

TEACHERS' PERCEPTIONS IN USING DIGITAL STORYTELLING IN EFL SPEAKING ACTIVITY

THESIS

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



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ABSTRACT

**Title : Teachers' Perceptions in using Digital
Storytelling in EFL Speaking Activity**

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This study aims to explain teachers' perceptions of using digital storytelling to improve students' speaking skills in learning English as a foreign language (EFL). The research method used was qualitative and descriptive research design, with interviews as the primary data collection instrument. The research participants comprised two English teachers at Al Azhar 29 Islamic Junior High School, Central Java, in the 2024/2025 academic year. The results showed that most teachers had a positive perception of using digital storytelling as a learning medium. They consider this method effective in improving students' speaking skills as it can increase students' motivation, creativity, and engagement in learning. Teachers also reported that digital storytelling helps students understand pronunciation, intonation, and sentence structure in English better. However, some challenges faced in the use of this method include differences in students' digital literacy levels, limited access to technology, and a lack of training for teachers in the use of learning technology. The findings of this study confirm that digital storytelling is an effective method in English language learning, especially in improving speaking

skills. Therefore, it is recommended that schools provide training for teachers and improve access to technology to support the optimal implementation of this method.

Keywords: *Digital Storytelling, Speaking Activity, Teachers' Perceptions*

MOTTO

سَبِيلِ عَابِرٍ أَوْ غَرِيبٍ كَأَنَّكَ الدُّنْيَا فِي كُنْ

“jadilah seperti orang asing atau perantau di dunia ini”.

(HR.al-Bukhari)

الْوَقْتُ كَالسَّيْفِ إِنْ لَمْ تَقْطَعْهُ قَطَعَكَ

“ Waktu itu bagaikan pedang, jika kamu tidak memanfaatkannya menggunakan untuk memotong, ia akan memotongmu (menggilasmu)”

(H.R. Muslim)

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Finally, I realize that this thesis is far from the perfect arrangement. Therefore, I will be happily accepting any constructive suggestions to make this thesis better.

Semarang, March 11, 2025

The Researcher,

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CHAPTER I

INTRODUCTION

This chapter covers several aspects related to the introduction of this research, including the background of studies, research question, research objectives, and the significance of the research.

A. Background Of Study

The teaching and study of English is intimately tied to reading, speaking, listening, and writing. Speaking is one of the most crucial abilities since most people believe that language proficiency leads to speaking. In the process of acquiring a language, speaking is important. Learning media can also assist students in improving and retaining their grades in the learning process, which is crucial for increasing students' motivation, efficacy, and attention in the classroom..

English is one of the most widely spoken languages in the world and plays a significant role in global communication. It is used in various fields, such as business, technology, science, and education. In English as a Foreign Language (EFL) classrooms, speaking skills are considered crucial as they enable learners to express their thoughts, ideas,

and opinions effectively. However, many EFL students struggle with speaking due to various factors, including lack of confidence, limited vocabulary, poor pronunciation, and insufficient practice opportunities (Leong & Ahmadi, 2017). To address these challenges, educators are continuously seeking innovative teaching methods to enhance students' speaking proficiency.

One of the emerging techniques in EFL teaching is Digital Storytelling (DST), which integrates multimedia elements such as images, text, audio, and video to create engaging narratives. Digital storytelling is an effective tool for enhancing students' speaking skills, as it provides them with meaningful and interactive learning experiences. According to Robin (2008), digital storytelling can be used to improve language learning by allowing students to create their own stories, which enhances their engagement and motivation. It also promotes students' creativity, critical thinking, and communication skills, making the learning process more enjoyable and effective.

The integration of digital storytelling in language learning is supported by the Multimedia Learning Theory by Mayer (2001), which suggests that learners understand and

retain information better when it is presented using a combination of words and images. By combining visual, auditory, and textual elements, digital storytelling helps students improve their comprehension and speaking fluency. In addition, the Constructivist Learning Theory (Piaget, 1964; Vygotsky, 1978) emphasizes that learning is more effective when students actively construct their knowledge through meaningful experiences. Digital storytelling allows students to become active participants in their learning process by creating and sharing their narratives.

Despite its advantages, the implementation of digital storytelling in EFL classrooms depends largely on teachers' perceptions and willingness to integrate technology into their teaching practices. According to Hava (2021), teachers' attitudes towards digital storytelling influence its effectiveness in language learning. Teachers who view digital storytelling positively are more likely to use it as a tool to enhance students' speaking skills. Conversely, teachers who lack confidence in using technology or face difficulties, such as limited resources, may hesitate to adopt this approach.

Furthermore, there are several challenges that teachers may encounter when implementing digital storytelling. These

include a lack of technological skills, insufficient access to digital devices, and time constraints in preparing digital storytelling materials (Cetin, 2020). Additionally, some students may have different levels of digital literacy, making it difficult for them to fully engage in digital storytelling activities. Therefore, it is essential to explore teachers' perceptions of digital storytelling in EFL speaking activities to understand its benefits, challenges, and possible solutions for effective implementation.

B. Research Question

The study is conducted to answer the following questions:

1. How is the implementation of digital storytelling in the learning of speaking for EFL students?
2. How do teachers perceive the implementation of digital storytelling in improving EFL students' speaking skills?

C. Research Objectives

According to the research question above, the objectives of this research can be stated as follows:

1. To explain the implementation of digital storytelling in learning speaking for EFL students..

2. To describe teachers' perceptions of the implementation of digital storytelling in improving EFL students' speaking skills.

D. Significance of The Study

This research has some significance for teachers, English students, and other researchers. Here, it is divided into:

1. Theoretical benefit:

The goal of this study is to further hope that the insight of the research is used as a reference, as well as the innovative way in which the search for the contribution of digital storytelling could be a good model or tool in any grade of speaking classroom. It is hoped that the result of the study will give additional information to the teachers. They know more about using appropriate media for teaching Speaking skills.

2. Practical benefit:

- a. The English Teachers

The result of the study might be useful for additional information in teaching English, especially in Speaking proficiency.

- b. The English Students

The result of the study can be useful to help the students understand and help the student improve their proficiency in speaking.

c. The Writer

Many useful experiences can be gained in the future as an English teacher. Also, the result can be used to improve knowledge and skills in teaching English.

d. The other researcher

By doing this research, the result can be a reference to other researchers to do new research in the future.

E. Limitations of The Research

The research is limited to maintain the focus of the research itself. The limitations of this study are:

1. The study focuses on English teachers' perceptions of digital storytelling in EFL speaking activities.
2. The participants of this study are limited to English teachers at SMP Islam Al Azhar 29, Central Java, during the academic year 2024/2025.
3. The study employs a qualitative approach, using interviews and classroom observations as the primary methods of data collection.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter overview of relevant literature, including previous research and theoretical review. The literature review presents some theories to support the data of this study. At the same time, prior research was used to identify the research gap shortcomings so that the researcher could improve and complete it.

A. Previous Research

Cetin, (2020) took the title of improving digital literacy, motivation, and skills of prospective teachers. This study focused on the impact of DST on the digital literacy of prospective teachers for 12 weeks. The study found significant improvements in research, writing, and technology skills. The similarity with this study is that both highlight the importance of digital skills in the implementation of digital storytelling. However, challenges associated with scriptwriting and software usage were also noted. This is particularly relevant to the current study, as teachers' technological competencies influence their perceptions of DST implementation in the classroom.

Ferez Mora, Coyle, (2023) entitled Digital storytelling for language and social awareness in EFL classrooms and examined how pre-service EFL teachers design storytelling lessons to promote language learning, critical thinking, and social awareness. They found a lack of focus on higher-order thinking skills and social justice, indicating that effective integration of DST requires adequate training and guidance. This is in line with the aim of the current study to identify the challenges teachers face in using DST.

Ha Bui, (2022) used the title Teacher Perceptions Towards ELT Technology Integration. This study explored teachers' beliefs and perceptions towards technology integration in ELT across different countries and revealed that teachers with student-centered beliefs were more likely to adopt technology, while external barriers such as lack of training and infrastructure hindered implementation. This directly supports the current research by underlining the importance of teacher perceptions and contextual factors in implementing digital storytelling. The similarity with this thesis is that both examine teachers' perceptions of technology, and the difference is that it does not focus on DST or speaking skills, but more generally on technology integration.

Chun Wang, (2019) using the title YouTube as a Self-Directed Language Learning Tool for EFL Students examines how Taiwanese EFL students use YouTube for self-regulated language learning. While not focusing on DST, this study highlights students' increased motivation and cultural awareness when using digital platforms. The findings support the broader argument that multimedia tools enhance the language learning experience and should be integrated into EFL teaching. The similarity with this study is that both show the benefits of digital media on language skills, while the difference is the focus on students' self-directed learning, not teachers' perceptions or classroom implementation of DST.

Hava, (2019). Using the title DST improves students' confidence, motivation and use of English, This research studied the impact of digital storytelling on first-year pre-service EFL teachers and found improvements in students' confidence, vocabulary, and motivation. Although the study focused more on students, it reinforces the premise of this study by showing the benefits of DST in developing English speaking competence. The similarity with this study is exactly with the findings in the thesis that DST increases

students' motivation and confidence in speaking and the Difference Focuses on students, not teachers' perceptions. Relevance to this study can also reinforce that DST is indeed effective for speaking skills, according to teachers' perceptions.

Nair, (2021) titled Systematic Review: Digital Storytelling and Speaking Skills, conducted a systematic review of 45 papers and concluded that DST is an effective teaching strategy for developing speaking skills by promoting motivation, creativity, and communication skills. The result was that DST was shown to consistently improve students' engagement, creativity and speaking skills. The similarity of this study is that it overall supports the main idea in this thesis. The difference is a systematic review, not research in the field, then the relevance of this thesis, is that it provides a strong theoretical basis on the effectiveness of DST.

Rizqiyah, (2022) used the title EFL Students' Motivation in Speaking Using Digital Storytelling. This study explored how DST affected the motivation of high school students in Central Java. The results showed that students felt more confident and disciplined when speaking English through

DST, although technical issues and time consumption were mentioned as challenges. These findings are important as they reflect the Indonesian context and are in line with the local focus of current research. The equation in this research is very relevant to the thesis because both discuss the context of EFL and DST, the difference is that the focus is on students, not teachers.

Nisa, (2022) titled *The Effect of Storytelling Method on Speaking Skills of Grade VII Students*. The study investigated the effectiveness of narrative-based storytelling in improving speaking skills among seventh-grade students using a quasi-experimental method. The results showed significant improvement in the experimental group, proving that even traditional storytelling has a strong impact on speaking performance. Despite not using digital tools, the study provides a useful comparison that shows the evolution of storytelling into the digital age. The similarity in this study is that it both shows storytelling as an effective method for speaking and the difference is that it uses conventional storytelling instead of digital.

B. Research Gap

Although several studies have been completed on the use of digital storytelling (DST) in English as a foreign language (EFL) learning, there are still significant research gaps that need to be further addressed, including:

1) More Focus on Students than Teachers

The majority of earlier studies have shown how well DST works to help students improve their speaking abilities, but there are still few studies that go into great detail on how teachers feel about using this technique. In actuality, the effectiveness of DST implementation in EFL classrooms is determined by instructors' knowledge of the technology and their instructional techniques.

2) Insufficient Research in Indonesian Primary or Secondary Schools

The experiences of teachers in Indonesian primary or secondary schools with DST, particularly those with low technology means, have not been extensively studied, even though many studies on the subject have been carried out in the context of universities or academic settings in wealthy nations.

3) Insufficient Research on DST Implementation

Challenges and Solutions

Prior research has mostly focused on the advantages of DST, with few studies delving into the actual difficulties teachers confront, like limited school technology infrastructure, insufficient teacher preparation or proficiency with DST, and challenges in incorporating DST into the current curriculum.

4) Insufficient Research Applying Qualitative Methods from the Viewpoint of the Teacher.

To better understand instructors' experiences, opinions, and reflections regarding the use of DST in EFL classrooms, this study employs a qualitative methodology.

Conclusion

In light of the aforementioned research gaps, this study fills one by examining how teachers see the use of digital storytelling in EFL speaking exercises, particularly in the setting of Indonesian schools. In addition to examining the advantages and difficulties, this study looked for workable answers to improve the efficacy and sustainability of DST implementation.

C. Literature Review

This study draws on prior work, reviews the relevant literature, and discusses key concepts from the theoretical review. The study title is explained in depth in the theoretical review that follows.

1. Digital Storytelling

a. Digital Storytelling for Students

(Alterio & McDrury, 2003) A quality shared by all humans that allows us to express not only our own and other people's characteristics but also the realities and fantastical realms in which we live through the medium of language. Listeners enable storytellers to perceive and reproduce mental images through voice and gesture from the very first instant of listening, when they squint, look, grin, lean forward, or even fall asleep. Depending on the data, the writer might decide to go at a leisurely pace, add detail, or just complete the piece. Everyone builds their mental picture of the narrative based on the connotations attached to the words, actions, and noises.

According to Oppenmann (2008), digital storytelling is a game-changing method of teaching that

leverages technology. It fosters collaboration by utilizing new tools, an open and honest creative process, affordable media resources, and an effective learning environment.

Digital storytelling is a helpful tool for encouraging learning and inspiring individuals to develop and personalize as a group, just like real stories. Successful digital storytelling not only captures the attention of students who lack enthusiasm and motivation but also motivates them. Story-based pedagogy fosters students' emotional connections to the material and actively links them to academic comprehension.

Digital storytelling can be used to develop language components like vocabulary, pronunciation, and grammar, as well as the four language skills of speaking, listening, reading, and writing. By using digital storytelling, students can improve their critical thinking skills and ability to view an issue from a comprehensive perspective.

b. Tips to get better at Digital storytelling

Informing listeners is one of the purposes of storytelling.

Of course, we need some strategies to communicate it. Effective storytelling strategies will increase the effectiveness of the information presented and facilitate the listeners' acceptance of it. To do this, we need advice on how to tell stories effectively so that the material is engaging.

Here are some pointers for improving your digital storytelling skills:

- 1) Style

A modern, fast-paced organization is best suited for a style that is straightforward, uncomplicated, and unambiguous. This will be the foundation on which you can construct particular requirements and settings. It's a standard business narrative: simple, direct, and professional. It is hardly a story that would be considered exceptional.

- 2) Truth

Even if this is always the case, the storyteller doesn't differentiate between his audience members by claiming, for example, that some will have superior comprehension skills than others.

He treats everyone in the audience with respect and

believes that they will all come to understand the truth if they listen carefully. Therefore, someone needs to clearly explain a story.

3) Preparation

There is no time for introspection, reflection, or second thoughts during the performance, and the preparation for a narrative performance is boring and time-consuming. Who can dispute the preparation and attention to detail that went into the presentation? So, before executing it, someone needs to be as well-prepared as possible.

4) Delivery

The manner a story is delivered has the power to significantly change the listener's emotional state. Even if determining the importance of oral communication would require separating content from delivery, exactly what is impossible in the social act of communication, when story, storyteller, and audience are inseparable, it is crucial how oral communication is presented.

c. The Advantages and Disadvantages of Digital Storytelling

Digital storytelling is fundamentally the same process as conventional storytelling, with the exception that it uses computer-based technologies to accomplish the same objective. There are various examples of this technology accessible today, ranging from interactive storytelling to electronic memoirs, but they all aim to achieve the same goal. It tells a story and disseminates information by utilizing web publishing capabilities, audio, video, and graphics. The most important advantages of digital storytelling are as follows:

- 1) Stories can foster positive attitudes toward learning a foreign language and are both interesting and inspirational. They might stimulate an interest in finding out more.
- 2) You can utilize your imagination when you read stories. Children can develop an emotional attachment to a story as they identify with the characters and work to understand the plot and pictures. Their own creative skills are developed as a result of this imaginative experience.

- 3) It might be challenging to find an audience outside of the classroom, but sharing stories online is made easy with digital storytelling. It is recommended that they "apply the tone, inflection, and timbre of one's voice to narrate the story as one of the most critical factors that contribute to the effectiveness of digital storytelling," as proposed by Sylvester and Greenridge (2009).
- 4) By sharing their tales online, students can reach a worldwide audience or, at the very least, give their immediate and extended family members a chance to view and share them. "Multimedia utilized to construct a digital story fosters active learning and cooperation, two methods of learning that aid distracted students," as stated by Sylvester and Greenridge (2009).
- 5) Students maintain their attention on the assignment. Digital storytelling facilitates peer collaboration and sharing.
- 6) The instructor can introduce or revise new vocabulary and sentence structures that will enhance the children's thinking and help them

progressively transition into their speech by exposing them to language in a range of memorable and familiar contexts.

2. Speaking Activity

a. Speaking Activity for Students

According to Leong and Ahmadi (2017), A speaker's ability to convey ideas through the interactive production, reception, and processing of information. Speaking is a means of verbal communication, says Fulcher. (Boonkit, 2010) As we know that many people state that a person has a good ability in English if they can speak well. That is, speaking is one of the important basic skills in English. For successful communication in any language, the ability to speak is one of the four macro abilities.

Speaking is a skill that serves many purposes, which is why improving one's speaking ability is a top priority for many students of English as a second language. The ability to articulate one's thoughts has connections to fields such as sociology, psychology, and education. According to Widyaningrum (2016) As a species, we

rely on speech for a wide range of social interactions and goal-oriented communication, including but not limited to: making and keeping friends, expressing ourselves, negotiating and solving problems, and explaining complex ideas and concepts. Some of the many reasons we use language include expressing ourselves, asking politely, interrupting others, making jokes, or getting things done.

b. The Importance of Speaking for Students

When Rivers conducted a study on language outside of the classroom in 1981, he found that speaking is just as important as reading and writing. Speaking and listening are the language learners' tools, according to Brown (1994). Language allows us to express our thoughts, communicate with others, and understand what others are thinking. Communication occurs anywhere there is conversation. Without speaking to one another, we are unable to converse. As a result, speaking is crucial for language learners in all languages. (Leong & Ahmadi, 2017) If a language is incapable of speaking, it is relegated to writing. Our community engages in language use as a social activity.

We must use suitable and effective language to communicate with one another. However, while teaching children a foreign language, speaking becomes a crucial ability to use in the classroom. Therefore, when studying the target language, language is constantly employed as a communication instrument.

c. Component of Speaking for Students

Speaking is a crucial ability that students need to possess when communicating in English. Speaking ability is crucial for pupils to be able to communicate effectively in English. To be able to speak English correctly, students must understand and master several speaking skill components. The elements of speaking abilities are as follows:

1) Fluency

The primary objective of teaching speaking skills is to increase pupils' fluency so they can perform well when speaking. According to Hughes (2002), fluency is the capacity for engaging and unambiguous communication.

(Leong & Ahmadi, 2017)Hedge supports it by stating that fluency is the capacity to link words

and phrases when speaking, pronounce sounds clearly, and use stress and intonation consistently.

2) Accuracy

The production of appropriate linguistic examples is known as accuracy. Richards (2006) and Byrne (1988, quoted in Lan, 1994) both contributed to this assertion. According to Richards, a language is considered right when its speakers consistently use accurate forms and refrain from making mistakes that impact its phonology, syntax, semantics, or discourse. Stated differently, the proper application of grammatical structures, pronunciation, grammar, and meaning of linguistic communications are all considered aspects of oral output correctness.

3) Vocabulary

One of the things that students need to learn in order to learn English is vocabulary. A limited vocabulary prevents anyone from speaking English, and those who lack a sufficient vocabulary would struggle in speaking, writing, listening, and reading. To increase their

vocabulary, English language learners are advised to read as much English-language literature as they can. Through reading, they will pick up new vocabulary. You can also look up new terms in a dictionary. Consequently, children can use the terms to practice speaking English.

4) Grammar

English and Indonesian grammar differ from one another. English has a lot of tenses that Indonesian grammar does not use. Therefore, one must learn and comprehend grammar if one wish to communicate effectively. When someone uses poor grammar when speaking to another, the listener might not understand what they are saying. Grammar, according to Hall (1993), is a description of a particular language organizing feature. Often covered are morphological (word composition), syntactic (sentence building), and phonological (sound) points. In summary, grammar, or structure, is an essential part of communication.

5) Pronunciation

Derwing and Munro (2005) state that regular communication, particularly intelligibility, may be aided by having a good pronunciation of the language. Pronunciation is crucial while interacting with others since English sounds and symbols are distinct. As stated by Gilakjani (2016), Cook (1996, cited in Pourhosein Gilakjani, 2016) states that pronunciation involves "the creation of English sounds." The most typical approach to mastering pronunciation is to practice by repeating sounds and then correcting them when they are spoken incorrectly. Pronunciation may also imply making a sound system that does not interfere with the speaker's or listener's ability to communicate.

3. Teacher Perceptions of Digital Storytelling

One important pedagogical technique in education, especially for language learning, is digital storytelling (DST). Teachers' opinions about DST can have a big impact on how it is used and how successful it is in the classroom.

Numerous investigations of these views have shown both favorable attitudes and significant difficulties.

a. Positive perceptions of digital storytelling

1) Engagement and inventiveness

Many teachers have positive views on the use of digital storytelling (DST) in learning, especially in the context of foreign language learning. One prominent positive perception is that DST can increase student engagement and creativity. According to Maruf and Halyna (2023), digital storytelling is a very interesting technique that can encourage students' creativity. By providing a space for students to express themselves uniquely, DST not only enriches the language learning process, but also expands cultural awareness. Teachers believe that the use of DST can foster students' imagination and creativity, thus creating a more interactive and fun learning atmosphere.

2) Effective Learning Tool

DST is also seen as an effective learning tool. Kaya (2023) states that through digital storytelling, students can develop speaking, listening and writing skills in a more integrated manner. The use of DST creates a

meaningful context for language use, thus promoting an overall improvement in student performance. Teachers also consider that DST is a flexible tool and can be applied in a variety of subjects, ultimately enriching the educational process in general.

3) Support for Student-Centered Learning

DST supports a student-centered learning approach. Still according to Kaya (2023), digital storytelling encourages active engagement from both teachers and students, aligning with modern teaching approaches that emphasize students' active role in the learning process. Teachers appreciate how DST can improve collaboration between students and increase their interest in learning materials.

b. Problem faced in Teaching Speaking for Students

In learning activities, not all materials can be implemented well. Sometimes students face a variety of problems, and each student experiences different obstacles. One of the most challenging skills to teach is speaking, especially in the context of learning English as a foreign language (EFL). According to Penny (1996), there are several common problems that often arise in

classroom speaking activities, including:

1) Inhibition

One of the main problems in teaching speaking is the anxiety or fear that students feel when they have to speak in public. Speaking activities require students to express themselves in front of their peers, which can trigger embarrassment, fear of being wrong, or fear of ridicule. Students may feel pressured because they are worried about making mistakes and getting negative responses from teachers or peers. This may cause them to be reluctant to speak actively in class (Penny, 1996).

2) Nothing to say

According to Emma (2010), many students are reluctant to speak because they feel they have no ideas or do not know what to say. They feel insecure and fear “losing face” if they make a mistake. Lack of intrinsic motivation and an unfavorable classroom atmosphere are also factors that exacerbate this situation. To be able

to speak confidently, students need interesting topics as well as a supportive and non-judgmental environment.

3) Low or uneven participation

In a class, it is often the case that only a few students actively speak, while others tend to be passive. Dominant students will usually take over the conversation and inhibit the opportunity for other students to participate. As a result, quiet students choose to be silent and just be observers, without contributing to the speaking activities

4) Mother-tongue use

Students tend to use their mother tongue because it feels more comfortable and natural. When they are not confident or feel unable to use English well, they will revert to using their first language. This is a big obstacle in foreign language learning, as it can reduce exposure and practice in English which should be the main goal in EFL classes.

D. Theoretical Framework

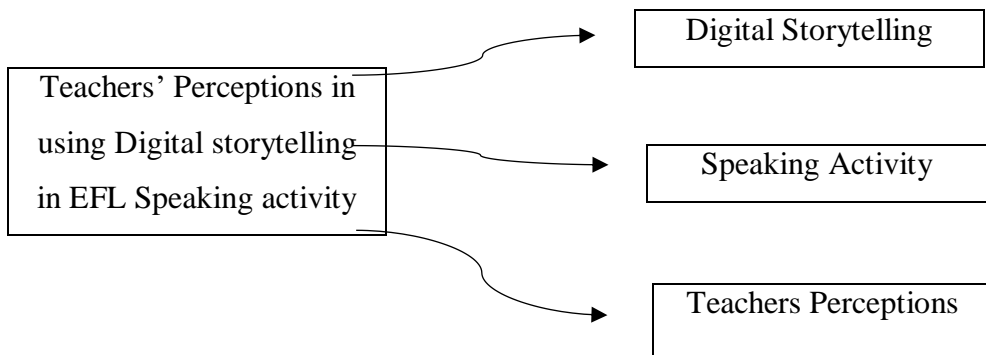


Figure 2.1

Theoretical framework of English teacher in using digital storytelling

The theoretical framework in this study aims to explain how digital storytelling contributes to improving speaking proficiency in English as a Foreign Language (EFL) learning, as well as how teachers' perceptions influence the implementation of this strategy in the classroom. This framework is based on several key theories:

1. Digital Storytelling in EFL Learning

Digital storytelling is a technique that combines

multimedia elements such as text, images, audio, and video to create compelling digital narratives (McDrury & Alterio, 2003). According to Oppermann (2008), this method provides benefits for language learning, including:

- a) Increasing students' motivation and engagement in learning.
- b) Provides an authentic context for speaking practice.
- c) Facilitates the development of creativity and critical thinking skills.

2. Speaking Activity

Speaking skills in EFL are very important as it is one of the main aspects of language communication. Based on the theory from Leong & Ahmadi (2017), the main aspects of speaking skills include:

- a) Fluency
- b) Accuracy
- c) Vocabulary
- d) Grammar
- e) Pronunciation

Success in speaking is greatly influenced by the

teaching method used by the teacher, where digital storytelling can be one of the effective approaches.

3. Teacher Perceptions of Digital Storytelling

Teachers' perceptions determine the effectiveness of digital storytelling implementation in the classroom. Based on Maruf & Halyna's research (2023), teachers tend to have a positive perception of digital storytelling because:

- a) Increases student engagement and creativity
- b) Helps students understand the material better
- c) Facilitates student-centered learning

However, there are also some challenges that teachers face, such as limited resources, lack of training in technology, and difficulty integrating digital storytelling in the curriculum (Kaya, 2023).

CHAPTER III METHODOLOGY OF THE RESEARCH

This chapter provides an overview of the research methodology. It affects both the conversation and the findings, playing an urgent role in research. To obtain correct data, one must first refer to and use the proper technique before beginning the investigation. The design period, the research location, the study participants, the data collection method, and the data analysis process are all well described in this paper.

A. Research Methodology

Research design, study participants, researcher responsibilities, data gathering technique, data gathering instrument, data analysis technique, and study analysis methods are all included in this section, which also contains the methodology employed in this study. A scientific approach to gathering data with a specific aim and goal is the research technique. As a result, a method's involvement in identifying suitable approaches is crucial in determining whether research will be successful or not.

B. Research Design

Here, I use qualitative data to conduct this research, where the findings and some procedures rely on tables, interpretations, or explanations. According to Newman and Benz that “Qualitative research is multi-method research in focus, which involves an interpretive and naturalistic approach to its subject matter”. It can be stated in another opinion that qualitative methods are approaches whose results are in the form of non-numerical data or only qualitative data.

In this study, I analyze the realization of using the digital storytelling model to facilitate English speaking proficiency based on how the teachers who teach English perceive this model.

C. The Participants of the Study

The subject and object of the research must be able to gather precise data for this scientific report, so the author must employ purposive sampling, which lets him depend on his judgment to choose population members; the study was carried out in one school with several English teachers. The research participants were recruited objectively to complete

the research instrument when the researcher was an intern, the researcher knew how the students' mastery in speaking activities was low, which prompted the researcher to conduct this research. The research setting was conducted at Al Azhar 29 Islamic Junior High School at the beginning of the new semester of the 2024/2025 school year. the participants in this study were English teachers. I interviewed 2 English teachers. This research was conducted by interviewing teachers about how digital storytelling is implemented at school and how they perceive the use of digital storytelling.

D. Roles of the Researcher

After reviewing the research material, the researcher followed some scientific guidelines to present this legal report: the researcher started by collecting data. In other words, the researcher collects the purpose of the documents in this study, where these instruments will be the main source of data for analysis. Secondly, the researcher used scientific publications as an aid to analyze the purpose of this data.

E. Data Collection Technique

Researchers plan out the procedures and data types to be collected before beginning any research project. Data sources include descriptive analysis, notes (both written and spoken), observations, interviews, and documentary resources. Identifying and selecting research participants, obtaining their consent to conduct the research, and then collecting information through interviews or observations is what is known as data collection. The main concern (McDrury J, Alterio M, 2003) in this process is the need to obtain accurate data from individuals and places.

The researcher observed the process of teaching speaking in the classroom to find out about the application of digital storytelling. The researcher asked the teacher for permission to join the EFL class and observe when the learning process started. after that, the researcher interviewed the teacher after teaching.

F. The Instrument of Data Analysis

If the researcher wants to produce a formal report that can be trusted, they need an objective tool to help them do so. In the case of reporting English teachers'

perceptions, the researcher attached several sample interviews in tabular form. The form is as follows:

Table 3.1

Guided interview of English Teachers in using Digital Storytelling

No	Items of questions
1	How do you understand the concept of digital storytelling in learning?
2	What is your experience in using digital storytelling in the classroom?
3	How do students react to learning with digital storytelling?
4	How do you think digital storytelling helps improve students' understanding of the material?
5	What are the biggest obstacles you face in implementing digital storytelling in the classroom?
6	How effective do you think digital storytelling is compared to other teaching methods?
7	What are your suggestions or recommendations to improve the effectiveness of digital storytelling in

	learning?
8	Does digital storytelling contribute to students' speaking skills?

G. The Method of Analyzing Data

Miles and Huberman's hypothesis was utilized by the researchers in their data analysis. To ensure that their findings are relevant to their research, researchers follow the procedures outlined in Miles and Huberman's hypothesis. Miles and Huberman's theory outlines three stages: data reduction, data presentation, and conclusion drafting.

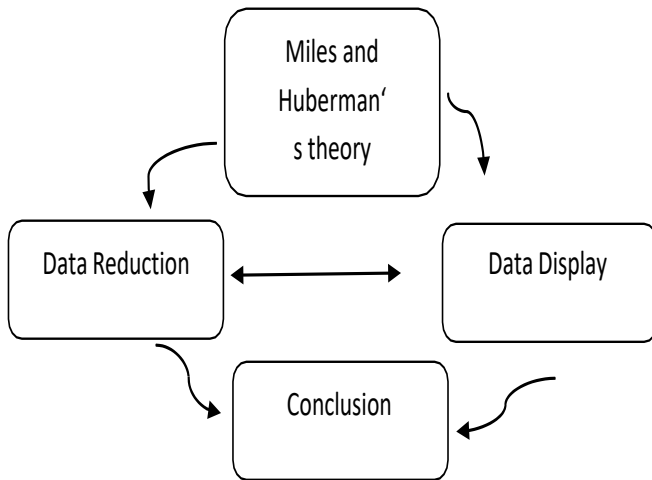


Figure 3.1
Method of analyzing data

The researcher took the following steps:

1. Reduction

Data reduction means summarizing, selecting, and focusing on important data. At this stage, researchers obtained data from observations and interviews. So, at this stage, the researcher reduced the data by doing 2 steps:

a. Observing data

The researcher observed the classroom learning

activities between students and English teachers where the teacher taught the material in the classroom. For example, the teacher opened the lesson and explained the material about narrative text, and the teacher showed about digital storytelling. Then, the students listened to the lesson and asked questions to the teacher.

b. Identifying and classifying data

From the interviews, the data obtained were statistically analyzed to get the significance of the students' responses to the use of digital storytelling for EFL Speaking.

2. The Display of Data

After collecting and identifying the necessary data, the data was presented in the form of a description of the teacher-led activities, students' reactions to the use of digital storytelling to support EFL Speaking, and noteworthy outcomes of the implementation. Issues that arose during the implementation support the data display.

Conclusion

The final stage in the data analysis process is interpretation. At this stage, the researcher makes

conclusions based on the researcher's interpretation of the analysis. The conclusions in this case describe the teacher's activities and students' reactions to the noteworthy outcomes of using digital storytelling and its implementation.

H. Research Analysis Procedure

The researcher of this analysis scheme procedurally analyzes based on the following procedures:

1. Preparing appropriate documentation for this instrument
2. Making observations during the teaching process
3. Interviewing the teacher.
4. Conducting investigations based on these instruments.

CHAPTER IV RESULT AND DISCUSSION

This chapter contains the research findings and discussion. These findings and discussion answer the research problems that have been mentioned in the first chapter of this study, namely, regarding English teachers' perceptions of the realization of digital storytelling to facilitate English speaking skills.

A. The findings of the Research

The findings of this study indicate that English teachers perceive digital storytelling as an effective tool for improving students' speaking skills in an EFL classroom. Teachers observed increased student engagement, motivation, and confidence when using digital storytelling in learning activities. These findings are consistent with previous studies, such as those by McDrury & Alterio (2003) and Oppermann (2008), which highlight the role of digital storytelling in enhancing students' linguistic and cognitive abilities.

This study's conclusions are based on how and why English teachers view the usage of digital storytelling, which can offer some cutting-edge tools to help students improve

their speaking abilities. Richards and Renandya claim that video is a dense medium that combines spoken language with a wide range of audio experiences and visual characteristics. Since videos can offer great visual stimulation through a combination of visuals, sounds, images, and text, it follows that video clips are multimedia presentations that incorporate both verbal and nonverbal elements that can be used to improve language teaching.

Real information was extracted from the student interview protocol. Using digital storytelling to help EFL students develop their speaking abilities, students will receive a piece of paper at the start of the second semester of the academic year 2024/2025 after finishing the teaching and learning on SMP Islam Al Azhar 29. The methodological application of the study process allowed me to obtain reliable data through classroom observations and teacher interviews regarding their opinions on the implementation of digital storytelling in speaking instruction.

Data was collected from interviews with teachers. Through observation after completing teaching and learning in VIII B graders of Al Azhar 29 Islamic Junior High School in the middle of semester II of academic year 2024/2025, by

using digital storytelling to facilitate EFL students in acquiring speaking skills. The research procedure was applied methodologically to allow me to get valid information, where I observed in the classroom and interviewed teachers to get their perceptions about the realization of digital storytelling in teaching speaking.

1. The implementation of digital storytelling in learning student activity

The result of this perception was to answer research question number one: “How is the implementation of digital storytelling in the learning of speaking for EFL students?”. From the observation, here are some interpretations of the implementation of digital storytelling for an EFL speaking class by observing activities in the class.

a. Opening

- 1) The teacher opened the learning activity by greeting and leading the prayer.
- 2) The teacher asks about the condition and checks the students' attendance.
- 3) The teacher conveys the learning objectives to be

achieved.

- 4) The teacher provides perception and motivation
- 5) The teacher conveys the scope of the material, learning steps, and assessment techniques.

b. Core Activity

In the core activity, the students were facilitated by the teacher through a podcast displayed in the classroom. Then, the students observed the podcast and listened to what the teacher was explaining in front of them. After that, the students identified the podcast that they had heard. The teacher asks the students to make a script of the podcast, like what they have watched.

Students then create a script for the podcast. Next, they are given directions to make a podcast. The students determine that their podcast opponents to take turns later. After they make the script, they will perform the podcast the following week in turn.

c. Closing

After following the learning activities in this meeting, the students are asked to reflect. The teacher asks questions to find out whether the students have

understood the topic about podcasts and video examples. Then, the students said the same thing about the learning conclusion of this meeting. At the end of the lesson, students are directed to complete a podcast to be practiced later as a project. After that, the students make digital storytelling according to the directions given by the teacher, and the video will be uploaded to YouTube.

In education, human knowledge is categorized into two aspects, namely knowledge and skills. Knowledge is what people have understood from the information they have gained from the learning process. Meanwhile, skills are a person's ability to do something specific. The first is Knowledge Emphasis.

From the observations made at Al Azhar 29 Islamic Junior High School in teaching and learning activities through Digital Storytelling, in emphasizing knowledge, teachers use the discovery learning method. In the application of digital storytelling for knowledge emphasis, there are several steps taken by the teacher:

First, at the opening of the digital storytelling utilization, the teacher opens the classroom. The teacher

starts the lesson by communicating with the students in the class. The teacher greets the students, motivates and encourages them to be ready to start the lesson and enthusiastic about the lesson. The teacher also checked the students' attendance.

Second, students were directed to study podcasts by being shown digital storytelling in class. The teacher used an LCD as a learning medium. After finishing studying the material that has been delivered by the teacher, students discuss the material with their colleagues. Students ask about the material that has not been understood, and they also exchange ideas with their friends.

Third, students are given tasks by the teacher to assess the level of understanding of the material they have learned. To what extent can they understand and digest the podcast material? The students work on the tasks that have been given by the teacher with a predetermined deadline.

Then it is moved to the second emphasis, the second is the Skills Emphasis. In the learning process, teachers use discovery learning methods and discussion methods. According to Maidar and Mukti, the discussion method is a learning method in which students are formed in small or

large groups to exchange ideas to gain knowledge, agreement, or decisions about a problem. In the application of digital storytelling for skill emphasis, there are several steps taken by the teacher.

First, the teacher asks students to discuss in groups the digital storytelling video shown by the teacher. Students had to decipher the video. The video was about a podcast.

Second, the teacher provides digital storytelling about podcasts where students can read, listen, and see how it is pronounced. The teacher asks students to practice it through the digital storytelling that has been shown, so that students can develop their speaking skills. With digital storytelling, students know how to practice their speaking skills with correct pronunciation. Creating digital storytelling with their ideas and digital storytelling uploaded it to YouTube can train them to improve their skills. The results of students' assignments are used by teachers as an assessment of students' speaking skills.

The results of the first research question are:

1. Increases student engagement and participation.

The use of digital storytelling is proven to attract students' interest and make them more active in the

learning process. Digital media such as podcasts and videos used in learning create a more lively and fun atmosphere. Students become more enthusiastic in discussing, creating scripts, and producing their own videos.

An example of its implementation is when teachers show podcast videos as learning materials. Students are not only watching, but also asked to understand the content, create a script, and then record and display their work. This activity encourages active participation from all students, both in group discussions and during speaking practice.

2. Helps students improve pronunciation, fluency, and confidence.

Through digital storytelling activities, students are given the space to practice their speaking skills thoroughly. This process includes writing, reading and pronunciation, and re-recitation during recording (speaking). Teachers mentioned that this activity makes students more confident because they have time to prepare themselves, understand the material in depth, and practice before performing.

This activity significantly helps students to improve their pronunciation of words, increase their fluency, and gain confidence to use English actively in front of others.

3. Makes the learning environment more student-centered and interactive.

Digital storytelling encourages student-centered learning. In this method, the teacher is no longer the only source of information, but rather acts as a facilitator. Students have the responsibility to manage their own learning process, from understanding the material, organizing ideas, to producing the final result in the form of a digital story.

The learning environment also becomes more interactive as students are invited to collaborate in groups, share ideas, and give feedback to each other's work. This is in line with the constructivistic approach that emphasizes the active role of students in building their own knowledge through direct experience.

2. English teachers' perceptions of the use of Digital storytelling in learning EFL speaking activity

Learning using digital storytelling is popular in offline classes. The ease of operation is the reason for choosing this media, especially at Al Azhar 29 Islamic Junior High School. Teachers choose to use digital storytelling learning media for students because it is easier to operate and easier to make them understand the material, especially speaking.

The use of digital storytelling is done from the introduction to the closing activities. This activity is done with student-centered learning. Although learning is not always done by playing videos, learning is still a student-oriented activity.

I interviewed 2 English teachers of SMP Islam Al Azhar 29 to find out their questions regarding this class using digital storytelling. The interviews were also used to confirm the observations presented above. There were eight questions given to the 2 teachers. The following explanation will show the answers to these questions.

And the following are student responses to questions about perceptions of using digital storytelling:

a) Teachers' Understanding of Digital Storytelling

Teachers understand digital storytelling as a learning method that integrates digital media to tell stories. This method is considered very relevant to the current generation and helps students improve language skills such as reading, writing, listening, and especially speaking. As stated by Mrs. Irma: “Digital storytelling is a learning method that utilizes the development of digital media, This method is very relevant to the current generation, especially Gen Z, who are already familiar with social media.”

Mr. Adi also explained: “Digital storytelling is a learning method that uses digital media to tell stories, Students can understand the material through video, audio, or text containing digital story elements.”

b) Teachers' Experience in Using Digital Storytelling

The teachers shared their various experiences in implementing digital storytelling. Mrs. Irma used podcast creation as a learning strategy where students create and listen to their own and their peers’ recordings. This activity involved writing scripts, speaking, and listening comprehension. Mrs. Irma explained:

“Students create and listen to podcasts, This activity has various benefits, such as practicing listening skills, reading comprehension, speaking when becoming a speaker, and writing when compiling a script.”

Mr. Adi implemented storytelling by providing audio accompanied by text and later moving to audio-only for comprehension exercises. This method improved pronunciation and listening skills while allowing students to become familiar with oral English delivery.

c) Students' Reaction to Digital Storytelling

Both teachers observed that students responded positively and enthusiastically to digital storytelling. Compared to traditional methods, digital storytelling creates a more engaging and dynamic learning environment. Ibu Irma observed: “Students' reactions are very positive. They find learning more fun and efficient.”

Mr. Adi supports this by saying: “Students are very enthusiastic about learning, The combination of listening, reading and storytelling makes them more active in the learning process.”

d) Digital Storytelling in Improving Student Understanding

Teachers agree that digital storytelling improves students'

comprehension, especially in pronunciation, vocabulary and contextual understanding. According to Mr. Adi: “Students can understand how to pronounce words correctly and recognize expression patterns in English. They also find it easier to remember and understand new vocabulary in a meaningful context.”

Mrs. Irma adds that digital storytelling encourages creativity and deeper learning: “Students not only develop their speaking and writing skills in English, but also enhance their creativity.”

e) Language Skills Most Developed through Digital Storytelling

The most obvious impact of digital storytelling, according to teachers, is on students' speaking skills. The method offers structured practice through script creation and performance, which strengthens fluency and confidence. As Mrs. Irma explains: “Digital storytelling is very effective in improving speaking skills. Before speaking, students have to write a script first, so their speaking skills are more developed.”

As well, Mr. Adi stated: “Students practice speaking a lot through various activities, This helps them become more confident in communicating using English.”

f) Obstacles and Challenges in Implementing Digital Storytelling

Despite the many benefits, teachers also face some challenges. The most prominent is the gap in digital literacy and students' confidence levels. Ms. Irma gave an example: “There are students who have a good understanding of digital, but there are also those who still have limitations in using technology.”

Meanwhile, Mr. Adi noted: “Some students may feel less confident when speaking in front of the class.”

g) Effectiveness of Digital Storytelling Compared to Other Methods

The English teachers interviewed agreed that digital storytelling is more effective than traditional teaching methods in developing students' English language skills. This effectiveness comes from the way digital storytelling integrates various language skills especially productive skills such as speaking and writing in an engaging and student-centered activity.

Mrs. Irma emphasizes that this method activates all four language skills: “Digital storytelling is very effective because it covers all language skills. Although it focuses

more on productive skills such as writing and speaking, receptive skills such as reading and listening are also developed in this learning process.”

Mr. Adi shares the same view, highlighting the interactive and realistic nature of the activity: “Digital storytelling is very effective because it involves various language skills at once, students not only learn theory, but also practice language in real situations. In addition, the use of digital media makes learning more interesting and interactive.”

h) Recommendations to Improve the Effectiveness of

Digital Storytelling

To improve the effectiveness of digital storytelling, the teachers made several suggestions. These included continuous professional development in digital tools, step-by-step instructions for students, and selection of stories that are appropriate for students' proficiency levels.

Mrs. Irma emphasized: “Educators need to keep updating their knowledge on apps and platforms that support this method.”

Mr. Adi also mentioned:

“Learning should be gradual and choosing stories that match the students' level of understanding is very important.”

B. Research Discussion

This section discusses the results of the study. There are two questions in this research. The first is how digital storytelling is implemented for students and the second is about teachers' perceptions of the use of digital storytelling for students' speaking skills in learning.

To answer the first research question, “How is the implementation of digital storytelling in the learning of speaking for EFL students?”, classroom observations were conducted to analyze how digital storytelling is integrated into speaking lessons. Based on the findings, it was found that digital storytelling was used throughout the learning stages of opening, core activities, and closing by emphasizing on knowledge and skill development.

In the opening session, teachers use digital media to convey learning objectives and stimulate motivation. During the core activities, students are guided through a process that starts with observing an example podcast, analyzing the structure and content, then developing their own script in groups, and finally performing it in the form of a podcast. These performances are recorded and then compiled into digital storytelling videos that are uploaded to platforms such as YouTube. This sequence

supports both the cognitive and productive aspects of language learning.

The learning process emphasizes on two components: knowledge, where students acquire vocabulary, pronunciation, and content comprehension through digital examples and class discussions; and skills, where they practice and apply speaking skills through the production of their own digital content. The student-centered and discovery-based approach used in the digital storytelling activities created an engaging environment that encouraged students to practice English in meaningful contexts.

To answer the second research question, “How do teachers perceive the implementation of digital storytelling in improving EFL students' speaking skills?”, interviews were conducted with English teachers at Al Azhar 29 Islamic Junior High School. The teachers expressed positive perceptions, emphasizing that digital storytelling helped to increase students' interest, confidence and creativity. They reported that students were more focused and enthusiastic during storytelling-based lessons compared to traditional methods.

The teachers also noted that this method supports the development of productive skills, especially speaking and

writing, by providing students with opportunities to engage in real communication and self-expression. Despite the challenges, such as students' varying levels of digital literacy and limited access to devices, teachers were able to overcome them with scaffolding techniques and selection of simple and accessible tools.

Overall, teachers viewed digital storytelling not only as a technique for teaching speaking but also as an innovative educational strategy that aligns with students' digital inclinations and supports the mastery of 21st century skills such as communication, collaboration and digital competence.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, I have discussed and explained the introduction of the study, review of related literature, research methods, findings, and discussion of this study. This final chapter presents the conclusions and suggestions of the study on students' perceptions of the use of digital storytelling in EFL speaking activities.

A. Conclusion

In this session, conclusions are drawn based on the data that have been analyzed in the previous chapter, from the data on the use of digital storytelling in EFL speaking activities.

First, from the explanation in chapter IV, digital storytelling has an important role as a learning tool, and it becomes students' unique activity for them to help and facilitate students in improving their speaking performance. By using digital storytelling, they can create ideas for their tasks. In detail, the students not only learn about speaking skills but also edit video ideas. It makes them confident in speaking English.

Second, the level of student enthusiasm was measured through observations and interviews conducted by me with the teachers and students concerned. The results showed that students were very enthusiastic and felt happy with learning using digital storytelling.

In conclusion, this technique is effective in teaching speaking skills. It can develop confidence, vocabulary, grammar, and comprehension, and can even develop four skills at once (reading, writing, listening, speaking). It can be concluded that students' speaking skills in EFL classes through digital storytelling are improved more effectively. According to my results, digital storytelling encourages learners to gain more knowledge and make more progress in learning with interesting content and various activities. Students can choose activities and practice speaking on their own, from digital storytelling. So, self-learning encourages students to learn to speak more effectively.

B. Suggestion

After conducting research from the first to the last, some suggestions may be useful to develop for education, especially for students' speaking ability, such as:

1. For English teachers

As a teachers, we should provide a learning method or model that is appropriate to the target material based on the circumstances. Each student has a different character in receiving material in class. Thus, teachers provide innovative and creative teaching and learning processes to make students comfortable receiving and understanding the material easily. We can support the teaching and learning process with media, methods, or techniques that are appropriate to the material. Teachers can use unique media or ways that are useful to attract students' interest and activity. Applying digital storytelling and giving them some examples can be a good choice in teaching speaking skills. They not only play the game but can also express their confidence, courage, and ideas.

This can be seen from the students' confidence when they submit their videos to the teacher.

2. For students

The students should practice their speaking skills more at all times. The students do not feel shy to ask the teacher if they have difficulties in the teaching and learning process. For the students of Al Azhar 29 school, in my opinion, the speaking skills are better, maybe it is one of the advantages of this school. The students expect the priority of a process in learning rather than results alone. Here, I hope there are suggestions and criticisms to improve my thesis. Hopefully, it will be useful for the readers. Amen.

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APPENDIX

Appendix I

Teacher I

Mrs. Irma

1. **The Researcher:** How do you understand the concept of digital storytelling in learning?

The Teacher: Digital storytelling is a learning method that utilizes the development of digital media. In practice, there are various applications and platforms that can be used to support this process. This method is very relevant to the current generation, especially Gen Z, who are already familiar with social media. Digital storytelling is also very useful in practicing the four skills of English, namely reading, writing, listening, and speaking.

4. **The Researcher:** What is your experience in using digital storytelling in the classroom?

The Teacher: I have implemented digital storytelling in the form of podcast creation. In this learning, students

create and listen to podcasts that have been created by their friends. This activity has various benefits, such as practicing listening skills, reading to understand the context (reading comprehension), speaking when becoming a speaker in the podcast, and writing when compiling a script before recording the podcast.

5. **The Researcher:** How do students react to learning using digital storytelling?

The Teacher: Students' reactions are very positive. They feel that learning becomes more fun and efficient. This is because today's students are more interested in digital-based learning methods than conventional lecture methods. Therefore, digital storytelling can be an excellent learning strategy.

6. **The Researcher:** How does digital storytelling help improve students' understanding of the material?

The Teacher: Digital storytelling is very helpful in improving students' understanding because it uses not only audio, but also visuals. For example, I have used the Powtoon app, which allows students to create digital animations. Through this method, students not only develop their English speaking and writing skills, but

also enhance their creativity.

7. **The Researcher:** What are the obstacles or challenges you face in implementing digital storytelling in the classroom?

The Teacher: One of the main challenges is the difference in students' backgrounds in digital literacy. There are students who have a good understanding of digital so that they do not experience difficulties, but there are also those who still have limitations in using technology. For students who still have difficulties, gradual assistance (scaffolding) is needed so that they can follow the learning well.

8. **The Researcher:** How effective is digital storytelling compared to other learning methods?

The Teacher: Digital storytelling is very effective because it covers all language skills. Although it focuses more on productive skills such as writing and speaking, receptive skills such as reading and listening are also developed in this learning process. In addition, this method is more engaging for students than traditional methods.

9. **The Researcher:** What are the suggestions or recommendations to improve the effectiveness of digital storytelling in learning?

The Teacher: To improve the effectiveness of digital storytelling, educators need to keep updating their knowledge about apps and platforms that support this method. Currently, there are various applications that can be utilized, such as YouTube and Powtoon. Therefore, it is not only students who need to learn, but teachers must also keep up with technological developments so that learning remains relevant.

10. **The Researcher:** How much does digital storytelling contribute to students' speaking skills?

The Teacher: Digital storytelling is very effective in improving speaking skills. Before speaking, students have to write a script first, which is actually more difficult than speaking directly. With this method, students get the opportunity to plan and organize their ideas before delivering them, so their speaking skills are better developed.

Teacher II

Mr.Adi

1. **The Researcher:** How do you understand the concept of digital storytelling in learning?

The Teacher: Digital storytelling is a learning method that uses digital media to tell stories. In English language learning, this approach can be used to teach descriptive, narrative, recount and report texts in a more engaging way. Students can understand the material through video, audio or text containing digital story elements.

2. **The Researcher:** What is your experience in implementing digital storytelling in the classroom?

The Teacher: I have some experience in implementing digital storytelling in the classroom. First, students listen to the story through audio accompanied by text, so they can understand the meaning while practicing pronunciation. Secondly, there are listening exercises where students only hear the story without text, then answer questions based on their understanding. This approach trains listening skills as well as overall

language comprehension.

3. **The Researcher:** How do students react to learning with the digital storytelling method?

The Teacher: In general, students are very enthusiastic in following the learning with digital storytelling. They are more focused when listening to the audio compared to the lecture method. In addition, the combination of listening, reading and storytelling makes them more active in the learning process.

4. **The Researcher:** How does digital storytelling help improve students' understanding?

The Teacher: Digital storytelling helps students in several aspects, especially in pronunciation, intonation, and fluency. Students can understand how to pronounce words correctly and recognize expression patterns in English. It is also easier for them to remember and understand new vocabulary in a meaningful context.

5. **The Researcher:** What is the biggest challenge in implementing digital storytelling in the classroom?

The Teacher: The main challenge is to ensure that all students can follow the learning process well. Some students may feel less confident when speaking in front

of the class. Therefore, an approach that can boost their confidence is needed, such as gradual practice starting from reading the text individually to performing in front of classmates.

6. **The Researcher:** What are the suggestions or recommendations to improve the effectiveness of digital storytelling in learning?

The Teacher: To improve the effectiveness of digital storytelling, teachers should implement learning in stages. Starting with the introduction of vocabulary and correct pronunciation, then providing text examples, as well as guiding students in creating and presenting their own stories. In addition, choosing stories that are suitable for students' level of understanding is also very important so that they do not find it difficult to learn.

7. **The Researcher:** Does digital storytelling contribute to students' speaking skills?

The Teacher: Yes, digital storytelling has a great contribution in improving students' speaking skills. With this method, students practice speaking a lot through various activities, such as listening and imitating pronunciation, retelling the content of the

story, and presenting their own stories. This helps them become more confident in communicating using English.

8. **The Researcher:** How effective is digital storytelling compared to other teaching methods?

The Teacher: Digital storytelling is very effective because it involves various language skills at once, such as listening, reading and speaking. With this method, students not only learn theory, but also practice the language in real situations. In addition, the use of digital media makes learning more interesting and interactive.

Appendix II

Observation Sheet

Aspect	Media	Method	Stage of teaching	Assesment
Knowledge emphasis	Video Youtube, LCD Classroom	Discovery Learning	<ul style="list-style-type: none">• The teacher opens the learning activity by greeting and leading the prayer.• The teacher asks how the students are doing and checks their attendance.• The teacher conveys the learning objectives to be achieved.• The teacher gives initial perception and motivation to the students.	Project

			<ul style="list-style-type: none"> • The teacher conveys the scope of material, learning steps, and assessment techniques that will be used. • Students are facilitated by the teacher by displaying podcasts in the classroom. • Students observe the podcast and listen to the explanation from the teacher. • Students identify the content of the podcast they have listened to. • The teacher asks students 	
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			<p>to create a podcast script based on what they have watched.</p> <ul style="list-style-type: none"> • Students create podcast scripts individually or in groups. • The teacher gives directions to students to make podcasts based on the scripts that have been made. • Students determine the interlocutors in the podcast so that they can take turns when performing. • After the script is complete, students will 	
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			<p>perform the podcast at the next meeting in turn.</p> <ul style="list-style-type: none">• Students are asked to reflect on the learning they have done.• The teacher asks questions to gauge students' understanding of the podcast material and video examples.• Students convey the learning conclusion together.• The teacher directs students to complete the podcast that will be	
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			<p>practiced as a project.</p> <ul style="list-style-type: none"> • Students create digital storytelling as directed by the teacher. • The digital storytelling video will be uploaded to YouTube as part of the learning outcomes. 	
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Appendix III

In this documentation I do observations in class when the teacher taught







Appendix IV

Documentation when I was interviewing the English teacher







Appendix V

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 0932/Un.10.3/K/DA.04.10/2/2025

Semarang, 18 Februari 2025

Lamp : -

Hal : Izin Riset/ Penelitian

Kepada Yth.

Kepala Sekolah SMP Islam Al Azhar 29
di Semarang

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Mutiara Zazkia

NIM : 2103046117

Semester : Genap VIII

Judul Skripsi : Teacher Perception in Using Digital Story Telling in EFL Speaking Activity

untuk melakukan riset/penelitian di Sekolah SMP Islam Al Azhar 29 Semarang yang Bapak/Ibu pimpin, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 19 Februari 2025 – 19 Maret 2025.

Demikian, atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,
Kepala Bagian Tata Usaha

Siti Khotimah *

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

CURRICULUM VITAE

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S1 : UIN Walisongo Semarang

Organisational Experience

- PMII Rayon Abdurrahman Wahid
- HMJ PBI UIN Walisongo
- HMJB UIN Walisongo
- UKM TSC