

**THE ADOPTION OF DIGITAL STORY AS PROJECT-
BASED LEARNING AND FACTORS AFFECTING
STUDENTS' SPEAKING MOTIVATION**

THESIS

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



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Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title : The Adoption of Digital Story as Project-Based Learning and Factors Affecting Students' Speaking Motivation
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A common belief is that speaking is one of the skills that is used as a gauge of a student's academic progress In English. The difficulties in speaking English that students often face are psychological problems, linguistic problems, and environmental problems. Digital stories can be used in learning to speak and exploring students' motivation in learning, because digital stories are an effective method for increasing students' interest and motivation in learning, developing emotional intelligence, and students' communication skills by contributing to the learning process by doing and experiencing, and acquiring 21st-century literacy skills. This study aims to explain the implementation and affecting factors of students motivation in learning to speak English using Digital Story as project-based learning. This study used a qualitative method with a descriptive research design. Participants in this study were SMK Negeri 2 Semarang in class XI OTKP 1, totalling 36 students. Data collection techniques were carried out through observation and interviews. The finding showed that students responded well when the teacher implemented Digital Story as project-based learning, in working on based learning project assignments using Digital Story, students can practice speaking by increasing their self-confidence and overcoming their anxiety, they can deal with factors that influence their motivation in learning. In addition, students have positive perceptions during the learning process, Digital Story Project-Based Learning successfully motivates students to learn to speak English.

Keywords : *Digital Story-Project-Based Learning, Students Speaking Motivation , Affecting Factors of Students Speaking Motivation, Students' Learning Motivation*

MOTTO

“And He found you lost and He guided (you)”

(Q.S Ad – Duhaa :7)

“Even though we can't see the end, we must go to the end”

(Stray Kids – Glow)

“Don't compare yourself with others, It's okay to run slower”

DEDICATION

All the praises and thanks be to Allah SWT, the most gracious and the most merciful, who has blessed the researcher, so that the researcher could finish the thesis. Shalawat that never stops to my prophet Muhammad SAW.

This thesis is dedicated to the My beloved parents, my beloved little brother, all my English teachers, and everyone who always provides support, motivation, and endless love, thank you for listening to my complaints and encouraging me.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

All the praise always be given to Allah ta'ala as the most beneficial and the most merciful who blessed the researcher, so this thesis is finished. Prayers and salutations are always offered to our beloved prophet, Muhammad who brings ummat from the darkness era into the brightness era. The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M. Ag. M. Hum., as the dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M. Pd. as the head of the English Language Education Department of UIN Walisongo Semarang and thesis advisor who always gives helpful invaluable guidance, motivation, and suggestions for this thesis.
3. Lulut Widyaningrum, M.Pd as the Secretary of the English Language Education Department of UIN Walisongo Semarang.

4. My deepest gratitude to all lecturers and staff in the Faculty of Education and Teacher Training of UIN Walisongo Semarang, especially in the English Language Education Department.
5. My endless love and my best support system in the world, my Parents (Ali Ahmadi and Widayati), and my little brother (Maulana Sabit Al-Zada) who always guide and pray the best for me every time and everywhere, who never let me down and remind me that I can get through it. They always gave me prayer and encouraged love, spirit, motivation and patience while finishing this script. Thank you so much for everything. I love you so much more than anything.
6. All PBI 19 B members, whom I love, thank you for being a family in this overseas land. It was a pleasure meeting and getting to know you. Success for all of us, guys.
7. To all my boarding house friends (Rina, Dila, Wafda, Puput, Ima), thank you very much for accompanying, supporting, and making me happy.
8. To my close friends (Elisa, Adel, Lele, Iky, and Esan), thank you very much for always being willing to listen to my concerns, thank you for encouraging and comforting me when I have a hard time.

Last but not least, I wanna thank myself. I wanna thank me for believing in me. I wanna thank myself for doing all this hard work. I wanna thank myself for having no days off. I wanna thank myself for never quitting. Finally, the researcher

realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 14 December 2023

The Researcher,

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CHAPTER I

INTRODUCTION

This chapter provides an explanation of the research's background and the reasons behind it. Then, formulate the research problem and the study's objective. The significance of the research is discussed next, along with its advantages. Additionally, this chapter's last section discusses the value of research.

A. Background of The Research

At this time, the use of technological advances that are increasingly developing is very significant within the educational field. Teachers should try to grow and take advantage of the many modern technological systems that can be used in designing interesting and motivating learning. For any educational institution, the caliber of instruction has grown to be a major worry. (Nuna Mustikawati Dewi 2021), to strengthen their professional practices in this digital era, EFL teachers are expected to expand their professional experiences and areas of competence. Online and blended learning are also becoming more and more popular in this digital era due to the growing demand for digital technology-based instruction.

Combining traditional literacy with something new is one of the efficient technology-based learning strategies that instructors employ frequently to navigate the world of

technology. The media that is one of the teaching media that can answer the above phenomenon is such as Digital Story (DST) (Fu, Yang, and Yeh 2022). Furthermore, Digital Story also offers a combination of traditional and modern teaching methods (Yang, Chen, and Hung 2022). A digital story is a combination of the art of story with a mixture of digital media such as images, text, narration, audio recordings, music, and video (Robin 2016).

In English there are 4 important skills and abilities that are necessary, starting from speaking, reading, listening, and writing skills. Of these English skills, a common belief is that speaking is one of the skills that is used as a gauge of a student's academic progress In English. Many studies have been conducted to examine what methods, approaches, and media are most successful in exploring student speaking skills (Zein, Sofyan, and Tarigan 2023).

Speaking is the ability to be able to communicate with others by using good and appropriate language to convey information and messages to each other so that they can be more easily understood, Speaking is an important productive skill for people to master, especially students (Elyani et al. 2022).

The difficulties in speaking English that students often face are psychological problems, as follows: lack of confidence, nervousness, and fear of error), linguistic

problems (such as lack of known vocabulary, grammar, inadequate sentence organization, expression, etc.), and environmental problems (such as lack of learning of conversational contexts in English) (Shen and Chiu 2019). Considering a few of the issues that students encounter when learning to speak English, it can be understood that social, affective, and linguistic issues are common challenges that students have when learning to speak English. Affective problems are one of the problems students tend to have in speaking because affective problems are related to motivation, anxiety, nervousness, and lack of confidence for fear of error (Putera Jaya, Petrus, and Lingga Pitaloka 2022). Students' language development can be impacted by a multitude of circumstances, and according to practitioners, they believe that a crucial component of learning a foreign or second language is motivation (Riasati 2018).

To succeed academically and learn effectively, students' learning motivation plays a critical role in setting and achieving academic goals. Student participation and involvement in the learning process greatly influence student interest and motivation in learning, because eager and motivated students will more readily absorb the information that their teacher teaches them. Students who have interest and motivation will tend to be more enthusiastic and willing to try to give their time to study, of course in this context it is in

learning a foreign language, specifically when speaking (Shin et al. 2019)

From the previous statement, one way that can be used is using Digital Story, where students can utilize media production technology with hardware and software to be able to narrate images or videos on certain topics, which can be recorded and played for self-evaluation (Fu, Yang, and Yeh 2022).

Digital stories can be used in learning to speak and exploring students' motivation in learning, because digital stories are an effective method for increasing students' interest and motivation in learning, developing emotional intelligence, and students' communication skills by contributing to the learning process by doing and experiencing, and acquire 21st-century literacy skills (Bernard R Robin 2006).

There are previous research studies that have discussed the effect of DST on the competence of verbal English skills and show that students can be more actively involved and learn more effectively (Fu, Yang, and Yeh 2022)

Kesver, Hava mentioned in his research regarding the exploration of Digital Stories, found utilizing digital media for storytelling exercises had a positive impact on pupils, who even felt more motivated to learn (Hava 2021). This research was carried out utilizing trials on students which were carried out for 9 weeks using Digital Storytelling-based learning. This

trial got very good results for students because it had an impact on increasing their motivation, it could even improve vocabulary mastery, writing, and of course students' speaking skills as well.

Another study regarding Digital Story was also conducted by (Ferdiansyah 2023), the study aims to investigate how elementary school students experience a DST-making project in English as a foreign language class. The school offers English as a local subject because it is not included in the compulsory elementary school curriculum. This study examines innovation and creativity in English language usage among elementary school students in Indonesia. This study was conducted with the participation of students in a collaborative project to create a digital story.

Researcher will use these two studies as a reference for research that will be carried out. The purpose of this study, which will involve high school students, is to investigate how to use digital stories Project Based Learning in English speaking lesson and the affecting factors of students' motivation in learning to speak. Researcher want to develop existing research on digital stories by knowing students' perceptions of the learning methods used in schools for teaching and learning activities. This is based on because in previous research, the another researchers focused more on the effects or impacts of Digital Story when applied to EFL

students, not yet focusing on students' opinions regarding learning that uses and utilizes technology (DST), especially in teaching speaking English.

B. Research Questions

The researcher develops several research questions on the subject of the study to determine the research's emphasis. Here are a few of these queries:

1. How is the implementation of Digital Story as project-based learning in English-speaking lessons?
2. How are the affect factors of student's motivation in learning to speak English using Digital Story as project-based learning?

C. The Objectives of the Research

The researcher aims to accomplish the following study objectives based on the backdrop of the challenges mentioned and the research object:

1. To explain the implementation of Digital Story as a project-based learning in speaking English lessons.
2. To explain the affecting factors of student's motivation in learning to speak English using Digital Story as project-based learning.

D. Limitation of the Research

To motivate EFL senior high school students to speak English, this study focuses on how Digital Story might be used. Modernizing English instruction through the use of

technology, particularly in our era where nearly everything is mediated by technology. The researcher thus sought to determine the degree of student motivation when employing the novel approach of delivering English lessons through the use of Digital Stories.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The research conducted by researchers entitled "*The Adoption of Digital Story as Project-Based Learning and Factors Affecting Students' Speaking Motivation*". Based on the sources and references that the researcher has read, the researcher discovered some earlier studies that are pertinent to the work being done now. To determine the originality of their research, researchers refer to and compare several prior works. Relevant past research includes the following:

The first study was by Sandi Ferdiansyah. A lot of people are using Digital Story (DST) as a teaching tool when teaching English. On the other hand, several studies have looked at how elementary school pupils learn to produce digital stories about English as a foreign language. This study aims to close this gap by reporting on innovative uses of gender-based digital stories in Indonesian primary school English classrooms. Students collaborate to develop digital stories as part of this project. They carry out a range of DST duties, including investigating story topics, creating, rewriting, and digitally presenting stories. This case study demonstrates how engaging pupils can improve their literacy through narrative, (2) encourage students to develop literacy for digital tools, (3) develop

participation in the preparation of student stories and (4) encourage digital creation and publication of student stories (Ferdiansyah 2023).

The second study was done by Kevser, Hava. The study's goal is to ascertain how digital stories affect EFL students' motivation and contentment with their English language education. Additionally, the study's findings indicate that students' attitudes, personal use, and self-confidence have all significantly increased (Hava 2021). According to the research, digital stories can be an excellent teaching tool, particularly when it comes to the topics of this discussion-learning English and student motivation for learning the language. This study employed a quantitative design with pre- and post-tests. The results of favorable judgments regarding the usage of digital stories in English language learning are also presented in this study.

The third study was done by Jo Shan Fu, Shih-Hsien Yang & Hui-Chin Yeh. The study uses a Toontastic-like application that embeds the scaffolding principle which later helps students produce a Digital Story (DST). This research focuses on further analysis of the relationship between the involvement of learners and their speaking competence with the methods in which the DST tool facilitates the involvement of learners in the process of learning their speaking, of course, with how it affects them too (Fu, Yang, and Yeh 2022). According to the

study's findings, pupils' speaking fluency, language use, and speaking competency have all significantly improved. The study concluded that using DST can improve students' oral and written communication skills.

The fourth study was done by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri. The study aimed to determine the impact of digital storytelling (DST) on the oral communication skills of high school pupils across different text genres. Random sampling is the method used in this study. Students' drive to learn to speak has changed significantly, according to the study's findings. The researcher concludes that 70% of the students under study can meet the predetermined and targeted learning objectives as a result of learning activities involving the use of Digital Story. Additionally, the study found that using digital stories to teach languages, particularly foreign or second languages, improved students' critical thinking, creativity, and self-assurance (Syafryadin et al. 2019). In addition, of course, Digital Story also builds students' motivation to learn to speak.

The fifth study was conducted by Ya-Ting Carolyn Yang, Yi-Chien Chen, and Hsui-Ting Hung. The goal of the study is to give a more comprehensive overview of the literature on the usage of digital stories in the curriculum. By drawing parallels between digital storytelling and traditional teaching methods, learning may advance and deepen more quickly. A quantitative

design was employed in this study, and pre- and post-test data were gathered for publication. Two groups participated in the study: the experimental class and the control class. The study's findings demonstrate how teaching students how to use Digital Story (DST) can give them the tools they need to develop into proficient English speakers and original thinkers. Ultimately, though, the researchers feel that using digital storytelling in the classroom now is highly beneficial. According to researchers, digital stories have the potential to significantly impact how language and literacy are taught in the twenty-first century. This study and the prior one are similar in that they focus on digital stories. (Yang, Chen, and Hung 2022) Digital stories are one way to increase students' interest in learning to speak. As well as studying the influence of communication technology to motivate pupils to focus more on their English lessons in the classroom. The current research has several differences from previous research which focused more on the effects and impacts of digital stories in language learning. So in this research, the researcher wants to develop previous research, by focusing on exploring student motivation in learning to speak through digital stories. Researchers also want to know about students' views on the use of Digital Stories in learning English, especially learning to speak.

B. Theoretical Review

This chapter examines previous studies and provides a theoretical review. The research title is explained in full in the theoretical review that follows. Research interests and efforts have been informed by the descriptions of theories and findings found in earlier studies.

1. Digital Story in English-Speaking Lessons

a. Digital Story in Teaching Speaking English

In speaking lessons, deep learning is mostly dependent on how motivated the students are to communicate in English. As a result, if pupils are highly motivated to learn, they will be able to accomplish their goals. Additionally, it implies that when students are motivated positively, they can manage assignments the best (Brophy 2004). Yang and his colleagues found that the digital story's storytelling elements can enhance students' phonological skills, including their ability to pronounce words correctly and speak with rhythm and intonation (Fu, Yang, and Yeh 2022). In addition, students are free to interpret the story's significance following their ideas. Students can therefore infer meaning from the target language. As a result, pupils will be able to take initiative more in class and this will

foster their creativity. Since a great deal of study has been done on digital stories thus far, they have the potential to enhance language learning in EFL classrooms, particularly when it comes to English.

The Digital Story project provides students with the opportunity to hone their public speaking skills. Considering that practice tasks are typically completed in front of friends and the classroom. Consequently, a low number of students possess the bravery to speak in front of a large group of people during class. For this reason, pupils must grasp the phases and the narrative. Thus, a breakthrough that can be utilized to increase pupils' self-confidence is Digital Story (Hava 2021).

b. Methods for Teaching Speaking English

Teaching writing, reading, and listening is not the same as teaching speaking. One of the most important abilities in language learning is speaking, as speaking comes before other skills like reading and writing (Nafi Annury 2013). According to Hornby, teaching is defined as guiding an individual to impart information, skills, and other necessary skills. Speaking, on the other hand, entails speaking in a regular voice. Instructing someone on how to communicate is what it means to teach speech (Stenson and Hornby 1996). In addition, another explanation regarding teaching

was given by Douglas Brown, teaching is an activity that shows or provides assistance, guides, directs, and provides learning facilities to someone (Robert and Brown 2007). So that students can do learning such as, get guidance about something, as well as an understanding of knowledge. which allows students to understand and get instructions about something in learning.

According to the definition given above, teaching is defined as giving direction, offering resources, ensuring pupils, and overseeing learning environments. It is clear from this that teaching is an endeavor that seeks to provide pupils with an understanding of environmental systems. In the process of teaching speaking, it is common to encounter many students who are shy and lack confidence when speaking in front of the class. So that students can master the ongoing learning process, teachers must guide students and know appropriate teaching methods. As for the methods that can be used by teachers to teach speaking, there are a variety of speaking teaching strategies that can be used to teach classes in a variety of situations. The teacher might employ a variety of activities to teach speaking, including role-playing films, games, jazz chant

(pronouncing drills), cartoon story maker (digital stories), and repetition, all of which are based on Harmer's fundamental technique (Harmer 1998).

- 1) **Role-Play**, is a practical exercise that gets kids to collaborate to solve problems both emotionally and cognitively. The researchers anticipate that using the strategy will improve the students' speaking abilities (Pahamzah et al. 2020).
- 2) **Watching videos**, and teaching speaking via video can be very useful for effective and enjoyable learning. By using videos, students can gain meaningful context from the language being studied (Hidayati 2019).
- 3) **Games** can be a learning solution because games allow students to participate actively and enthusiastically in student communication. For example, communication games that are designed to stimulate communication between students. This game is based on the principle of information gaps, that is, students have to talk with friends to solve puzzles, draw, arrange objects, or find similarities and differences in images (Hidayat 2022).

- 4) ***Jazz Chant (Pronouncing Drilling)***, jazz music as a teaching tool. By encouraging pupils to master the English sound, rhythm, and intonation, this strategy can be utilized to help them learn how to speak (Indah and Putri 2016). Additionally, there might be other interests in this research. After learning to talk, kids will feel more at ease because the curriculum incorporates music.
- 5) ***Repetition***, in this method, students can imitate teaching in pronunciation of words and sentences. This method also allows students to improve what they did before (Harmer 1998)
- 6) ***Cartoon Story Maker (Digital Story)***, Accordingly, the digital story serves as the speaking task's medium. It is a brief autobiographical tale with recorded audio, narrated voiceover, and visuals (stills, video, and graphics). It can encourage original thought and assist pupils in expressing concepts in the structure of an introduction, middle, and end, taking into account the necessary characters and environment for a story .(Lorensya, Evrin; Hartoyo, Indra; Dewi 2018)

2. Affecting Factors of Students' Motivation to Learn to Speak English

a. Factors Affecting Students' Learning Motivation

Motivation is a key factor that can encourage and help students to try their best to achieve the highest level of success in achieving their achievements to avoid failure. The role of motivation is very different, where it can be mentioned the role of orientation, dynamism, mobilization, and behavior orientation of people/students to fulfill the predetermined objectives (Entwistle 2012). Oxford and Shearin contend that motivation plays a significant role in foreign language literacy since it serves as the key motivator for students to begin and continue their proficiency in the target language (Zhang and Wang 2023).

According Pintrich's theory (Pintrich 2000), there are four factors affecting students motivation, as follows: (1) impact of affect, (2) task value activation, (3) regulations of the learning environment, and (4) regulations of peers. Since motivation is a concept without a true physical reality, it is impossible to directly observe motivation. Hence, because motivation is compared to psychology and is measured based on each person's views, interests, and aspirations, researchers are unable to quantify

motivation directly. The idea of motivation is understood to be:

- 1) Motivation is something entirely different from physical reality; instead, it may be observed in an individual's mind, specifically through their internalized interests, desires, and behaviors.
- 2) Motivation is one aspect that can determine the success of a student in learning a language, including learning to speak (Ihsan 2016).

Although it is generally recognized that motivation is important for students to learn, not all students have high motivation to learn, especially in this case learning foreign languages. Teachers must be able to produce learning that inspires and draws students' motivation in addition to being skilled at effectively communicating knowledge to pupils (Westin 2019). It is the teacher's intention for the lessons to be effectively communicated and assimilated by the pupils based on their current motivation.

b. Function of Students' Learning Motivation

Without motivation that propels students to move, it is challenging to meet learning objectives. One of the elements influencing pupils' learning is motivation (Westin 2019). Motivation can be said to be energy

that comes from outside or within students that can encourage them to do something. Lack of motivation is a common problem faced by students, this problem can result in a lack of interest for students to fight for their speaking skills (Maming, Rahman, and Idris 2023). Several studies have shown that students' experiences in conversational classes can significantly affect their desire to get better at English. Motivation in individuals can be influenced by various factors such as personal interests, values, goals, and external awards or recognition. Students who are not motivated to learn will tend to be lazy to listen and learn the subject matter. Therefore, motivation plays a very important role in effective learning because motivation can determine a person's level of effort and persistence in the learning process. Students who are very interested in a subject will tend to have the motivation to take a more in-depth approach to information processing, resulting in better learning outcomes, (Fitriaty, Kenali, and Rahmat 2023). Students who are motivated will have more compelling motivations and learning objectives (Filgona et al. 2020). Based on the previous statement, it can be seen that the attitude of students who have enthusiasm/motivation for something, such as

language and culture, will result in a calmer learning process, while the opposite attitude (not having motivation) will tend to delay learning and hinder development to master the lesson.

c. Assessing Students' Motivation

To determine the degree of student motivation and how to maximize it, motivation assessment is crucial for both research and practice. Regarding methods of measuring motivation, there are three categories of motivational assessment techniques: self-report, judgments of others, and direct observation (Sumner, Harison, and Elda 2014).

1) Direct Observation

One technique for gathering assessment and data about items within the research site is direct observation, which is done directly and without the use of middlemen. This data collection pertains to student perseverance, task choice efforts, and behavior examples. Prolonged completion of assigned activities, together with effort and level of willingness to participate in the work, are indicators of motivated students.

2) Ratings by Other

Another method for assessing motivation is to ask observers (teachers, parents, researcher) to rate

students on various characteristics that indicate motivation

3) **Self-report**

Self-report assessments incorporate individuals' assessments and declarations about themselves (Demetriou, Ozer, and Essau 2015). Instruments in this self-report can be done by:

- a) *Questionnaires*, the questionnaire may have multiple questions about the respondents' attitudes and behaviors that they must respond to.
- b) *Interviews*, the interview is a form of inquiry in which the participant and the interviewer communicate verbally with the informant/respondent.
- c) *Stimulating memory*, stimulated recall, or remembering the ideas that go along with a person's appearance over time.
- d) *Thinking hard*, while working on projects, pupils who are "thinking hard" are those that verbally communicate their ideas, deeds, and feelings.
- e) *Dialogue* is defined as a discussion between two or more individuals.

3. Digital Story Project-Based Learning in EFL

Student's Learning Motivation

Digital Story can be used in project-based language learning, particularly for speaking. Genuine inquiries serve as a roadmap for project effort, leading to a completed task or product in the end. In light of this, students use language in authentic circumstances to pose and develop questions, discuss concepts, formulate hypotheses, establish plans, gather and evaluate evidence, and formulate conclusions. They also use language to make and revise predictions, present their insights to others, and produce goods. Another kind of project work that incorporates technology is the digital tale. Increasing student motivation is the goal of integrating technology into the classroom (Wahyuni, Sujoko 2005). Learning using Digital Story will look more interesting, unique, and new, giving students a different impression. Therefore, student motivation grows depending on the learning outcomes students receive. Because they are interested in what they are studying, motivated pupils will find it very easy to follow and absorb the material. For the pupils to keep growing and using the teacher's offered Digital Story to channel their potential.

One major benefit of Digital Story is that it helps students become more proficient with technology

(Makarova and Pirozhkova 2020). This is where it can be seen that Digital Story has a big influence on education, especially on EFL students' motivation to learn in class. There are indeed certain difficulties and obstacles, but digital stories have advantages that are superior to ordinary learning in general. Students who have the opportunity to share their work with their peers can also gain valuable experience in critiquing their work and that of other students, which can lead to increased emotional intelligence, collaboration, and social learning (LaFrance and Blizzard 2013). Besides that, project-based learning can be a student-centered learning model to improve student learning achievement (Fu, Yang, and Yeh 2022).

Text genre is a type of written or spoken discourse. Text genres are classified into several basic genres in speaker content. Here, the researcher uses procedural texts to knowing affecting factors students' motivation in learning to speak using Digital Stories as Project-Based Learning. Through Project-Based Learning, students learn to be cooperative and responsible for their roles. Students can improve their skills, and creativity and present their own stories to increase their self-confidence and motivation (Triassanti Risa and Ibna Seraj 2022). This can be seen from students' views on learning to speak using Digital Story.

CHAPTER III

RESEARCH METHOD

In this chapter, research methodology is covered, including study design, data sources and types, data gathering methods and instruments, data collection strategies, data analysis strategies, and thesis preparation.

A. Research Design

A study's research methodologies have a critical role. Researcher utilize qualitative descriptive research methods, often known as naturalistic research methods (natural settings), based on these studies and objectives (Sugiyono 2017). This is dependent upon the type of study being done and its intended use. Because gathering and analyzing individual or even group data on a certain topic is made possible by qualitative research (Creswell and Creswell 2018). This study employed a qualitative descriptive research design, which involves gathering information from individual research participants, such as their thoughts, beliefs, and attitudes. Research procedures generated written or spoken data characterizing the person or behavior seen (Nassaji 2015).

This study used direct observation in the classroom and interviews with high school students during English classes to gather data. The researcher used digital learning tools, or DST,

to assess and determine senior high school students' learning motivation for speaking. The findings of this descriptive study's in-depth investigation will explain the data collected from the questionnaire. Regarding methods of measuring motivation, there are three categories of motivational assessment techniques: self-report, judgments of others, and direct observation (Sumner, Harison, and Elda 2014). In this study, researcher used self-reports, especially interviews, to conduct motivational assessments.

Later on, after students have received digital story project-based learning, assessing students motivation in learning speaking will have four items, as follows: (1) impact of affect, (2) task value activation, (3) regulations of the learning environment, and (4) regulations of peers. These four variables were selected following Pintrich's theory, Since the theory will undoubtedly encourage pupils to put in more effort and sincerity, it can be utilized to gauge how motivated they are to learn how to talk (Pintrich 2000). Additionally, researcher use interviews as a supplement to the data gathered from the questionnaire to ensure that the final data is more accurate. because students' explanations are included with the data.

B. Research Setting

This research is aimed at high school level students, who are more capable of mastering the content of the text, both in how to convey it through speaking, as well as in fluency and pronunciation of words. Apart from that, researcher also consider selecting students at this level because students are considered capable and experienced in using smartphones (digital media/technology) which will be the media studied by researcher for student motivation. The high school that will be the research object to be studied is SMK N 2 SEMARANG. With this research, it is hoped that good relationships can be established, with opportunities for students to further explore their talents in the field of English, especially in speaking English. It is hoped that the use of Digital Story which will be used in this research will be an innovative, creative, and interesting breakthrough that can encourage and arouse student enthusiasm and motivation for learning. Learning to speak using digital methods will be able to provide images and experiences and even new atmospheres about learning that students usually consider boring.

C. Participant

This research aims to determine EFL students' motivation in speaking using Digital Stories as Project-Based Learning. To fulfill these objectives, there are several criteria used to select participants in this research, as follows:

1. Participants are high school students who have received English speaking material in class
2. Students have done/received PJBL in classroom learning

In this study, the researcher used a purposive sampling technique in selecting certain participants. Purposive sampling is a sample determination technique using certain considerations (Sugiyono 2017), purposive sampling is used because the researcher wants to investigate certain participants.

The researcher indicated that all 36 class XI OTKP 1 students met these criteria. So for observation, the participants in implementing Digital Story as Project-Based Learning in classroom learning were the teacher and all students in XI OTKP 1.

D. Data Source

This research using primary data source, which is the data directly provided by the person concerned (source person) to the researcher. In this research, a primary source will be from the student's second grade of SMK N 2 SEMARANG.

E. Methods of Data Collection

This research is based on field data obtained from direct observations in the classroom and from the participants involved in this research. The following are the data collection techniques used to collect data with the following techniques:

1. Observation

Observation was conducted to see how students were motivated to acquire English speaking in the classroom through the use of digital story media. On the observation sheets, the researcher noted the outcomes of these findings. Methods used to gather data from observations:

- a) The researcher prepare observation sheets.
- b) The researcher entered the class during the English lesson.
- c) Researcher observed the teaching and learning process

2. Interview

Interviewing is a method of gathering data that gives the researcher a direct chance to hear the motivations or experiences of the respondents. Additionally, the researcher decided to gather student replies through interviews. Semi-structured interviews are a type of data collection in which the interviewer has prepared an interview guide before the interview but does not adhere to it rigorously in terms of the questions' order or their phrasing (kathryn Roulston 2008).

F. Instrument

1. Observation

Observation is the cornerstone of all science in his book. Scientists are limited to using data, which are facts about the real world gathered through observation (Sugiyono 2017). The observations in this research aim to obtain information about the use of Digital Stories as a medium for learning to speak English. The three components of the learning process are learning preparation, learning implementation, and learning evaluation. Additionally, the researcher made the following observation guide grid before beginning any observations:

OBSERVATION SHEET

(Meeting 1)

Variable	Aspects	Indicators
The use of Digital Story media in speaking English	Opening	
	- <i>Preparation</i>	Knowing the teacher's preparations
	- <i>Apperception</i>	Knowing Teacher open and start teaching-learning activities in class

classes for students' motivation		Knowing the teacher conveys the topic and learning objectives of the material to be presented
	- <i>Motivation</i>	Knowing the Teacher motivates the students
	- <i>Providing References</i>	Knowing the teacher in providing an overview of the subject matter
	Main Activity	
	<i>Stage I</i>	
	- <i>Orientation</i>	Knowing teacher in teaching procedure text material
		Knowing the teacher to ensure students' understanding
	- <i>Organizing and guiding group task</i>	Knowing the teacher in monitoring and guiding group investigations
		Knowing students in displaying/presenting the results of group discussions
		Knowing the teacher evaluates student group work
- <i>Organizing and guiding Individual</i>	Knowing the teacher in monitoring and guiding group	

	<i>task</i>	investigations
		Teachers and students discuss the results of students' work and discuss answers to independent practice questions
		The teacher reinforces the material that has been studied.
	Stage 2	
	- <i>Project Planning Design</i>	Knowing the teachers in guiding students to plan the design of Digital Story learning projects
		Knowing teachers in monitoring students in preparing Digital Story project plans
- <i>Schedule Preparation</i>	Knowing teachers and students in preparing a schedule for completing the Digital Story project	
Learning evaluation	Knowing teachers and students in conducting learning evaluations	
Closing	Knowing the teacher in ending learning activities	

Table 3.1 Observational guide on the use of Digital Story media in speaking English classes for students' motivation (Meeting 1)

OBSERVATION SHEET

(Meeting 2)

Variable	Aspects	Indicators
The use of Digital Story media in speaking English classes for students' motivation	Opening	
	- <i>Preparation</i>	Knowing the teacher's preparations
		Knowing the teacher opens the lesson.
	- <i>Apperception</i>	Knowing the teacher ensures that students are ready to receive lessons
	- <i>Motivation</i>	Knowing the teacher motivates the students
	Main Activities	
	- <i>Brainstorming and monitoring students' project progress</i>	Knowing the teacher in providing an overview of the subject matter that will be discussed at the current meeting.

	Stage 3	
	- <i>Project Execution</i>	Knowing that the teacher monitoring & guides students project execution
	- <i>Project Completion</i>	Knowing teachers monitor student time when working on projects
	Learning evaluation	Knowing teachers and students in conducting learning evaluations.
	Closing	Knowing the teacher closes the learning activity with prayers and greetings

Table 3.2 Observational guide on the use of Digital Story media in speaking English classes for students' motivation (Meeting 2)

2. Interview

Interview is employed as a method of gathering data when a researcher wants to get more in-depth information from respondents or wants to perform an initial investigation to identify issues that need further investigation. This method of gathering data is based on self-reports, or at the very least, on individual opinions or knowledge (Sugiyono 2017). In the interview session for data collection, students will answer several open-ended questions related to the issues being studied by the researcher. For this reason, the

researcher initially wrote the following interview guidelines before conducting interviews:

Variable	Aspect	Indicator	No. Item Instrument
Students' motivation in the use of Digital Story Project-Based Learning media in English speaking lesson	Regulation of Affect	Anxiety/nervousness	1
		Confident	2
			3
			4
		Interest	5
	Task Value Activation	Persistence/Effort	6
	Regulation of Peers	Support system	7
	Regulations of Learning Environment	Willing to learn from mistakes	8
			9

Table 3.3 Interviews guide for knowing and exploring students' motivation to learn to speak English using Digital Story

G. Data Analysis Techniques

Coding the interview results comes next after the interviews have been conducted. The data for this study were analysis using a qualitative methodology and thematic analysis approaches. Thematic analysis can be directed to report participants' experiences, meanings, and realities. It affects the

kinds of questions that an analyst may be able to respond to in this situation by employing theme analysis and interpretation (Lochmiller 2021). Arranging, interpreting, and making judgments based on the gathered data is known as qualitative data analysis, this can be a laborious procedure because there is a lot of data involved, and sorting and analyzing the data takes time.

Thus, thematic analysis is a useful approach. Analysis is the process by which significant topics are coded, patterns are found, codes and common motifs are categorized, deeper meaning is conceptualized, underlying theories are developed, and the results. (Jnanathapaswi 2021). A thematic analysis might be critical, explanatory, or descriptive. Using their own written or verbal notes, researcher can define and characterize participants' experiences through the use of thematic analysis. By condensing participant reports into a single orientation, these understandings are combined into recognizable patterns. Through the lens of a specific conceptual or theoretical framework, theme analysis can be utilized as an explanatory technique to deduce meaning about a perspective, experience, or belief system. This method entails thinking about how specific theoretical or conceptual notions are illustrated by the patterns discovered in the data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This research was conducted to determine the motivation of high school students to learn speaking. The study was carried out at SMK N 02 SEMARANG in the academic year 2022–2023 using the subject XI OTKP 1. The data have been methodically evaluated and gathered to offer a relevant interpretation of the research findings to meet the study's objectives. Teacher observation forms and transcripts of student interviews served as the primary data collection tools. The data findings are then reported by the researcher following the study's problem.

The purpose of this study was to ascertain high school pupils' motivation for learning to speak. Using XI OTKP 1 as the subject, the study was conducted at SMK N 02 SEMARANG in the academic year 2022–2023. To achieve the goals of the study, the data have been carefully collected, assessed, and interpreted to provide a pertinent interpretation of the research findings. Transcripts of student interviews and teacher observation forms were the main sources of data. The researcher then present the data findings following the issue raised by the investigation.

A. FINDINGS

It is known that there are two research objectives stated in chapter I. The general objective of this research is to determine the motivation of EFL students to learn to speak after they have been given speaking lessons using digital media. The second objective is to find out students' views of students' new experiences in learning to speak using Digital Story. As for achieving the research objectives, the researcher outlined several descriptions as follows:

1. The Implementation of Digital Story as Project-Based Learning in English-Speaking Lesson

The purpose of the observation findings is to determine the best way to use Digital Story as a medium for Project-Based Learning. Four pupils from class XI IPA 3 as well as the English instructor were observed. The following table displays the information gleaned from the observations:

Meeting 1

Aspects	Indicators	Description of Observation
Opening	Knowing the teacher's preparations	The teacher prepares the tools and materials that
<i>Preparation</i>		

		will be used for teaching (laptop, projector, PowerPoint material, Lesson Plan, individual and group work sheet)
	Knowing Teacher open and start teaching-learning activities in class	The teacher opens the lesson by greeting them and asking about the condition of the students
		The teacher leads students to pray before learning begins
		The teacher checks the student attendant list
<i>Apperception</i>	Knowing the Teacher ensures that students are ready to receive lessons	The teacher ensures and conditions the students to be ready to receive lessons
	Knowing the teacher conveys the topic and learning objectives of the material to be presented	The teacher conveys the topic and learning objectives of the material to be presented
<i>Motivation</i>	Knowing the Teacher motivates the students	The teacher informs that the material to be studied is Procedure text

		The teacher motivates students by conveying the benefits of studying the material (procedure text)
<i>Providing References</i>	Knowing the teacher in providing an overview of the subject matter	<p>The teacher provides an overview and stimulation of students regarding text procedures to students through several questions:</p> <ul style="list-style-type: none"> - <i>Have you ever received procedure text material at a previous grade level?</i> - <i>Does anyone know what procedure text is?</i> - <i>What are examples of procedure texts that you know?</i>
Main Activity		
<i>Stage 1 Orientation</i>	Knowing teachers in teaching procedure text material	The teacher distributes PowerPoint files to students regarding recipe

		and manual procedure texts.
		The teacher begins to explain the material displayed on the power-point
		Occasionally the teacher asks students to read the material on power-point and the teacher continues the explanation)
		The teacher asks students to read the procedure text displayed
		Students' analysis procedures as requested by the teacher
	Knowing the teacher to ensure students' understanding	<p>The teacher ensures students' understanding by asking several questions:</p> <ul style="list-style-type: none"> - <i>What is the social function of the text?</i> - <i>What are the materials needed?</i>

		<p>- <i>Mention the ordinal numbers that indicate the steps!</i></p>
		The teacher provides for students to ask questions and ensures that students understand the material presented
<i>Organizing and guiding group task</i>	Knowing the teacher in monitoring and guiding group investigations	The teacher divides students into several groups (8 groups)
		The teacher asked the students to identify and analyze the social function, structure of the text, and linguistic elements of the text based on the assignments given to each group
	Knowing students in displaying/presenting the results of group discussions	Students present the results of their group discussions and work in front of the class
		The teacher and students discuss the results of the students' work

	<p>Knowing the teacher evaluates student group work</p>	<p>The teacher responds to the results of the presentation to provide an explanation and reinforcement</p> <p>Teacher guidance the students in evaluating the results of the group work</p> <p>The teacher gives appreciation to each group for having succeeded in working together well and having good performance (Motivation)</p>
<p><i>Organizing and guiding Individual task</i></p>	<p>Knowing the teacher in monitoring and guiding group investigations</p>	<p>The teacher monitors and supervises students in completing individual assignments</p> <p>Teachers and students discuss the results of students' work and discuss answers to independent practice questions</p>

		The teacher reinforces the material that has been studied.
<i>Stage 2</i> <i>Project Planning Design</i>	Knowing the teachers in guiding students to plan the design of Digital Story learning projects	With the guidance of the teacher, students form groups, each group consists of 2 people (seat friends)
		The teachers direct students to create user guides in the form of Digital Story media
		The teacher explains to the students about the Digital Story Project: <ul style="list-style-type: none"> - <i>The relationship between the project provided and the procedural material that has been obtained</i> - <i>The aim of the project-based learning assignment with Digital Story</i>

		<ul style="list-style-type: none"> - <i>Provide examples of Digital Story products related to procedure text material (Recipe & Manual)</i>
	<p>Knowing teachers in monitoring students in preparing Digital Story project plans</p>	<p>The teacher asked the students to write procedure text for the Project Digital Story script</p> <hr/> <p>The teacher monitors students by:</p> <ul style="list-style-type: none"> - <i>Determine the theme of the procedure text</i> - <i>Determine the tasks of each group member</i> - <i>Prepare the tools and materials needed</i> - <i>The teacher provides input on the draft script that the students have created</i>

		<p>Students improve the results of projects that have been made after receiving comments, direction, and guidance from the teacher</p>
		<p>The teachers ask the students to upload the results of their revised procedure text writing assignment to Google Drive to be assessed by the teacher</p>
		<p>With teacher guidance, students prepare a project completion schedule that is prepared starting from the planning/preparation stage, project completion, to the reporting stage.</p>
<p>Learning evaluation</p>	<p>Knowing teachers and students in conducting learning evaluations</p>	<p>Students and teachers conclude learning activities</p>
		<p>Students and teachers reflect on learning regarding activities that have been carried out and</p>

		other things that need to be improved
Closing	Knowing the teacher in ending learning activities	The teacher closes the learning activity with prayers and greetings

Table 4.1 The Result of Observation (meeting 1)

Meeting 2

Aspects	Indicators	Description of Observation
Opening		
<i>Preparation</i>	Knowing the teacher's preparations	The teacher prepares the tools and materials that will be used for teaching (laptop, projector, video material, Lesson Plan,)
	Knowing the teacher opens the lesson.	The teacher opens the lesson by greeting them and asking about the condition of the students
		The teacher leads students to pray before learning begins
		The teacher checks the student attendant list

<i>Apperception</i>	Knowing the teacher ensures that students are ready to receive lessons	The teacher ensures and conditions the students to be ready to receive lessons
		The teacher asks questions regarding the material from the previous meeting and the learning activities that will be carried out.
		The teacher conveys the relationship between the material/theme/learning activities that will be carried out with the previous material/theme/activities
<i>Motivation</i>	Knowing the teacher motivates the students	The teacher provides an overview of the benefits of the learning activities that will be carried out
		The teacher conveys the objectives to be achieved in learning
		The teacher motivates students by conveying the

		benefits of studying the material
Main Activities		
<i>Brainstorming and monitoring student's project progress</i>	Knowing the teacher in providing an overview of the subject matter that will be discussed at the current meeting.	The teacher provides an overview and explanation to students regarding the Digital Story project
		The teacher shows examples of learning videos in the form of Digital Stories related to procedural text material
		The teacher asks the students to detect related information from the videos they have observed
Stage 3 <i>Project Execution</i>	Knowing that the teacher monitors & guides student's project execution	The teacher checks the students' materials and equipment in making the Digital Story project (Script, sound recording for voice-over, editing application, etc.)
		Teachers monitor and investigate students in designing story

		illustrations/pictures/videos
		Teachers seek out students in the process of voiceover for their digital stories
		The teacher monitors the students during the process of producing their digital stories assignment
		Students sharing/publishing the results of digital story project-based learning assignment
<i>Project Completion</i>	Knowing teachers monitor student time when working on projects	The teacher asks about the process of creating a Digital Story project
		Students record the activities they have carried out, the obstacles they have faced, and the projects they have produced
		Teachers ask the students to upload their Digital

		<p>Story projects on social media (you-tube)</p> <p>The teacher checks the results of the student's project and provides comments, direction, and guidance in the Digital Story creation project</p>
Evaluation	Knowing teachers and students in conducting learning evaluations	Students listen to the evaluation of the projects they have worked on
		Students and teachers conclude the learning activity
		Students and teachers reflect on learning regarding activities that have been carried out and other things that need to be improved
Closing	The teacher closes the learning activity with prayers and greetings	The teacher checks again that all student activities at the second meeting have been completely completed.

		The teacher closes the learning activity with prayers and greetings
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Table 4.2 The Result of Observation (meeting 2)

Based on the data in the obtained table, the aforementioned data indicates how the teacher should instruct the class, starting from lesson planning and ending with lesson evaluation. During instruction, the teacher assesses students psychologically and physically so they can participate in the learning process and understand the concepts that will be covered. During the teaching process, there are several aspects such as the way the teacher uses the teaching model, teaching media, and teaching resources. Finally, in the assessment of the course, the instructor makes a reflection about the course that has already been completed.

At the learning preparation stage, the teacher prepared herself and the students before carrying out teaching and learning activities in class. In the learning process, the teacher uses English interspersed with Indonesian to make it easier for students to understand. The opening activity begins with preparing the necessities that will be used for learning, after that the teacher opens the learning activity by greeting and asking about the condition of the students,

then the teacher leads the students to pray and checks students' attendance before carrying out teaching and learning activities in class. The teacher ensures and regulates the condition of students to be ready for learning by conveying the topic and objectives of the lesson that will be taught, the teacher also motivates students by conveying the benefits of the material that will be obtained. The teacher stimulates the students by giving the students several opening questions regarding the procedure text.

Next is entering the process of learning activities, in this process the teacher begins to explain the material presented (text procedures), and students are asked to listen to the teacher's explanation. This process is divided into 3 stages in 2 meetings as follows:

a. Meeting 1

The core learning activities at this first meeting are divided into 2 stages, the first stage contains the teacher's process of introducing and explaining the main material being taught (text procedure), in this process the teacher dominates the class and students are asked to focus on listening to the material presented carefully.

The teacher monitors the progress of the learning process in class by allowing students to ask

questions about the material, after explaining each sub-chapter occasionally the teacher also ensures that students understand and pay attention to the lesson. After the teacher explained the main material regarding procedural texts, the teacher checked the students' understanding through the text presented in front of the class and asked the students to analyze it together. After that the teacher forms students into several groups, this activity is intended to make students work on task questions given by the teacher in groups to make students learn work together, and understand each other (procedure text), the teacher monitors the working strength of student groups and After completion, the teacher evaluates the results of their work.

After carrying out group activities, which are expected to make students understand more about the learning topic (procedure text), the teacher gives individual tasks to test each student's understanding of the topic and assessment. After that, the teacher reinforces the material that has been studied. This process contains the preparation of project design planning that the teacher will give to students (Digital Story Project-Based Learning). The teacher begins to introduce students to the Digital Story project and the

stages of how to create it. In the process, the students are introduced to video editing programs like PowerDirector, Windows Movie Maker, We Video, and Viva Video, etc. After that, the teacher enters the next stage, with the guidance of the teacher, students are divided into groups consisting of 2 people (seat friends) and the teacher asks the students to design and write a text procedure that will be used as a script as the first step in creating a project. Students are allowed to use their smartphones to investigate the English equivalent of words in the story that they do not know and look for supporting images/videos for their Digital Story project. Students translate their stories into English by paying attention to grammatical structure. In addition to the course, English teachers check the stories written by students and provide feedback to them about incorrect structures. Before ending the first week's meeting, the teacher asks students to voice their text via voice recorder or video, and prepare the tools and materials they need for project execution for the next week's meeting (audio, video, images, etc.) that are in accordance with their storyboard/procedural.

At the end of meeting 1 teaching and learning activities, the teacher carried out a learning evaluation, students and teachers reflected on learning regarding

activities that had been carried out and other things that needed to be improved, after that the teacher closed the learning activities with prayers and greetings.

b. Meeting 2

In the opening activity of the second meeting, the teacher prepared the tools and materials that were used for teaching (turns on the laptop, and projector, and displays the material), then the teacher opened the lesson by greeting and asking about the students' condition. After the greeting, the teacher-led students to pray before learning began and checked the student attendance list. After opening the lesson in class, the teacher ensures and conditions the students so that they are ready to receive the lesson. The teacher reminded them of the students' experience material and stimulated the students by asking several provoking questions regarding the material from the previous meeting and the learning activities that will be carried out. After that, provide an overview of the benefits of the learning activities that will be carried out and motivate students by conveying the benefits of studying the material that will be carried out.

In the core learning activity, before executing the Digital Story project at stage 3, the teacher

provides an overview and explanation to students regarding the Digital Story project. The teacher shows examples of learning videos in the form of Digital Stories related to procedural text material to students. After that, students can detect related information from videos they have observed. After ensuring that students understand the project they will be working on, entering stage 3, the teacher begins to ask and check the students' materials and equipment for making a digital story project (script, voice recording for voice-over, editing application, etc.), after that the teacher asks the students to start designing and assembling the Digital Story project carried out with each group. Using a video editing program, students combine multimedia components and add English text to create a digital story about 2–3 minutes long. This stage is carried out for the process of creating digital stories regarding tutorials on how to make or use something.

The teacher goes around to monitor and find out about students in composing voiceovers, illustrations, images, or videos used by each group in their projects. The teacher informs the students that the results of learning to speak through the Digital Story project are that students are asked to publish/upload

them on social media (you-tube) and the links are collected on Google Drive along with the procedure text scripts that were collected at the previous meeting. The teacher checks the results of the student's project and provides comments, direction, and guidance in the Digital Story creation project. Students will hear an evaluation of the project they have worked on.

At the end of the second meeting of teaching and learning activities, students and teachers concluded the learning activities. Students and teachers carry out learning evaluations, and students and teachers reflect on learning regarding activities that have been carried out and other things that need to be improved. The teacher checks again whether all student activities at the second meeting have been completely completed. After that, the teacher closed the learning activities with prayers and greetings.

2. The Affecting Factors of students' motivation in learning to speak English using Digital Story project-based learning

One important factor in learning is motivation, which is the desire or effort to achieve a certain goal. Furthermore, the presence of motivation in the students' own words will inevitably make them more convinced that learning will provide them with knowledge and improve

the quality of their lives. In addition, students who are motivated to learn will find it easier to learn new material. As a result, students can interact with potential problems that may arise the next day. The most important factor is motivation, which will affect students' attentiveness during teacher-led lessons. Motivation also appears as the primary factor that can explain the success of really difficult learning activities. One effective teaching method that also serves as a source of motivation for students is Project-Based Learning with Digital Story. Which method best utilizes the available resources.

Based on the student's explanation, it is explained that cooperative learning via Digital Story enables students to learn from completed tasks. In addition, via cooperative learning, students can become more adept at doing cooperative learning outside of the classroom. To learn with others, you may effectively assist each other in improving your speaking. Because Digital Story can reduce students' anxiety when they are reading aloud in English, it helps them learn bicycling skills. This also gives the students confidence to start learning English verbally. Because of this, the implementation will yield better results, particularly in speaking learning. Unfortunately, the focus will be more on instruction that emphasizes daily practice. That provides students with a comfortable

environment in which to learn and enjoy speaking English. In the interview, it is explained that the teacher-student relationship is one of non-adversity.

The researcher present interview data consisting of 12 questions based on 4 aspects as a reference for assessing students' motivation in learning to speak using the Project-Based Learning method, as follows:

1. Regulation of Affect

This aspect consists of problems with student motivation in speaking which originate from within the student, such as Anxiety/nervousness, Confidence, and Interest. From interviews with students, it was found that the Project-Based Learning method for the Digital Story project could reduce students' affective problems in learning to speak. Affect regulation in learning to speak using Digital Story was stated by Student 1 (Dini) in an interview:

“Iya Miss, saya sering merasakan cemas, gelisah, gugup kalau harus berbicara Bahasa Inggris, apalagi di depan banyak orang, saya takut karena memang tidak terbiasa berbicara di depan umum, takut salah juga karena perbedaan Bahasa yang digunakan”

(Yes Miss, I often feel anxious, restless, and nervous when I have to speak English, especially in front of many people, I'm afraid because I'm not used to speaking in public, I'm

afraid of making mistakes because of the difference in language used.).

“Bagi saya, project Digital story cukup membantu mengurangi rasa cemas dan kekhawatiran saya saat speaking miss, Walaupun hanya sedikit saja, mungkin memang karena pada dasarnya saya kurang suka berbicara, juga dari sikap introvert saya. Tapi setidaknya lumayan membuat saya merasa tidak terlalu cemas atau gugup dibanding biasanya, mungkin karena sudah menyiapkan skrip dulu yang dibuat sendiri jadi lebih paham isinya, jadi lebih mudah juga untuk berbicara”

(For me, the Digital Story project is quite helpful in reducing my anxiety and worry when I miss speaking, even if it's only a little, maybe it's because I don't like talking, but also because of my introverted attitude. But at least it made me feel less anxious or nervous than usual, maybe because I had prepared a script that I made myself so I understood the content better, so it was easier to speak.)

b. Task Value Activation

Task value activation is generally related to the behavior displayed, persistence, and effort. Students who consider assignments to be something valuable tend to participate in completing assignments and exert effort to complete assignments well. So that students can get as much experience and knowledge as possible from the tasks

they do. Aspect task value of activation This can be seen from the interview answers from student 3 (Anggun):

“Iya miss, saya merasakan adanya effort lebih. Mungkin memang karena menjadi tugas saya merasa punya beban sendiri, tapi kalau tugas/ projectnya menarik itukan bisa membuat siswa lebih semangat dan enjoy mengerjakannya, seperti yang saya rasakan di project Digital Story”

(Yes miss, I feel there is more effort. Maybe it's because it's an assignment that I feel like I have my own burden, but if the assignment/project is interesting it can make students more enthusiastic and enjoy doing it, like what I felt in the Digital Story project)

2. Regulation of peers

This aspect includes a support system from the student environment that can support students to be more motivated in learning to speak. Almost all students interviewed answered that the environmental factors and friends they faced greatly influenced their motivation and courage in practicing speaking, for example when they spoke English to speak on voice recordings in the process of working on the Digital Story Project, they were more courageous in speaking because they were only together.

group friends who are already known and considered to be a support system to help each other in speaking English.

3. Regulations of Learning Environment

This aspect includes Cooperation and willingness to learn from mistakes, from interviews conducted with students, it was found that students thought that they could be motivated to learn to practice speaking because they saw mistakes made by other people or they had made themselves in the past. By making mistakes themselves or seeing other people, students think that they are motivated to learn to speak because they don't want to repeat the same mistakes, so they want to improve their speaking skills. The students also think that Digital Story can help them to practice speaking gradually because the initial speaking process is voice recording which can be done independently without having to face many people, then the results can be published on social media to train their confidence in the results. talk to them.

B. DISCUSSIONS

In this study, the researcher discusses the research results with a focus on the research objectives. The purpose of this research is to describe the implementation and students' perspectives on Digital Stories as project-based learning and the affecting factors of students' speaking motivation. To describe the application of digital stories as project-based learning and knowing affecting factors of students' speaking motivation, researcher used student observations and perceptions using interviews. Researcher gave interviews to students of XI OTKP 1 SMK N 2 Semarang. Interviews were conducted using semi-structured interviews so that the research was more in-depth with flowing questions, flow of conversation, and certain topics. For the implementation of Digital Story Project-Based Learning in English-Speaking lesson, in this section, the researcher examined the findings from their observations to ascertain how the Digital Story project-based learning approach would be used in the English lessons. Language learning is just one of the many fields where Digital Story can be used as a teaching and learning tool. Digital stories are an effective way to promote collaboration and knowledge construction in the classroom, according to earlier research. Digital stories, which include voice recording (speaking), taking pictures and videos, creating stories based on the pictures, creating video tutorials based on the pictures,

and presenting the stories, are utilized in this study to develop and knowing affect of students' motivation to learn speaking as a project-based learning activity.

Researcher observed that nearly every student actively participated in class activities, asking questions or offering answers. To make sure that every student understands the material being explained, the teacher also makes an effort to monitor student participation in the general discussion of the learning material. It follows that in order to prevent students from becoming passive learners, student participation in the learning process is crucial. According to (Harmer 1998), interactive classroom conversations between students and teachers help implement learning.

Creating learning tasks that can boost students' motivation to learn is essential to the successful implementation of project-based learning activities. Researcher discovered that speaking can be taught via lecture, Q&A, discussion, and demonstration techniques when utilizing Digital Stories in procedural materials. This is demonstrated by the teacher asking students to concentrate on the subject matter and by taking a more authoritative stance when presenting the material and the Digital Story project to them. Subsequently, the instructor allows the pupils to pose questions and splits them up into multiple groups so they can talk about the Digital Story project. Project-based learning can be a student-centered

learning model to increase student learning achievement. This can be seen in the students' opinions in interviews that implementing Digital Story as Project-Based learning for speaking increases their learning motivation, so that they feel like completing the task as well as possible. The statement supported by (Fu, Yang, and Yeh 2022), project-based learning can be a student-centered learning model to improve student learning achievement.

The students participate actively in Project-Based Learning using Digital Story media because the projects captivate their attention and offer real-world applications for learning. Learning motivation is increased through project-based learning. Students will comprehend the material more thoroughly, remember it, and retain it longer than they would with traditional instruction after finishing a project. As a result, students who learn subject matter through project-based learning are more adept at applying what they have learned to novel contexts. In order to emphasize the application of knowledge and skills in the real world and the development of successful skills like critical thinking/problem solving, collaboration, communication in various media, as well as speaking and presentation skills, students are asked to create video tutorials as part of Project-Based Learning on procedural materials for learning to speak. To do this, project-based learning is a useful strategy. This method increases the

enjoyment and fulfillment of teaching. Through projects, educators can collaborate more closely with students who are actively pursuing high-quality, meaningful work and, frequently, rediscover the joy of learning alongside their peers. Appropriate with Seven Elements of Digital Stories by Quah C (Triassanti Risa and Ibna Seraj 2022). The enlarged elements are displayed here along with the conventional seven elements, (1) The story's overall goal, (2) The narrative pace and the narrator's point of view (3) Using an Intriguing Audio Track, (4) Using Dramatic Inquiries or Questions, (5) Vocal clarity, (6) proper grammar and language usage, and (7) high-quality story.

For the affecting factors of student's motivation in learning to speak English using Digital Story project-based learning, the researcher uses procedure text to knowing affecting factors of students' motivation in learning to speak using Digital Story as Project-Based Learning. Through Project-Based Learning, students learned to be cooperative and responsible for their role. They can improve their creativity and presenting their own story can improve their confidence and motivation. It follows Burns, A. & Joyce, H. (1999), that most language programs have the aim of combining spoken and written language but emphasize spoken language more because it depends on student needs and the objectives of the material (Syafryadin et al. 2019).

Some of the opinions that students had during the interview are that digital Stories are an interesting educational learning tool. Because students can hone their English-speaking abilities and develop their technological creativity. Using Digital Stories to teach speaking encourages students to learn the skill. This is a result of the students' excellent self-control when taking part in Digital Story speaking lessons. The reason why students possess strong self-regulation is their enthusiasm for engaging in the educational process. Students find learning Speaking using Digital Story to be engaging when technology is incorporated into the classroom. This positive self-regulation also arises from learning giving students a space to develop their creativity, particularly in the realm of technology, where learning how to edit a video is one of them. Because learning is engaging for students, self-regulation is another sign of their desire to engage in the process. One way that students are motivated to learn is through their ability to control themselves when speaking while using Digital Stories. According to Pintrich's self-regulation theory. Self-regulation will undoubtedly encourage pupils to put in more effort and sincerity; it can be utilized to gauge how motivated they are to learn how to talk (Pintrich 2000).

Digital storytelling can provide many different benefits to teachers and students. As the researcher found in observations,

based on participants' points of view, the use of technology-based learning media such as Digital Story makes it easier to understand and motivates them to learn because it is more interesting and exciting. In this study, the interview findings were to determine students' points of view regarding the use of project-based learning Digital Story and affecting factors of students' motivation to learn speaking English. Most of the participants added opinions from their point of view that Digital Story Project-based learning could increase their motivation towards learning to speak English. In this case, it can be seen from the researcher's observations, that students who participate in creating digital stories will develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, build narratives, and narrate script texts. As stated by Frazel, Digital Story can achieve some things in the classroom as engaging students helping motivate them to learn, and promoting group activities in the classroom (Jenkins 2011).

In addition, apart from affective problems such as anxiety, nervousness, self-confidence, and interest, the support system also influences students' motivation to learn to speak. All participants thought that friends who support each other and can be used as study partners influence their courage and motivation in learning to speak. Digital Story project-based learning projects facilitate students to get a support system

from their friends, because Digital Story projects can be designed as group projects containing 2 or more people, grouping students with their classmates, will help students practice their communication with their friends, learn from each other and correct mistakes in speaking English. As stated by Secretary Oscarini Wati Bhakti, Marwanto, students who have the opportunity to share their work with their peers can also gain valuable experience in critiquing their own work and that of other students, which can lead to increased emotional intelligence, collaboration and social learning (LaFrance and Blizzard 2013).

The research findings elucidate the rise in students' motivation to acquire English language proficiency. The ability of Digital Story to speak and learn about technology, according to some students, makes it an intriguing and unique learning tool. Students who adopt this viewpoint may find it easier to control their speech. However, there are certain shortcomings in the learning as well, based on the interview's results. Research support for the study's findings came from experts like Kevser Hava, who clarified how using Digital Story as a useful teaching tool for English could be achieved (Hava 2021). Moreover, it offers constructive feedback on vocabulary, writing, digital skills, and other topics, as well as increasing students' motivation to learn. In addition, the use of digital storytelling influences language acquisition, making

students more capable of critical thinking, creativity, and self-assurance as members of the digital generation. Supported by Syafriyadi and friends, his study indicates that the use of digital stories can significantly alter students' motivation to acquire new languages (Syafryadin et al. 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the researcher's conclusions and recommendations regarding the study's subsequent findings.

A. CONCLUSION

The following is the outcome of the research and analysis that was done to investigate students' motivation for learning to speak through Digital Story Project-Based Learning:

Students in class XI at SMK N 2 N Semarang responded favorably when their teacher used a digital story-based learning project to investigate students' motivation for learning to speak, according to observational data. Nearly all students believe that Digital Story is one of their favorite media for learning English, even though some are less interested in it during the teaching and learning process. In working on based learning project assignments using Digital Story, students can practice speaking by increasing their self-confidence and overcoming their anxiety, students can also learn from each other's mistakes and support each other while working on the Digital Story project for student speaking.

Students' perspectives on the use of Digital Story-based learning projects are also positive. They think that with Digital

Story they can practice being confident, and overcoming their nervousness/anxiety in speaking. The use of digital stories encourages students to speak more confidently. The similarities between these perspectives are that Digital Story can assist students in learning proper pronunciation, enable them to study English outside of the classroom, assist students in overcoming speaking anxiety, boost their confidence, and provide engaging speaking lessons. In contrast to what was said during the interview, some students claimed that using Digital Story to learn to speak presented challenges.

Students are motivated to learn to speak when they use Digital Story to teach them. Mehmed Sercan Uztosun Task Value Activation, Regulation of Learning Environment, Regulation of Affect, and Regulation of Peers/Classroom Environment are examples of how students who exhibit strong self-regulation explain themselves during interviews. The kids performed well on three of the four tasks. It follows that employing Digital Story to teach speaking to students inspires them to learn the skill.

B. SUGGESTION

Even though this study had a small sample size and was completed quickly. In light of the study's findings, the researcher would like to recommend the following strategies:

1. For the Researcher

Because this is the first time that researcher are conducting research, they face a lot of difficulties in a research setting. Information that is unclear or misinterpreted can be obtained through research instruments that use thematic analysis and interviewing techniques. It is hoped that this research will serve as an inspiration for later researcher to carry out better analysis and research over longer periods.

2. For Students

By conducting this study, the researcher hope to increase students' enthusiasm for speaking and other aspects of learning English. even though teaching methods and techniques tend to be less engaging and dull. To attain the most learning potential, it is expected that students to be able to develop self-control and motivation while learning to speak English. It is hoped that students will be able to overcome their inner opinions, even though speaking and learning English in general are perceived as difficult by many. for students to advance in raising their academic performance.

3. For Teachers

Based on the findings of the research, hope the educators to enhance the instructional strategies that they employ to teach and learn from their students in the classroom. To create interests and prevent learning from seeming monotonous and boring. The teacher can also determine the degree of student motivation to learn from these learning outcomes. The researcher also hope that by sharing the findings with teachers, it will raise their awareness of the importance of giving students opportunities to practice speaking English through English-speaking assignments. In addition, educators need to be tech-savvy since they take into account the significance and enthusiasm of students for technology in the classroom. Because of the limitations placed on the students, teachers can plan more thoroughly, facilitating the easy transfer of knowledge to the students.

4. For Further Researchers

This research can serve as a reference for future researchers who want to carry out comparable studies. Future researchers can also select from a range of subjects to investigate the reasons behind EFL high school students' use of digital stories to learn how to speak. As a result, they can conduct research to create English education for students in high school.

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APPENDICES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK N 2 SEMARANG

Pelajaran : Bahasa Inggris

Kelas/Semester : IX/I

Topik : Procedure Text

Alokasi Waktu : 3 X 45 Menit

A. Kompetensi Inti (KI)

KI 1	Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
KI 3	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya

	dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
KI 4	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.2	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1	Membandingkan beberapa teks resep makanan/minuman dengan teks manual.
		3.1.2	Menentukan tujuan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.

		3.1.3	Menentukan struktur teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
		3.1.4	Menentukan unsur kebahasaan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.2	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis,	4.1.1	Membuat teks prosedur terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai

	sangat pendek dan sederhana, dalam bentuk resep dan manual.		dengan konteks penggunaannya.
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C. Learning Objective

1. Pertemuan 1 (reading-writing)

- a. Melalui video yang diperlihatkan, peserta didik mampu mendeteksi informasi terkait teks prosedur manual terkait resep makanan/minuman dengan tepat
- b. Melalui situasi yang diberikan, peserta didik mampu mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur terkait resep makanan/minuman dengan tepat
- c. Melalui kegiatan membaca teks prosedur, peserta didik mampu menganalisis informasi rinci yang terdapat pada teks prosedur terkait resep makanan/minuman dan manual dengan benar
- d. Melalui video yang diperlihatkan, peserta didik mampu mendeteksi informasi terkait teks prosedur dengan tepat
- e. Setelah melakukan diskusi, peserta didik mampu menyusun teks prosedur acak dengan benar

2. Pertemuan 2 (speaking-eksekusi project)

- a. Melalui situasi yang diberikan, peserta didik mampu membuat teks prosedur terkait resep makanan/minuman dan manual dengan benar.
- b. Melalui situasi yang diberikan, peserta didik mampu membuat user's guide (panduan) teks prosedur menggunakan media Digital Story dengan kreatif

D. Materi Pembelajaran

Materi : Procedure Text

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Project- Based Learning (PJBL)
3. Metode : Ceramah, Tanya Jawab,
4. Diskusi, Demonstrasi(practice)

F. Media dan Bahan

1. Media : Laptop, Proyektor,
2. LKPD, Video pembelajaran, Worksheet
3. Sumber Belajar : Buku LKS Bahasa Inggris kelas XI, Saefurrohman. (2019). Pendalaman Materi Bahasa Inggris Modul 5: English for Practical Use. Banyumas: Kemendikbud. Literatur

G. Learning Activities

Learning Activities (Meeting 1 – Reading & Writing)	Time Allocation
Opening	10
<i>Preparation/Orientation</i> <ul style="list-style-type: none">● The teacher greets and asks about the condition of the students.● The teacher and students pray before starting the activity.● The teacher checks the attendance of students.	
<i>Apperception</i> <ul style="list-style-type: none">● The teacher ensures that students are ready to receive lessons● The teacher how to convey the topic and learning objectives of the material to be presented● The teacher relates the material to the previous theme	
<i>Motivation</i> <ul style="list-style-type: none">● The teacher informs the material to be studied● The teacher conveys the objectives to be achieved in learning● The teacher motivates students by conveying the benefits of studying the material● The teacher tells the lesson material that will be discussed at the current meeting.	

Main Activities	30
<p data-bbox="216 193 300 220"><i>Stage 1</i></p> <p data-bbox="216 264 344 292"><i>Orientation</i></p> <ul style="list-style-type: none"> <li data-bbox="216 341 743 437">● The teacher displays PowerPoint images one by one on the screen regarding the recipe and manual procedure text. <li data-bbox="216 448 743 507">● The teacher explains the material to the students <li data-bbox="216 518 743 577">● The teacher asks students to read (literacy) the procedure text displayed <li data-bbox="216 588 743 647">● The teacher asks students to analyze the examples of text procedures given <li data-bbox="216 659 743 718">● The teacher allows students to ask questions related to the material presented <li data-bbox="216 729 743 1098">● The teacher asks several questions about detailed information related to the text read by the students: <ul style="list-style-type: none"> <li data-bbox="266 842 725 869">- <i>What is the social function of the text?</i> <li data-bbox="266 880 658 908">- <i>What are the materials needed?</i> <li data-bbox="266 919 743 978">- <i>Mention the ordinal numbers that indicate the steps!</i> <li data-bbox="266 989 743 1098">- <i>What is the difference between text procedures related to food/drink recipes (recipes) and manual text procedures?</i> <li data-bbox="216 1109 743 1168">● Knowing the teacher guides students who need help <li data-bbox="216 1179 743 1275">● Knowing the teacher allows students to ask questions about their difficulties in understanding the material <li data-bbox="216 1286 743 1345">● The teacher provides several pictures regarding the procedure text 	

<ul style="list-style-type: none"> ● Then they were asked to detect the function and steps 	
<p><i>Organizing students to learn</i></p> <ul style="list-style-type: none"> ● The teacher asks the Students to collect relevant information to answer questions that have been identified through the following activities: <ul style="list-style-type: none"> - <i>Students are divided into several groups</i> - <i>Students analyze the social function, structure of the text, and linguistic elements of the text</i> - <i>The teacher goes around to guide and monitor the group in their work</i> 	
<p><i>Guide group task</i></p>	25
<ul style="list-style-type: none"> ● Students do exercises regarding social function, text structure, and linguistic elements of text ● From the results of practice answers and the results of observing activities, students process detailed information from the procedural text material that has been carried out and students draw hypotheses from the results of data collection. ● As a group, students are asked to compose random sentences of procedural text according to the text structure ● Students display/present the results of group discussions ● The teacher and students discuss the results of the students' work ● The teacher responds to the results of the presentation to provide an explanation and reinforcement 	

<ul style="list-style-type: none"> ● Students with teacher guidance evaluate the results of the summary of text information from the exercise ● Students between groups discuss to produce the most appropriate conclusions ● The teacher gives awards to groups that have good performance and cooperation (Motivation) 	
<p><i>Guiding individual task</i></p>	25
<ul style="list-style-type: none"> ● Students work on LKPD ● Students work on independent practice questions regarding the material that has been presented ● The teacher and students discuss the results of the students' work ● The teacher reinforces the material that has been studied. 	
<p><i>Stage 2</i></p>	40
<p><i>Project Planning Design</i></p> <ul style="list-style-type: none"> ● With the guidance of the teacher, students form groups, each group consists of 2 people (seat friends) ● The teacher begins to direct students to create a user's guide using Digital Story media according to the related material. The assignment uses the project-based learning method ● The teacher gives examples of Digital Story products related to procedure text material (Recipe and manual) ● The teacher invites students to start writing procedure texts and holding discussions with 	

<p>the group to design the Digital Story project given</p> <ul style="list-style-type: none"> - <i>Determine the theme of the procedure text</i> - <i>Determine the tasks of each group member</i> - <i>Prepare the tools and materials needed</i> - <i>The teacher monitors students in writing procedural text scripts</i> - <i>The teacher provides input on the draft script that the students have created</i> - <i>Students improve the results of projects that have been made after receiving comments, direction, and guidance from the teacher</i> - <i>Students upload the results of their revised procedure text writing assignment for the Digital Story project design on Google Drive to be assessed by the teacher</i> <ul style="list-style-type: none"> ● With teacher guidance, students prepare a project completion schedule by discussing it with the group ● The schedule is prepared starting from the planning/preparation stage, project completion, to the reporting stage. ● Students report the results of the project design and schedule 	
<p>Learning Evaluation & Closing</p>	<p>5</p>
<ul style="list-style-type: none"> ● Students and teachers conclude learning activities ● Students and teachers reflect on learning regarding activities that have been carried out and other things that need to be improved 	

<ul style="list-style-type: none"> • The teacher checks again that all student activities at the second meeting have been completely completed. • The teacher closes the learning activity with prayers and greetings 	
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Learning Activities	Time Allocation
(Meeting 2 – Speaking & Project Execution)	
Opening	10
<p><i>Preparation/Orientation</i></p> <ul style="list-style-type: none"> • The teacher greets and asks about the condition of the students. • The teacher and students pray before starting the activity. • The teacher checks the attendance of students. • The teacher ensures that students are ready to receive lessons 	
<p><i>Apperception</i></p> <ul style="list-style-type: none"> • The teacher links the material/theme/learning activities that will be carried out with students' experiences with previous material/themes/activities • The teacher reminds the material of the students' experiences • The teacher asks questions that are related to the learning activities to be carried out. 	

<p><i>Motivation</i></p> <ul style="list-style-type: none"> ● The teacher provides an overview of the benefits of the learning activities that will be carried out ● The teacher conveys the GPA, benefits, and objectives of learning activities 	
<p>Main Activities</p>	120
<p><i>Monitor Students and Project Progress</i></p> <p><i>Brainstorming</i></p> <ul style="list-style-type: none"> ● The teacher shows examples of learning videos in the form of Digital Stories related to procedural text material ● Students can detect related information from the videos they have observed 	
<p><i>Project Execution</i></p> <ul style="list-style-type: none"> ● The teacher checks the students' materials and equipment in making the Digital Story project ● The teacher invites students to start working on the Digital Project ● Teachers monitor students in designing story illustrations/pictures/videos ● Get to know students about the voice over process for their digital stories ● The teacher monitors the students during the process of producing their digital stories assignment ● Students sharing/publishing the results of digital story project-based learning assignment 	

<p><i>Project Completion</i></p> <ul style="list-style-type: none"> ● The teacher asks about the process of creating a Digital Story project ● Students present project results regarding the Digital Story project related to procedural texts that have been discussed with their group colleagues ● Students record the activities they have carried out, the obstacles they have faced, and the projects they have produced ● Teachers provide comments, directions, and guidance in the Digital Story creation project 	
<p><i>Experience Evaluation</i></p> <ul style="list-style-type: none"> ● Students receive comments, direction, and guidance from teachers to evaluate the projects they make ● Students upload the results of their Digital Story project assignments to Google Drive to be assessed by the teacher ● Students upload the results of the Digital Story project 	
<p>Learning Evaluation & Closing</p>	5
<ul style="list-style-type: none"> ● Students and teachers conclude learning activities ● Students and teachers reflect on learning regarding activities that have been carried out and other things that need to be improved ● The teacher checks again that all student activities at the second meeting have been completely completed. ● The teacher closes the learning activity with prayers and greetings 	

APPENDIX 2

OBSERVATION SHEET

(Meeting 1)

Aspects	Indicators	Description of Observation
Opening		
<i>Preparation</i>	Knowing the teacher's preparations	The teacher prepares the tools and materials that will be used for teaching (laptop, projector, PowerPoint material, Lesson Plan, individual group worksheet)
	Knowing the teacher opens the lesson	The teacher opens the lesson by greeting and asking about the condition of the students
		The teacher leads students to pray before learning begins
		The teacher checks the student attendant list
<i>Apperception</i>	Knowing the teacher ensures that students are ready to receive lessons	The teacher ensures and conditions the students to be ready to receive lessons
		The teacher conveys the topic and learning objectives of the material to be presented
<i>Motivation</i>	Knowing the teacher	The teacher informs that the material to be studied is Procedure text

	motivates the students	The teacher motivates students by conveying the benefits of studying the material (procedure text)
<i>Providing References</i>	Knowing the teacher in providing an overview of the subject matter	<p>The teacher provides an overview and stimulation of students regarding text procedures to students through several questions:</p> <ul style="list-style-type: none"> - <i>Have you ever received procedure text material at a previous grade level?</i> - <i>Does anyone know what procedure text is?</i> - <i>What are examples of procedure texts that you know?</i>
Main Activity		
<i>Stage 1 Orientation</i>	Knowing teachers in teaching procedure text material	<p>The teacher distributes PowerPoint files to students regarding recipe and manual procedure texts.</p> <p>The teacher begins to explain the material displayed on the PowerPoint</p> <p>Occasionally the teacher asks students to read the material on PowerPoint and the teacher continues the explanation)</p>

		The teacher asks students to read the procedure text displayed
		Students analyze procedures as requested by the teacher
	Knowing the teacher to ensure students' understanding	The teacher ensures students' understanding by asking several questions:
		<ul style="list-style-type: none"> - <i>What is the social function of the text?</i> - <i>What are the materials needed?</i> - <i>Mention the ordinal numbers that indicate the steps!</i>
	The teacher provides for students to ask questions and ensures that students understand the material presented	
<i>Organizing and guiding group task</i>	Knowing the teacher in monitoring and guiding group investigations	The teacher divides students into several groups (8 groups)
		The teacher asks the students to Identify and analyze the social function, structure of the text, and linguistic elements of the text based on the assignments given to each group

	Knowing students in displaying/presenting the results of group discussions	Students present the results of their group discussions and work in front of the class
		The teacher and students discuss the results of the students' work
	Knowing the teacher evaluates student group work	The teacher responds to the results of the presentation to provide an explanation and reinforcement
		The teacher guides the students in evaluating the results of their group work
		The teacher gives appreciation to each group for having succeeded in working together well and having good performance (Motivation)
<i>Organizing and guiding Individual task</i>	Knowing the teacher in monitoring and guiding group investigations	The teacher monitors and supervises students in completing individual assignments
		Teachers and students discuss the results of students' work and discuss answers to independent practice questions
		The teacher reinforces the material that has been studied.

Stage 2 <i>Project Planning Design</i>	Knowing the teachers in guiding students to plan the design of Digital story-learning projects	With the guidance of the teacher, students form groups, each group consists of 2 people (seat friends)
		The teachers direct students to create user guides in the form of Digital Story media
		The teacher explains to the students about the Digital Story Project
	Knowing teachers in monitoring students in preparing	<ul style="list-style-type: none"> - <i>The relationship between the project provided and the procedural material that has been obtained</i> - <i>The aim of the project-based learning assignment with Digital Story</i> - <i>Provide examples of Digital Story products related to procedure text material (Recipe & Manual)</i>
		The teacher asked the students to write procedure text for the Project Digital Story script
	The teachers monitor students by : <ul style="list-style-type: none"> - <i>Determine the theme of the procedure text</i> 	

	Digital Story project plans	<ul style="list-style-type: none"> - <i>Determine the tasks of each group member</i> - <i>Prepare the tools and materials needed</i> - <i>The teacher provides input on the draft script that the students have created</i> <p>Students improve the results of projects that have been made after receiving comments, direction, and guidance from the teacher</p> <p>The teachers ask the students to upload the results of their revised procedure text writing assignment to Google Drive to be assessed by the teacher</p> <p>With teacher guidance, students prepare a project completion schedule that is prepared starting from the planning/preparation stage, project completion, to the reporting stage.</p>
Learning evaluation	Knowing teachers and students in conducting	<p>Students and teachers conclude learning activities</p> <p>Students and teachers reflect on learning regarding activities that</p>

	learning evaluations	have been carried out and other things that need to be improved
Closing	Knowing the teacher in ending learning activities	The teacher closes the learning activity with prayers and greetings

OBSERVATION SHEET

(Meeting 2)

Aspects	Indicators	Description of Observation
Opening		
<i>Preparation</i>	Knowing the teacher's preparations	The teacher prepares the tools and materials that will be used for teaching (laptop, projector, video material, Lesson Plan,)
	Knowing the teacher opens the lesson.	The teacher opens the lesson by greeting them and asking about the condition of the students
		The teacher leads students to pray before learning begins
		The teacher checks the student attendant list

<i>Apperception</i>	Knowing the teacher ensures that students are ready to receive lessons	The teacher ensures and conditions the students to be ready to receive lessons
		The teacher asks questions regarding the material from the previous meeting and the learning activities that will be carried out.
		The teacher conveys the relationship between the material/theme/learning activities that will be carried out with the previous material/theme/activities
<i>Motivation</i>	Knowing the teacher motivates the students	The teacher provides an overview of the benefits of the learning activities that will be carried out
		The teacher conveys the objectives to be achieved in learning
		The teacher motivates students by conveying the benefits of studying the material
Main Activities		
<i>Brainstorming and monitoring students'</i>	Knowing the teacher in providing an overview of the subject	The teacher provides an overview and explanation to students regarding the Digital Story project
		The teacher shows examples of learning videos in the form of

<i>project progress</i>	matter that will be discussed at the current meeting.	Digital Stories related to procedural text material
		Teacher as the students to detect related information from the videos they have observed
Stage 3 <i>Project Execution</i>	Knowing that the teacher monitors & guides students' project execution	The teacher checks the students' materials and equipment in making the Digital Story project (Script, sound recording for voice-over, editing application, etc.)
		Teachers monitor and investigate students in designing story illustrations/pictures/videos
		Teachers seek out students in the process of voiceover for their digital stories
		The teacher monitors the students during the process of producing their digital stories assignment
		Students sharing/publishing the results of digital story project-based learning assignment
<i>Project Completion</i>	Knowing teachers monitor student time	The teacher asks about the process of creating a Digital Story project
		Students record the activities they have carried out, the obstacles they

	when working on projects	have faced, and the projects they have produced
		Teachers ask the students to upload their Digital Story projects on social media (YouTube)
		The teacher checks the results of the student's project and provides comments, direction, and guidance in the Digital Story creation project
Evaluation	Knowing teachers and students in conducting learning evaluations	Students listen to the evaluation of the projects they have worked on
		Students and teachers conclude learning activities
		Students and teachers reflect on learning regarding activities that have been carried out and other things that need to be improved
Closing	The teacher closes the learning activity with prayers and greetings	The teacher checks again that all student activities at the second meeting have been completely completed.
		The teacher closes the learning activity with prayers and greetings

APPENDIX 3

QUESTION OF INTERVIEW

1. Apakah kamu pernah merasa cemas atau gugup ketika harus speaking/berbicara Bahasa Inggris di depan banyak orang? (yes or no), kira-kira apa saja yang sering membuat kamu merasa khawatir dan cemas untuk speaking/berbicara Bahasa Inggris?
2. Saat pengerjaan Project Digital Story, apa kamu merasa mengalami adanya pengurangan rasa khawatir dan cemas untuk speaking/berbicara Bahasa Inggris?
3. Selain rasa cemas dan khawatir, apakah kamu juga pernah merasa kurang percaya diri untuk berbicara Bahasa Inggris? (yes or no), bisakah kamu memberitahu saya tentang hal apa saja yang bisa membuat kamu merasa kurang percaya diri untuk speaking/berbicara bahasa Inggris?
4. Apakah saat pengerjaan project digital Story kamu merasakan adanya peningkatan rasa percaya diri untuk berbicara/speaking menggunakan Bahasa Inggris?
5. Menurut pendapatmu, media pembelajaran menggunakan project Digital itu menarik atau tidak untuk belajar speaking? (yes or no), apakah kamu merasakan adanya ketertarikan untuk berbicara Bahasa Inggris ketika kamu mengerjakan project Digital Story kamu?

6. Dengan diberikannya project Digital Story sebagai tugas, apakah kamu merasakan adanya kegigihan ataupun Upaya lebih untuk berbicara Bahasa Inggris sebaik mungkin selama pengerjaan project?
7. Menurut kamu, support system dari teman atau orang-orang disekitarmu itu berpengaruh atau tidak untuk motivasi kamu dalam berbicara/speaking menggunakan Bahasa Inggris? (yes or no), bisa kamu jelaskan apakah project Digital story dapat membantu kamu mengenai hal tersebut?
8. Apakah kamu pernah melihat orang lain melakukan kesalahan ketika speaking Bahasa Inggris? Apakah kamu sendiri juga pernah melakukannya? (yes or no) dari kejadian pengalaman melihat ataupun melakukan kesalahan ketika berbicara tersebut, apakah kamu merasa bahwa Digital Story dapat membantumu berlatih berbicara dengan belajar dari kesalahan berbicara yang pernah dilakukan?
9. Dari permasalahan-permasalahan speaking yang telah ditentukan sebelumnya, apakah menurutmu Digital Story dapat memotivasi dan membantu dalam belajar speaking?

Participants:

1. Arestiana Dini Rahmawati : XI OTKP 1
2. Arij Nida Aulia : XI OTKP 1
3. Anggun Putri Permadani : XI OTKP 1
4. Cantika Audy Putriani : XI OTKP 1

APPENDIX 4

TRANSCRIPT OF INTERVIEW

Siswa 1

Peran	Wawancara
Azza	Halo, Selamat siang. Terima kasih telah meluangkan waktu untuk melakukan wawancara ini. Bagaimana kabar kamu hari ini?
Siswa 1 (Dini)	<i>Halo Miss, selamat siang, Alhamdulillah baik miss.</i>
Azza	Alhamdulillah. Oke, apakah kamu siap untuk diwawancara?
Siswa 1 (Dini)	<i>Ya, saya siap</i>
Azza	Pertama, bisakah kamu memperkenalkan diri terlebih dahulu
Siswa 1 (Dini)	<i>Nama saya Arestiana Dini Rahmawati, nama panggilan saya Dini, dan saya siswa kelas XI OTKP 1 SMK N 2 Semarang</i>
Azza	Baiklah, terima kasih. Saya akan mulai dengan membahas detail wawancara yang akan dilakukan. Wawancara ini merupakan salah satu wawancara informal dengan pertanyaan dalam bahasa indonesia, seperti yang biasa kamu lakukan dengan teman atau percakapan biasa. Jadi, tidak perlu tegang kamu bisa

	berbicara dengan nyaman. Jika kamu merasa ada pertanyaan yang kurang jelas, kamu dapat menanyakan klarifikasi dan meminta pengulangan pertanyaan.
Azza	Baiklah, mari kita mulai dengan pertanyaan pertama, Apakah kamu pernah merasa cemas atau gugup ketika harus speaking/berbicara Bahasa Inggris di depan banyak orang? (yes or no), kira-kira apa saja yang sering membuat kamu merasa khawatir dan cemas untuk speaking/ berbicara Bahasa Inggris?
Siswa 1 (Dini)	<i>Iya Miss, saya sering merasakan cemas, gelisah, gugup kalau harus berbicara Bahasa Inggris, apalagi di depan banyak orang, saya takut karena memang tidak terbiasa berbicara di depan umum, takut salah juga karena perbedaan Bahasa yang digunakan</i>
Azza	Lalu, Saat pengerjaan Project Digital Story, apa kamu merasakan mengalami adanya pengurangan rasa khawatir dan cemas untuk speaking/berbicara Bahasa Inggris?
Siswa 1 (Dini)	<i>Bagi saya, project Digital story cukup membantu mengurangi rasa cemas dan kekhawatiran saya saat speaking miss, Walaupun hanya sedikit saja, mungkin memang karena pada dasarnya saya kurang suka berbicara, juga dari sikap introvert saya. Tapi setidaknya lumayan membuat saya merasa tidak terlalu cemas atau gugup dibanding biasanya, mungkin karena sudah menyiapkan skrip dulu yang dibuat sendiri jadi</i>

	<i>lebih paham isinya, jadi lebih mudah juga untuk berbicara</i>
Azza	Selain rasa cemas dan khawatir, apakah kamu juga pernah merasa kurang percaya diri untuk berbicara Bahasa Inggris? (yes or no), bisakah kamu memberitahu saya tentang hal apa saja yang bisa membuat kamu merasa kurang percaya diri untuk speaking/berbicara bahasa Inggris
Siswa 1 (Dini)	<i>Iya, saya merasa kurang percaya diri karena takut kalau harus berbicara di depan publik, yang saya takut itu kalau salah saya takut ditertawakan, takut salah pengucapan, takut diperhatikan banyak orang juga, tekanan speaking Bahasa Inggris di depan banyak orang dan di saat sendiri pasti berbeda, lebih nyaman sendiri atau sama sedikit orang saja</i>
Azza	Apakah saat pengerjaan project Digital Story, kamu merasakan adanya peningkatan rasa percaya diri untuk berbicara/speaking menggunakan Bahasa Inggris?
Siswa 1 (Dini)	<i>Iya miss, saya merasakan peningkatan percaya diri untuk speaking walaupun tidak signifikan, tapi ada peningkatan. Karena proses speaking untuk pengerjaan projectnya tidak dihadapan orang banyak, jadi masih bisa kita koreksi dulu sebelum di publish di media sosial, memang tidak langsung bisa merasa berani tapi kalau rutin dilakukan bagi saya itu bisa saja melatih keberanian untuk berbicara</i>

Azza	Menurut pendapatmu, media pembelajaran menggunakan project Digital Story itu menarik atau tidak untuk belajar speaking? (yes or no), apakah kamu merasakan adanya ketertarikan untuk berlatih berbicara Bahasa Inggris ketika kamu mengerjakan project Digital Story kamu?
Siswa 1 (Dini)	<i>Iya saya rasa itu menarik, daripada harus dengan buku (textbook) terus setiap Pelajaran, biar tidak bosan. Untuk ketertarikan, saat pengerjaan project Digital Story, iya saya merasa tertarik untuk berbicara saat itu.</i>
Azza	Dengan diberikannya project Digital Story sebagai tugas, apakah kamu merasakan adanya kegigihan ataupun Upaya lebih untuk berbicara Bahasa Inggris sebaik mungkin selama pengerjaan project?
Siswa 1 (Dini)	<i>Bagi saya iya miss, walaupun sedikit, karena memang saya kurang suka dan kurang bisa berbicara Bahasa Inggris, tapi karena tidak langsung di depan umum jadi saya merasakan cukup sedikit berani untuk speakingnya</i>
Azza	Menurut kamu, support system dari teman atau orang-orang disekitarmu itu berpengaruh atau tidak untuk motivasi kamu dalam berbicara/speaking menggunakan Bahasa Inggris? (yes or no), bisa kamu jelaskan apakah project Digital story dapat membantu kamu mengenai hal tersebut?
Siswa 1	<i>Iya berpengaruh miss, orang sekitar itukan menentukan juga dalam motivasi saya untuk speaking, mendukung</i>

(Dini)	<i>atau tidaknya. Menurut saya iya miss, karena dikerjakan Bersama teman sebangku, yang sudah saling kenal, bisa saling support karena masih sama-sama belajar, bisa saling mengoreksi tanpa canggung-canggung.</i>
Azza	Apakah kamu pernah melihat orang lain melakukan kesalahan ketika speaking Bahasa Inggris? Apakah kamu sendiri juga pernah melakukannya? (yes or no) dari kejadian pengalaman melihat ataupun melakukan kesalahan ketika berbicara tersebut, apakah kamu merasa bahwa Digital Story dapat membantumu berlatih berbicara dengan belajar dari kesalahan berbicara yang pernah dilakukan?
Siswa 1 (Dini)	<i>Iya pernah, ketika melihat orang lain salah saat speaking, seperti pengucapannya dan saya tahu cara pengucapannya yang benar, saya merasa ingin mengoreksinya, kadang juga saat melihat orang salah pengucapan saat berbicara dan pemahamannya juga baru saya dengar, saya jadi ikut berpikir kira-kira bagaimana pengucapannya yang benar, jadi ingin membuat saya termotivasi belajar lagi untuk speaking yang baik, dan menurut saya Digital Story dapat memfasilitasi untuk belajar speaking dari kesalahan sebelumnya, terutama di pengucapan</i>
Azza	Untuk pertanyaan terakhir yang akan saya ajukan, Dari permasalahan-permasalahan speaking yang telah ditentukan sebelumnya, apakah menurutmu Digital

	Story dapat memotivasi dan membantu dalam belajar speaking?
Siswa 1 (Dini)	<i>Menurut saya iya, dapat membantu untuk berlatih speaking, karena prosesnya secara bertahap seperti kita dapat memikirkan dulu apa yang akan diucapkan, berlatih berbicara di perekam suara/ video dulu jika salah dapat diulang sampai benar, mengeditnya, lalu di publish di media social untuk melatih kepercayaan diri juga.</i>
Azza	Baiklah, itu pertanyaan wawancara terakhir dari saya, dan kamu sudah menjawab semua pertanyaan dengan baik. Terima kasih banyak atas partisipasi kamu, semoga hari kamu menyenangkan
Siswa 1 (Dini)	<i>Baik miss, sama-sama.</i>

Siswa 2

Peran	Wawancara
Azza	Halo, Selamat siang. Terima kasih telah meluangkan waktu saya untuk melakukan wawancara ini. bagaimana perasaanmu hari ini?
Siswa 2 (Aulia)	<i>Selamat siang juga Miss, Alhamdulillah hari ini baik,</i>

Azza	Alhamdulillah. Oke, apakah kamu sudah siap untuk diwawancara?
Siswa 2 (Aulia)	<i>Iya, saya sudah siap</i>
Azza	Pertama, bisakah kamu memperkenalkan diri kamu terlebih dahulu
Siswa 2 (Aulia)	<i>Nama saya Arij Nida Aulia, biasanya dipanggil Aulia, saya kelas 11 OTKP 1 di SMK N 2 Semarang</i>
Azza	Baiklah, terima kasih. Saya akan mulai dengan membahas detail wawancara yang akan dilakukan. Wawancara ini merupakan salah satu wawancara informal dengan pertanyaan dalam bahasa indonesia, seperti yang biasa kamu lakukan dengan teman atau percakapan biasa. Jadi, tidak perlu tegang kamu bisa berbicara dengan nyaman. Jika kamu merasa ada pertanyaan yang kurang jelas, kamu dapat menanyakan klarifikasi dan meminta pengulangan pertanyaan.
Azza	Baiklah, mari kita mulai dengan pertanyaan pertama, Apakah kamu pernah merasa cemas atau gugup ketika harus speaking/berbicara Bahasa Inggris di depan banyak orang? (yes or no), kira-kira apa saja yang sering membuat kamu merasa khawatir dan cemas untuk speaking/ berbicara Bahasa Inggris?
Siswa 2	<i>Iya miss pernah, ketika saya berbicara berbahasa Inggris di depan umum apalagi di depan orang yang</i>

(Aulia)	<i>mengerti bahasa inggris, saya reflek akan merasa takut ditertawakan jika salah berucap. Saya juga takut dan bingung dengan kata-kata apa yang harus saya ucapkan, juga cara pengucapannya.</i>
Azza	Lalu, Saat pengerjaan Project Digital Story, apa kamu merasakan mengalami adanya pengurangan rasa khawatir dan cemas untuk speaking/berbicara Bahasa inggris?
Siswa 2 (Aulia)	<i>Iya miss, saya merasa kecemasan saya berkurang saat itu, apalagi karena kita sudah punya susunan skrip teks prosedurnya, jadi sudah tahu akan apa yang akan dibicarakan, lalu juga jika ada kesalahan bisa melakukan take/perekaman ulang</i>
Azza	Selain rasa cemas dan khawatir, apakah kamu juga pernah merasa kurang percaya diri untuk berbicara Bahasa inggris? (yes or no), bisakah kamu memberitahu saya tentang hal apa saja yang bisa membuat kamu merasa kurang percaya diri untuk speaking/berbicara bahasa ingris
Siswa 2 (Aulia)	<i>Iya miss pernah. Yang membuat saya kurang rasa percaya diri untuk speaking itu karena tekanan audiens yang melihat saya berbicara di depan, takut jika salah tidak dibenarkan tetapi malah ditertawakan</i>
Azza	Apakah saat pengerjaan project digital Story kamu merasakan adanya peningkatan rasa percaya diri

	untuk berbicara/speaking menggunakan Bahasa Inggris?
Siswa 2 (Aulia)	<i>Iya miss, saya merasa ada peningkatan kepercayaan diri untuk speaking, karena saya sudah tahu apa yang harus diucapkan dari skrip, jadi cemas saya berkurang dan saya lebih berani speaking.</i>
Azza	Menurut pendapatmu, media pembelajaran menggunakan project Digital Story itu menarik atau tidak untuk belajar speaking? (yes or no), apakah kamu merasakan adanya ketertarikan untuk berbicara Bahasa Inggris ketika kamu mengerjakan project Digital Story kamu?
Siswa 2 (Aulia)	<i>Bagi saya iya, itu menarik karena memberikan vibes yang berbeda dari hanya belajar di kelas dengan membaca buku Pelajaran, pembelajaran menggunakan media yang berbeda juga bisa mudah diingat siswa jadi saya juga merasa tertarik untuk belajar speaking.</i>
Azza	Dengan diberikannya project Digital Story sebagai tugas, apakah kamu merasakan adanya kegigihan ataupun Upaya lebih untuk berbicara Bahasa Inggris sebaik mungkin selama pengerjaan project?
Siswa 2 (Aulia)	<i>Bagi saya iya miss, karena dari awal memang sudah exited dan tertarik dengan projectnya jadi pengerjaannya juga menyenangkan dan lebih</i>

	<i>semangat untuk speaking dan menyelesaikan project sebaik mungkin.</i>
Azza	Menurut kamu, support system dari teman atau orang-orang disekitarmu itu berpengaruh atau tidak untuk motivasi kamu dalam berbicara/speaking menggunakan Bahasa Inggris? (yes or no), bisa kamu jelaskan apakah project Digital story dapat membantu kamu mengenai hal tersebut?
Siswa 2 (Aulia)	<i>Iya miss itu berpengaruh banget, motivasi itu penting banget. Motivasi itu kan bisa berasal dari luar maupun dalam diri sendiri, dari Digital Story cukup membantu motivasi saya dari luar, karena dikerjakan berkelompok bersama teman sebangku sendiri yang bisa saling support, jadi proses sendiri membuat project bisa lebih percaya diri saat speaking, jadi lebih nyaman untuk berdiskusi juga</i>
Azza	Apakah kamu pernah melihat orang lain melakukan kesalahan ketika speaking Bahasa Inggris? Apakah kamu sendiri juga pernah melakukannya? (yes or no) dari kejadian pengalaman melihat ataupun melakukan kesalahan ketika berbicara tersebut, apakah kamu merasa bahwa Digital Story dapat membantumu berlatih berbicara dengan belajar dari kesalahan berbicara yang pernah dilakukan?
Siswa 2 (Aulia)	<i>Iya pernah miss, saat pernah melihat orang salah berbicara di depan umum saya merasa saya harus belajar berbicara lebih baik lagi untuk meminimalisir</i>

	<i>saya melakukan kesalahan yang sama ketika saya harus berbicara di depan umum. Menurut saya Digital Story dapat membantu saya berlatih speaking dari kesalahan saya lalu dapat mengulanginya sampai benar.</i>
Azza	Dari permasalahan-permasalahan speaking yang telah ditentukan sebelumnya, apakah menurutmu Digital Story dapat memotivasi dan membantu dalam belajar speaking?
Siswa 2 (Aulia)	<i>Menurut saya iya miss, pengerjaan project Digital Story membuat saya merasa lebih berani dan termotivasi untuk speaking, karena dilakukan dengan teman sebangku sebagai teman saling support, membantu dalam memperbaiki kesalahan saya juga dalam speaking, menurut saya bagus untuk media belajar berlatih speaking.</i>
Azza	Baiklah, itu adalah pertanyaan wawancara terakhir dari saya, terimakasih kamu telah menjawab semua pertanyaan dengan baik. Terima kasih banyak atas partisipasi kamu, semoga hari kamu menyenangkan
Siswa 2 (Aulia)	<i>Sama-sama miss, terima kasih kembali</i>

Siswa 3

Peran	Wawancara
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Azza	Halo, Selamat siang. Terima kasih telah meluangkan waktu saya untuk melakukan wawancara ini. bagaimana perasaanmu hari ini?
Siswa 3 (Anggun)	<i>Selamat siang kak, hari ini saya merasa biasa-biasa aja sih kak seperti biasanya, nothing special.</i>
Azza	Semoga hari ini ada hal yang menyenangkan ya, Baiklah apakah kamu siap untuk diwawancara?
Siswa 3 (Anggun)	<i>Sudah kak, saya sudah siap</i>
Azza	Pertama, bisakah kamu memperkenalkan diri kamu
Siswa 3 (Anggun)	<i>Nama saya Anggun Putri Permadani, teman-teman saya biasa memanggil saya Anggun saya murid kelas sebelas OTKP 1 di SMK N 2 Semarang</i>
Azza	Baiklah, terima kasih. Saya akan mulai dengan membahas detail wawancara yang akan dilakukan. Wawancara ini adalah salah satu wawancara informal dengan pertanyaan dalam bahasa indonesia, seperti yang biasa kamu lakukan dengan teman atau percakapan biasa. Tenang, tidak perlu tegang dan berbicaralah dengan nyaman. Jika kamu merasa ada pertanyaan yang kurang jelas, kamu dapat menanyakan klarifikasi dan meminta pengulangan pertanyaan
Azza	Mari kita mulai dengan pertanyaan pertama, Apakah kamu pernah merasa cemas atau gugup ketika harus speaking/berbicara Bahasa Inggris di depan banyak orang? (yes or no), kira-kira apa saja yang sering

		membuat kamu merasa khawatir dan cemas untuk speaking/ berbicara Bahasa Inggris?
Siswa (Anggun)	3	<i>Iya pernah, apalagi sebagai orang yang introvert saya mudah merasa gelisah dan cemas kalau di hadapan banyak orang, apalagi harus berbicara menggunakan Bahasa Inggris, suasana dengan tekanan yang ditatap banyak orang membuat saya takut salah pronunciation saat berbicara, saya juga takut ditertawakan jika salah</i>
Azza		Lalu, Saat pengerjaan Project Digital Story, apa kamu merasa mengalami adanya pengurangan rasa khawatir dan cemas untuk speaking/berbicara Bahasa Inggris?
Siswa (Anggun)	3	<i>Saya rasa iya kak, kecemasan saya berkurang, sepertinya karena di tahap awal pembuatan proyek kita sudah menyiapkan prosedur teks, skripnya dulu, jadi sudah tahu apa yang akan dibicarakan jadi bisa belajar dulu sebelum proses berbicara untuk perekaman project</i>
Azza		Selain rasa cemas dan khawatir, apakah kamu juga pernah merasa kurang percaya diri untuk berbicara Bahasa Inggris? (yes or no), bisakah kamu memberitahu saya tentang hal apa saja yang bisa membuat kamu merasa kurang percaya diri untuk speaking/berbicara bahasa Inggris
Siswa (Anggun)	3	<i>iya kak pernah. Yang membuat saya kurang percaya diri untuk speaking itu biasanya karena speaking di depan banyak orang vibes nya beda dengan saat</i>

	<i>sendiri atau dengan beberapa orang saja, takut salah lalu ditatap banyak orang, terus tanpa sadar bisa beneran melakukan kesalahan saking gugup dan tidak percaya dirinya.</i>
Azza	Lalu, Apakah saat pengerjaan project Digital Story kamu merasakan adanya peningkatan rasa percaya diri untuk berbicara/speaking menggunakan Bahasa Inggris?
Siswa 3 (Anggun)	<i>Iya saya merasakan adanya peningkatan rasa percaya diri saat speaking untuk project, mungkin karena saya merekamnya dahulu, bisa mengecek dan mengulang kesalahan, lalu kalau saya sudah puas dengan hasilnya baru saya share ke media social, saya lebih percaya diri hasilnya project speaking di Digital Story saya ditonton oleh umum</i>
Azza	Menurut pendapatmu, media pembelajaran menggunakan project Digital itu menarik atau tidak untuk belajar speaking? (yes or no), apakah kamu merasakan adanya ketertarikan untuk berbicara Bahasa Inggris ketika kamu mengerjakan project Digital Story kamu?
Siswa 3 (Anggun)	<i>Menurut saya iya menarik. Saya merasakan adanya minat untuk speaking saat pengerjaan Digital Story, karena memang saya suka bahasa Inggris, jadi lebih suka ketika membuat projectnya, bisa berlatih speaking Bahasa Inggris menggunakan media teknologi, juga melatih kreatifitas editing saya</i>

Azza	Dengan diberikannya project Digital Story sebagai tugas, apakah kamu merasakan adanya kegigihan ataupun Upaya lebih untuk berbicara Bahasa Inggris sebaik mungkin selama pengerjaan project?
Siswa 3 (Anggun)	<i>Iya miss, saya merasakan adanya effort lebih. Mungkin memang karena menjadi tugas saya merasa punya beban sendiri, tapi kalau tugas/ projectnya menarik itukan bisa membuat siswa lebih semangat dan enjoy mengerjakannya, seperti yang saya rasakan di project Digital Story</i>
Azza	Menurut kamu, support system dari teman atau orang-orang disekitarmu itu berpengaruh atau tidak untuk motivasi kamu dalam berbicara/speaking menggunakan Bahasa Inggris? (yes or no), bisa kamu jelaskan apakah project Digital story dapat membantu kamu mengenai hal tersebut?
Siswa 3 (Anggun)	<i>Iya itu penting. Lingkungan dan orang sekitar yang support itu penting buat motivasi miss, karena kalo disupport atau didukung kita bisa lebih bersemangat dan tidak malu-malu belajar speaking walaupun nanti ada kesalahan</i>
Azza	Apakah kamu pernah melihat orang lain melakukan kesalahan ketika speaking Bahasa Inggris? Apakah kamu sendiri juga pernah melakukannya? (yes or no) dari kejadian pengalaman melihat ataupun melakukan kesalahan ketika berbicara tersebut, apakah kamu merasa bahwa Digital Story dapat membantumu

	berlatih berbicara dengan belajar dari kesalahan berbicara yang pernah dilakukan?
Siswa 3 (Anggun)	<i>Pernah, saya pernah melihat orang lain berbicara Bahasa Inggris tapi menurut saya pengucapannya tidak jelas, saya sudah mencoba memahami tapi tetap tidak begitu paham karena pronounciationnya, dari melihat itu, saya jadikan salah satu alasan kurang percaya diri karena takut ketika saya berbicara orang lain juga tidak paham pengucapan saya, jadi saya ingin memperbaikinya, dan di Digital Story saya bisa berlatih dari kesalahan saya dalam berbicara terutama belajar pronounciation dulu lewat internet baru saya record suara/video.</i>
Azza	Baiklah, untuk pertanyaan terakhir, dari permasalahan-permasalahan speaking yang telah ditentukan sebelumnya, apakah menurutmu Digital Story dapat memotivasi dan membantu dalam belajar speaking?
Siswa 3 (Anggun)	<i>Iya saya merasa lebih termotivasi dan membantu saya berani speaking, karena ketika waktu pengerjaan Project, itu dilakukan bersama teman yang sudah saling kenal bukan orang asing, jadi lebih nyaman untuk berbicara Bahasa Inggris di depannya. Saya juga kedepannya berminat memakai Digital Story untuk belajar speaking di luar pembelajaran kelas, saya ingin membuat konten tentang edukasi</i>

	<i>mengenai sastra, saya suka membaca buku dan sastra jadi saya mau menyampaikannya di sana</i>
Azza	Oke baiklah, itu merupakan pertanyaan terakhir dalam wawancara ini, dan kamu sudah menjawab semua pertanyaan dengan baik. Terima kasih banyak atas partisipasi kamu
Siswa 3 (Anggun)	<i>Terimakasih Kembali miss</i>

Siswa 4

Peran	Wawancara
Azza	Halo, Selamat siang. Terimakasih telah meluangkan waktu dengan saya untuk melakukan wawancara ini. bagaimana kabarmu hari ini?
Siswa 4 (Cantika)	<i>Hallo selamat siang Miss Alhamdulillah, hari ini saya merasa cukup baik</i>
Azza	Alhamdulillah. Boke baiklah, apakah kamu siap untuk diwawancara?
Siswa 4 (Cantika)	<i>Ya, saya siap</i>
Azza	Pertama, bisakah kamu memperkenalkan diri terlebih dahulu
Siswa 4 (Cantika)	<i>Nama saya Cantika Audy Putriani, nama panggilan saya Cantika, dan saya siswa kelas XI di OTKP 1</i>

Azza	Baiklah, terima kasih. Saya akan mulai dengan membahas detail wawancara yang akan dilakukan. Wawancara ini adalah salah satu wawancara informal dengan pertanyaan dalam bahasa indonesia, seperti yang biasa kamu lakukan dengan teman atau percakapan biasa. Tenang, tidak perlu tegang dan berbicaralah dengan nyaman. Jika kamu merasa ada pertanyaan yang kurang jelas, kamu dapat menanyakan klarifikasi dan meminta pengulangan pertanyaan.
Azza	Selanjutnya mari kita mulai dengan pertanyaan pertama, Apakah kamu pernah merasa cemas atau gugup ketika harus speaking/berbicara Bahasa inggris di depan banyak orang? (yes or no), kira-kira apa saja yang membuat kamu merasa khawatir dan cemas untuk speaking/ berbicara Bahasa inggris?
Siswa 4 (Cantika)	<i>Tentunya sangat sering.yang membuat saya khawatir dan cemas itu karena dari awal saya sudah tegang dan takut berbicara sambil dihadapkan dengan banyak orang, apalagi menggunakan Bahasa Inggris yang tidak saya kuasai dengan lancar, jadi takut terlihat aneh karena tidak terlalu bisa menyusun kata-kata yang harus diucapkan secara langsung, selain karena kelancaran, saya juga merasa kurang menguasai kosakata Bahasa Inggris, jadi masih sering merasa kesulitan untuk mentranslate langsung ke Bahasa Inggris secara lisan</i>

Azza	Lalu, Saat pengerjaan Project Digital Story, apa kamu merasa mengalami adanya pengurangan rasa khawatir dan cemas untuk speaking/berbicara Bahasa Inggris?
Siswa 4 (Cantika)	<i>Iya saya merasakan rasa cemas dan khawatir saya berkurang. Karna di project Digital Story saya speaking melalui voice over, jadi bisa memperbaiki pengucapan yang salah, mengulangi-ulangnya sampai benar, dan lebih bisa percaya diri lagi karena tidak dilakukan di depan banyak orang asing, tapi Bersama teman kelas sekelompok yang sudah lama kenal dan akrab jadi lebih bisa membuat saya nyaman</i>
Azza	Selain rasa cemas dan khawatir, apakah kamu juga pernah merasa kurang percaya diri untuk berbicara Bahasa Inggris? (yes or no), bisakah kamu memberitahu saya tentang hal apa saja yang bisa membuat kamu merasa kurang percaya diri untuk speaking/berbicara bahasa Inggris
Siswa 4 (Cantika)	<i>Iya saya juga sering merasa kurang percaya diri saat speaking. Yang sering membuat saya kurang percaya diri juga mungkin karena gugup di hadapan banyak orang, tidak merasa nyaman sejak menjadi perhatian banyak orang saat speaking</i>
Azza	Selanjutnya, Apakah saat pengerjaan project digital Story kamu merasakan adanya peningkatan rasa

	percaya diri untuk berbicara/speaking menggunakan Bahasa Inggris?
Siswa 4 (Cantika)	<i>Iya miss, saya merasakan peningkatan rasa percaya diri, walaupun tidak yang langsung signifikan, tapi cukup membantu saya untuk lebih percaya diri dalam speaking</i>
Azza	Menurut pendapatmu, media pembelajaran menggunakan project Digital Story itu menarik atau tidak untuk belajar speaking? (yes or no), apakah kamu merasakan adanya ketertarikan untuk berbicara Bahasa Inggris ketika kamu mengerjakan project Digital Story kamu?
Siswa 4 (Cantika)	<i>Menurut saya iya Digital Story media pembelajaran yang lumayan menarik. Itu juga membuat saya tertarik untuk belajar speaking, walaupun bukan ketertarikan yang besar, tapi cukup membuat saya semangat dalam mengerjakan project speakingnya, karena selain belajar berlatih bicara, juga belajar bidang editing</i>
Azza	Dengan diberikannya project Digital Story sebagai tugas, apakah kamu merasakan adanya kegigihan ataupun Upaya lebih untuk berbicara Bahasa Inggris sebaik mungkin selama pengerjaan project?
Siswa 4 (Cantika)	<i>Iya miss, bahkan saya dan teman kelompok saya selain mengulang-ulang record ketika speaking sampai bagus, kami juga merasa ingin menunjukkan</i>

	<i>hasil edit video yang bagus dan menarik untuk kepuasan kita sendiri dan nilai tugas.</i>
Azza	Menurut kamu, support system dari teman atau orang-orang disekitarmu itu berpengaruh atau tidak untuk motivasi kamu dalam berbicara/speaking menggunakan Bahasa Inggris? (yes or no), bisa kamu jelaskan apakah project Digital story dapat membantu kamu mengenai hal tersebut?
Siswa 4 (Cantika)	<i>Tentunya iya, support itu yang membangun motivasi, motivasi itu penting untuk belajar apa saja juga dalam speaking. Digital Story membantu saya untuk belajar speaking karena saya mengerjakannya Bersama teman sekelompok, teman sebangku saya, saya tidak cemas salah jika pronunciation di depannya, karena dia dan saya saling support dan mengoreksi satu sama lain jika ada yang salah</i>
Azza	Apakah kamu pernah melihat orang lain melakukan kesalahan ketika speaking Bahasa Inggris? Apakah kamu sendiri juga pernah melakukannya? (yes or no), dari kejadian pengalaman melihat ataupun melakukan kesalahan ketika berbicara tersebut, apakah kamu merasa bahwa Digital Story dapat membantumu berlatih berbicara dengan belajar dari kesalahan berbicara yang pernah dilakukan?
Siswa 4 (Cantika)	<i>Iya pernah beberapa kali. Menurut saya Digital Story dapat membantu untuk berlatih belajar speaking dari kesalahan-kesalahan sebelumnya, karena bisa take</i>

	<i>ulang dulu sampai merasa benar baru dipublish/di share ke media social hasilnya.</i>
Azza	Selanjutnya adalah pertanyaan terakhir yang akan saya ajukan. Dari permasalahan-permasalahan speaking yang telah ditentukan sebelumnya, apakah menurutmu Digital Story dapat memotivasi dan membantu dalam belajar speaking?
Siswa 4 (Cantika)	<i>Iya bagi saya membantu, project Digital Story itu juga menarik minat saya untuk termotivasi speaking selama pembuatan projek, karena sebelum nanti hasilnya dipublikasikan, saya bisa memeriksa ulang terlebih dahulu hasil speaking saya di rekaman jadi masih bisa saya perbaiki sampai bagus dan saya merasa puas dengan hasilnya</i>
Azza	Baiklah, itu pertanyaan wawancara terakhir dari saya, dan kamu telah menjawab semua pertanyaan dengan baik. Terima kasih banyak atas partisipasi kamu, semoga hari kamu menyenangkan
Siswa 4 (Cantika)	<i>Sama-sama miss</i>

APPENDIX V

DOCUMENTATION





1. Learning Activity



2. Interview with participants



3. Digital Story Project-Based Learning

	
<p>https://youtu.be/UgkOFXfKeB0</p>	<p>https://youtu.be/DSXSeQoVD8g</p>
	
<p>https://youtu.be/zIspybYOa8Q</p>	<p>https://youtu.be/d0FmwImLEPU?si=d0S51dFxp89YhDUD</p>

CURRICULUM VITAE

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B. Educational Background

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Semarang, 14 December 2023

The Researcher,



Azza Rohaliyah Dini

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