since junior high school).

S3: *“Untuk hasilnya sih saya cukup puas, karena dalam pengucapan dan editing sudah cukup baik.”*. (As for the bresults. (I’m quite satisfied, because the pronunciation and editing are quite good).

S4: *“Ya saya puas. Karena dengan digital story telling saya bisa mengetahui seberapa fasih pelafalan saya”*. (Yes, I am satisfied. Because with digital story telling I can find out how fluent my pronunciation is.)

S5: *“Saya sangat puas dengan hasilnya, karena hasil yang saya peroleh itu bagus, kita bisa mendengarkan kayak suara atau musik untuk pembukaan dan penutupan, terus juga kita bisa menambahkan gambar gambar gitu”*. (I am very satisfied with the results, because the results I got are good, we can listen to sounds or music for opening and closing, and we can also add pictures.)

S6: *“Saya merasa kurang puas karena saya itu masih sangat kurang percaya diri dalam pengucapan kata berbahasa*

*Inggris. Namun saya merasa digital story telling ini sangat bermanfaat dalam membantu saya belajar berbahasa Inggris*". (I am not satisfied, because I still lack confidence in pronouncing English words. But I feel that digital story telling is very useful in helping me learn to speak English.)

S7: "*Cukup puas. saya masih bisa mengatasi kendala dalam pronunciation yang membuat sulit*". (Quite satisfied. I can still overcome obstacles in pronunciation that make it difficult).

S8: "*Puas. Karena saya baru pertama kali melakukan nya*". (Satisfied. Because it's my first time doing it).

S9: "*Tidak. Karena masih banyak pronunciation yang kurang benar*". (No. Because there are still many pronunciations that are not correct)

S10: "*Kurang, karena akibat dari jaringan yang kurang lancar dan memori yang penuh menyebabkan hasil video yang saya buat masih kurang maksimal*". (Less, because the problem of a networking and full memory made the video results that I make is still not optimal.)

Based on the answers from the interview participants, 6 participants stated that they are satisfied with the results of the story they had made. They like their work because this is the first time for them to tell stories using digital storytelling. They can listen back to the videos they have made anytime

and anywhere. For 4 other participants stated that they are not satisfied with the results of the videos they had made. This is because the story-making process is not optimal due to several things, such as pronunciation problems and the voice dubbing process that is too close to the microphone so the sound is not very clear. It can be concluded that students are satisfied with the results of the videos they have made using digital storytelling

- f. In the sixth question, the researcher asked about the students' English-speaking ability after using digital storytelling.

Q: *Bagaimana kemampuan berbicara anda setelah bercerita menggunakan digital storytelling? Apakah ada perkembangan?* (How is your speaking ability after telling stories using digital storytelling? Is there any enhancement?)

S1: *"Pasti ada perkembangan. Saya merasa lebih memiliki kesempatan untuk bisa mempelajari lebih dalam aspek yang diperlukan dalam skill berbicara bahasa inggris, lebih percaya diri, lebih paham dan lancar dalam penyampaian informasi, tidak pasif dan stuck dengan hasil belajar sebelumnya, lebih ekspresif dalam berbicara. Saya rasa metode pembelajaran digital story telling ini perlu diterapkan dan dikembangkan seiring dengan perkembangan zaman*

*untuk mencetak generasi muda yang cerdas dalam berbahasa Inggris*". (There must be development. I feel that I have more opportunities to be able to learn more about the aspects needed in English speaking skills, more confident, more understanding and fluent in conveying information, not passive and stuck with previous learning results, more expressive in speaking. I think this digital story telling learning method needs to be implemented and developed along with the times to produce young people who are intelligent in English.)

S2: *"Ada, karena pada awalnya kan ada yang saya belum tahu bagaimana melafalkan sebuah kata yang benar seperti kata women. Nah dulu itu saya baca kata itu "womən" ternyata bacanya harus wemən"*. (Yes, in the first time I didn't know how to pronounce a word like "women". I read it as "womən", then I knew that the correct one was "wemən").

S3: *"Setelah saya menggunakan digital story telling. Menurut saya ada banyak perkembangan. Karena saya mencari cerita indonesianya, kemudian saya coba translate ke bahasa Inggris dengan menggunakan kemampuan saya dan kalau ada yang belum saya tahu arti dan pelafalannya saya bisa mencarinya di dalam kamus dan Google translate. Jadi ketika saya nggak tahu lalu mencari tau, alhasil saya menjadi tau, dan itu bisa memperkaya vocabulary saya"*. (After I used

digital story telling. I think there is a development. Because I was looking for Indonesian stories, then I try to translate them into English using my skills and if there is something I don't know, I can find in the dictionary and Google translate. So, when I don't know and then find out, I will know, and I can enrich my vocabulary.

S4: *“Ya ada perkembangan, karena dengan digital ini saya tuh belajar mana yang kurang, kemudian saya perbaiki. Jadi saya merasa mengalami perkembangan”*. (Yes, there is development, because with digital I learn which one is lacking, then I fix it. So, I feel like I'm progressing.)

S5: *“Menurut saya, setelah bercerita menggunakan digital story telling terdapat perkembangan dalam bahasa inggris saya, karena kosa kata baru yang pernah dipelajari itu bisa tersimpan di otak*. (In my opinion, after telling stories using digital storytelling, there is progress in my English, because the new vocabulary that has been learned can be permanently remembered.)

S6: *“Menurut saya ada perkembangan, karena dalam pembuatan cerita itu, saya harus berkali kali mendengarkan pengucapan kata berbahasa Inggris yang benar”*. (I think there is a development, because in making the story, I had to listen to the correct pronunciation of English words many times.)



S7: *“Ada, mungkin lebih percaya diri untuk berbicara dengan banyak orang menggunakan Bahasa Inggris”*. (There is a development, maybe more confident to talk to many people using English.)

S8: *“Tidak. Karena menurut saya bahasa Inggris saya ya yg begitu saja, tidak setelah bercerita digital storytelling langsung bisa berkembang”*. (No. Because in my opinion my English is just like that, not after telling digital storytelling it can immediately develop)

S9: *“Menurut saya lebih berkembang. Karena dari bercerita menggunakan digital storytelling, terdapat pronunciation juga yang awalnya tidak bisa menjadi bisa, dan juga menambah kosa kata baru”*. (I think it is more developed. Because from telling stories using digital storytelling, there is a pronunciation which in the first time I cannot pronounce it, then I am able to pronounce it, and also add new vocabulary.)

S10: *“Tentu ada, karena dalam bercerita menggunakan digital, kita belajar cara pelafalan kemudian kita menjadi tahu, selain itu menambah kosa kata yang belum diketahui”*. (Of course, there is a development, because in telling stories using digital, we learn how to pronounce a word, then we know how to pronounce it, we know about the meaning of new vocabularies.)

Based on the answers from the interview participants, 9 participants stated that there had been developments after they told stories using digital storytelling. They are more confident to speak English with other people, increase their vocabulary with correct pronunciation, and convey information more expressively when speaking in English. Whereas 1 other participant said that there was no progress in his speaking ability because she had only used digital storytelling once and there couldn't be any improvement right away. It can be concluded that the use of digital storytelling can improve a person's ability to speak confidently and expressively.

## **B. Discussion**

Based on the finding above, the researcher concluded some points of the research question. The focus of this study was on the implementation of the teaching of speaking using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo, and Students' Perceptions of using digital storytelling in speaking skills.

- 1. The implementation of the teaching speaking using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo**

Based on the Standards of the process according to Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007 There are three phases including designing learning processes, implementing learning processes, and evaluating learning outcomes. In the implementing learning process, there are three phases including opening activities, main activities, and closing activities.

The opening activity started with a greeting, praying, and conveying the learning objective about a narrative text. In the main activity, In-Class the teacher asked students to read and observe the story of Jack and Beanstalk, after that the teacher did a questioning section with students related to the story, then the teacher explained the elements of the short story. Then, the teacher asked the students about the elements of the Jack and Bean Stalk short story as an experimentation activity. In the last activity closing, the teacher gave each group an assignment to find a short story of Beauty and the Beast then asked them to analyze the story elements of that story, and then pray together.

The implementation of teaching speaking using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo was successful, even though not as well as in formal class. This is because the learning activity in Ma'had is informal learning, and the time is limited. The teaching-learning activity in Hai'ah Tahkim conversational class at Ma'had al-

Jami'ah Walisongo has completed the three steps of implementing the learning process in the classroom.

## **2. Students' Perception of using digital storytelling in Learning to Speak English**

This study focuses on students' perceptions of the use of digital storytelling in learning to speak English. Researchers conducted interviews with senior students of Mahad al-Jami'ah Walisongo which were conducted using semi-structured interviews so that researchers could ask more in-depth questions to get more detailed answers.

Students' perceptions of the English conversation class learning preparation were good, there were no obstacles related to the delivery of material and the use of media in class. Students understand the material presented by the teacher because the material is presented clearly, besides that English Education is the major of the teacher.

From time to time, digital storytelling is an innovation from traditional storytelling. In its activities, of course, it does not eliminate old traditions, but there is a combination of the two. Thus, digital storytelling is something new for students. By giving assignments to students to make stories using digital storytelling, of course, the students faced several obstacles during the process of making stories, especially because the backgrounds of students

came from different majors. The obstacles faced by the students included the first being less fluent pronunciation when telling stories. The large number of new vocabulary encountered by students made them have to find out the correct pronunciation of words and their intonation, but not a few were able to pronounce them correctly. The second obstacle is the lack of video editing skills. Digital storytelling is something new for students, so it takes a lot of adjustments and practice in using video editing application features. In addition, less supportive cellphone conditions such as full memory and unstable network connections can also affect the quality of the video results.

The existence of several obstacles faced by students when making stories does not make them just stop. When compared to traditional storytelling, of course, there are no problems with editing, because traditional storytelling does not involve digital media. However, based on students' perceptions, the use of digital storytelling makes them more confident in learning to speak English, because they don't have to show their faces directly to others, but instead work behind the scenes by only showing the sound and pictures of the story. Thus, the feeling of shame and fear of being wrong is less likely than having face-to-face meetings with many people. In addition, students also stated that they were quite satisfied with the results of the stories they had made. This is because they have never done this activity before. Stories that have

been made can be watched and listened to anytime and anywhere, this can provide satisfaction for students because they can complete assignments that are new to them.

To achieve success in learning languages in an all-digital era. The use of digital storytelling is a fairly effective medium for learning English, especially speaking skills. All students revealed that digital storytelling can be an effective medium because it offers many benefits, it can increase knowledge of new vocabulary, and improve pronunciation skills. Almost all students stated that they learned a lot of new vocabulary and correct pronunciation during the process of making stories. They want to produce good work, therefore what they tell must be pronounced correctly. In addition, almost all students stated that there was progress in their speaking skills after telling stories using digital stories. They are more confident when speaking English with other people and conveying information becomes more expressive. For example, one student stated that “There must be development. I feel that I have more opportunities to be able to learn more about the aspects needed in English speaking skills, more confident, more understanding, and fluent in conveying information, not passive and stuck with previous learning results, and more expressive in speaking. I think this digital storytelling learning method needs to be implemented and developed along with the times to produce young people who are intelligent in English”.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This is the last chapter of the research. In this chapter, the researcher presents a conclusion and suggestions of what has been discussed in the previous research.

#### **A. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concluded as follows:

The implementation of teaching speaking using digital storytelling in the English conversation morning class of Mahad al-Jami'ah Walisongo is complete in the three phases of the ideal implementation of a face-to-face classroom. As an informal class, the teacher can teach her students out of the teaching module as a learning addition such as using certain media namely digital storytelling.

The perception of EFL students in Mahad al-Jamiah Walisongo Semarang toward digital storytelling for learning to speak English is good. It was concluded that digital storytelling can be an effective medium for learning to speak English because it can increase students' English vocabulary knowledge. In the process, students have to look up words whose meanings and pronunciations are unknown through dictionaries or online translators. Making mistakes in making stories in this practice, allows students to learn and repeat words and sentences so they are permanent to remember.

The use of digital storytelling allows students to learn English outside the classroom and can reduce students' fear when learning to speak English so that students are more confident and expressive. The obstacles faced by students included difficulty in pronouncing words, problems with the storage phone, and a lack of video editing skills. This is because digital storytelling is something new for them.

## **B. Suggestion**

Based on the conclusion of this present research, a suggestion is proposed to:

1. For teacher

Based on the research result, it is expected that the teachers can develop their learning methods. In order to increase students' activity and make learning more interesting.

2. For students

Hopefully, it can make students more excited and enthusiastic about learning English, especially in speaking skills.

3. For the next researcher

Hopefully, it can help the next researcher in arranging their research. It is expected that further researchers can continue the research about digital storytelling using a more in-depth problem formulation.



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## APPENDICES

### APPENDIX I

#### Interview Guidelines

##### **Students' perception of using digital storytelling in speaking skills.**

1. Bagaimana pendapat anda mengenai persiapan pembelajaran kelas conversation bahasa Inggris, seperti materi pembelajaran, media, dan lainnya? Apakah terdapat kendala?
2. Apakah anda merasa percaya diri ketika belajar berbicara bahasa Inggris menggunakan Digital Storytelling?
3. Apakah terdapat kendala saat belajar berbicara bahasa Inggris menggunakan digital storytelling?
4. Bagaimana pendapat anda mengenai keefektifan penggunaan digital storytelling. Apakah Digital Storytelling dapat menjadi metode yang efektif dalam belajar berbicara Bahasa Inggris?
5. Apakah anda merasa puas dengan hasil cerita anda setelah menggunakan Digital Storytelling?
6. Bagaimana kemampuan berbicara bahasa Inggris anda setelah bercerita digital storytelling? Apakah ada perkembangan?

## APPENDIX II

### Observation Guideline The Implementation of Teaching Speaking Using Digital Storytelling (Mahad al-Jami'ah Walisongo)

**Date** : Monday, 22<sup>nd</sup> May 2023  
**Class** : Senior class  
**Material** : Narrative Text  
**Teacher** : Miss. Aisyah Hanum Fathiah

The researcher takes a good position to observe the learning process without disturbing the class activity.

- 1 : Less
- 2 : Fair
- 3 : Enough
- 4 : Good
- 5 : Excellent

No	Learning Step	Score				
		1	2	3	4	5
<b>1.</b>	<b>Opening (In-Class)</b>					√
	The teacher greets the students.					√
	The teacher asks students to pray together.					√
	The teacher checks students' attendance.					√
	The teacher conveys the learning objectives.					√
<b>2.</b>	<b>Main Activity</b>					
	The teacher sends files of the story via WhatsApp Group				√	
	The teacher asks students to read and observe the story of Jack and Beanstalk.					√

	The teacher asks students about the things they know in the story.					√
	The teacher gives an explanation about the elements of a short story such as character, characterization, point of view, setting, etc.				√	
	The teacher asks students about the elements of Jack and Beanstalk's story.					√
	The teacher divides students into 4 groups consisted 5 students.					√
<b>3.</b>	<b>Closing activity</b>					
	The teacher gives each group assignment to find a story of Beauty and the Beast.					√
	The teacher asks each group to analyze the story elements of Beauty and the Beast.					√
	The teacher and students conclude the learning material of the day.					√
	The teacher asks for praying together and greeting to close the class.					√

**Observation Guideline**  
**The Implementation of Teaching Speaking Using Digital**  
**Storytelling**  
**(Mahad al-Jami'ah Walisongo)**

**Date** : Monday, 23<sup>rd</sup> May 2023  
**Class** : Senior class  
**Material** : Narrative Text  
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The researcher takes a good position to observe the learning process without disturbing the class activity.

- 1 : Less
- 2 : Fair
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- 4 : Good
- 5 : Excellent

No	Learning Step	Score				
		1	2	3	4	5
<b>1.</b>	<b>Opening (In-Class)</b>					
	The teacher greets the students.					√
	The teacher asks students to pray together.					√
	The teacher checks student's attendance.					√
	The teacher asks questions to students about the material that has been studied related to the narrative text.					√
<b>2.</b>	<b>Main Activity</b>					
	The teacher asks students to gather with their group that has been determined in the previous meeting.					√



	The teacher allows students to discuss an assignment from the previous meeting.					√
	The teacher asks students to present their work in front of the class.					√
	The teacher explains a little few differences between traditional storytelling and digital storytelling.				√	
	The teacher explains the process of creating digital storytelling using a video editing application.				√	
<b>3.</b>	<b>Closing activity</b>					
	The teacher gives an individual task to students to create digital storytelling with free story themes					√
	The teacher and students pray together					√

## APPENDIX III

### DOCUMENTATION

#### The Implementation of the Teaching Speaking Using Digital Storytelling in English Conversation Morning Class of Mahad al-Jami'ah Walisongo





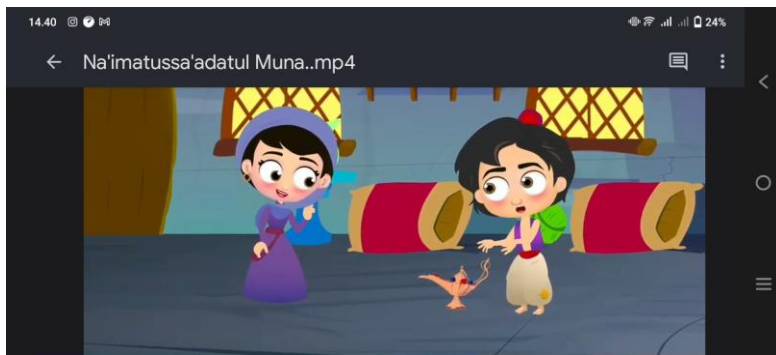
## Interview Documentation





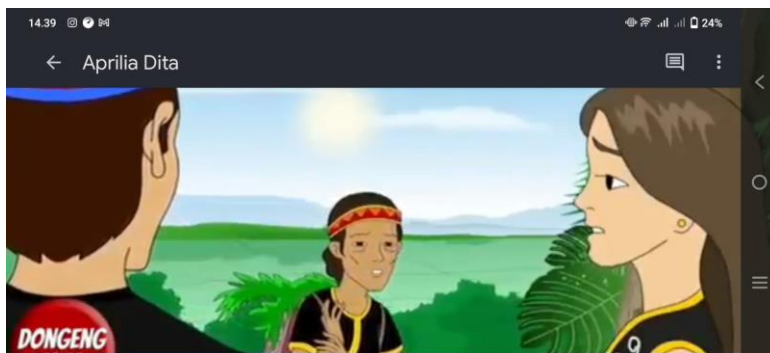
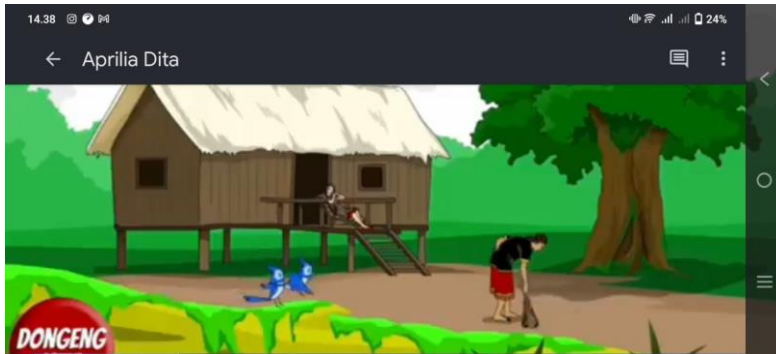
The following are some of the results of practical digital storytelling that students have done in learning to speak English using Digital Storytelling:

1. Digital story video practice by Na'imatussa'adatul Muna  
Link:([https://drive.google.com/file/d/15kyryOwc\\_5NDwV1N2vpidPf3ZGrI2D21/view?usp=drivesdk](https://drive.google.com/file/d/15kyryOwc_5NDwV1N2vpidPf3ZGrI2D21/view?usp=drivesdk) )



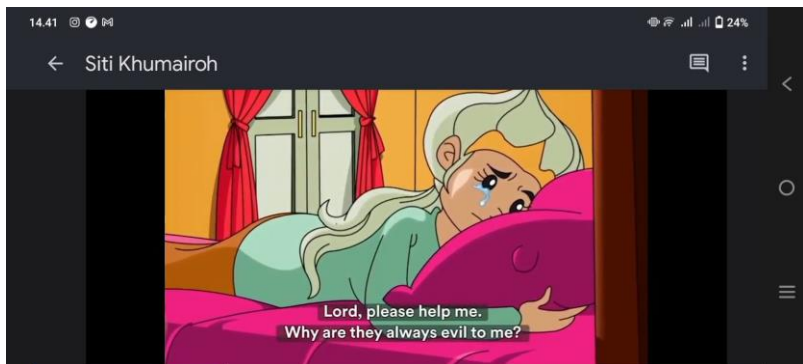
2. Digital story video practice by Aprilia Dita Kusuma

Link:([https://drive.google.com/file/d/1hzR4guHFj39dYst6BI\\_LtWvkuZNSHjaq/view?usp=drivesdk](https://drive.google.com/file/d/1hzR4guHFj39dYst6BI_LtWvkuZNSHjaq/view?usp=drivesdk) )



3. Digital story video practice by Siti Khumairoh

Link: (<https://drive.google.com/file/d/1G6TeMFDyWt71aSmSLnIKv8jNIqq0qew/view?usp=drivesdk> )





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