

EXPLORING STUDENTS' EXPERIENCES ON DIGITAL STORYTELLING AS A MEDIUM TO FACILITATE SPEAKING SKILL

THESIS

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



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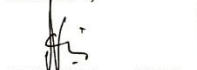
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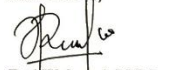

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title : Exploring Students' Experiences on
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Digital Storytelling (DST) has emerged as an innovative approach to address this issue by integrating technology, creativity, and interactive learning to enhance students' speaking proficiency. This study aims firstly to explain students' experiences in using Digital Storytelling (DST) as a medium to facilitate speaking skills, secondly to describe students' engagement of using this learning medium. This study employed a qualitative method and a descriptive research design. The participants were eighth-grade students from class VIII J at MTsN 1 Kota Semarang. Data collection techniques were interview, classroom observation, and documentation. The results indicate that DST creates a more engaging and enjoyable learning environment, allowing students to practice speaking in a low-pressure setting. Students reported increased motivation, confidence, and creativity as they could record, review, and refine their pronunciation and fluency at their own pace. Additionally, DST provided flexibility in self-learning, enabling students to engage in speaking practice beyond classroom hours. Despite its benefits, students encountered several challenges, including pronunciation difficulties, unfamiliar vocabulary, and technical constraints in using digital tools. Nevertheless, they actively sought solutions by collaborating with peers and consulting teachers, demonstrating resilience in overcoming these obstacles. The study concludes that DST is an effective tool for improving speaking skills promoting learner autonomy, and fostering meaningful engagement in language learning. To fully optimize the potential of DST in enhancing speaking proficiency, educators should implement structured guidance and provide adequate technical support throughout the learning process.

Keywords : *Digital Storytelling, Speaking Skills, Student Experiences*

DEDICATION

Thanks belongs to Allah, the Most Gracious and Merciful, whose boundless blessings, knowledge, and guidance have helped me finished my thesis. Without His grace, this journey would not have been possible.

This thesis is totally dedicated to :

1. My campus, UIN Walisongo Semarang
2. Education and Teacher Training Faculty and English Education Departement.
3. All of the lecturers who have educated and taught the author
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship comes ease.”

(QS. Al-Insyirah: 6)

“Dream as high as the sky. If you fall, you will land among the stars “

(Ir. Soekarno)

“What new technology does is create new opportunities to do a job
that customers want done.”

(Tim O'Reilly)

“Alon Alon Waton Kelakon”

(Risqi Fitrianiingsih)

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CHAPTER I

INTRODUCTION

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

A. Background of the Study

Language learning is a complex process involving various skills such as reading, writing, listening and speaking. Speaking is widely regarded as one of the most difficult abilities to acquire because it demands confidence, clarity, and fluency in communicating ideas orally. Celce-Murcia & Olshtain (2000), as cited in Asmawati & Asmara (2023) state that speaking has a complex communication process in communicating meaning, so it becomes a challenges for language learners. Speaking ability in English is also very important and vital because it is considered the main indicator of language knowledge. Broad & Columbia (2020) emphasizes that mastering English speaking skills is a top priority for second language learners.

Despite the importance of speaking skill, many students still struggle to improve their speaking ability due to various problems in the learning process. One of the main factors contributing to this problem is the teaching techniques used in the classroom. Research conducted by (Puteri Elyani et al., 2022) revealed that the media used by teachers did not attract students' attention and interest in

communicating. The limitations of these teaching techniques cause the majority of students to remain silent and show no enthusiasm. Another study by Fu et al. (2022a) textbooks are the primary medium for instruction, however they only prepare students for tests and do not provide real-life communication skills.

Monotonous and traditional English teaching methods for speaking skills often rely on memorization and repetitive exercises, which can leave students bored and unmotivated. In addition, the use of English is still limited in the classroom, both by teachers and students. Teachers usually explain the material in Bahasa, so students are not familiar with listening to and using English in classroom interactions.

To overcome this problem, teachers have a crucial role in creating a learning environment that supports the development of speaking skills. Teachers are responsible for encouraging students to actively participate and engage in learning by applying more interactive teaching methods according to students' needs. As technology develops and the educational paradigm changes, various modern techniques have been introduced to improve the effectiveness of language learning. As stated by (Mariam et al., 2022) that effective learning approaches are essential in the classroom. Technology-based approaches and creative methods are increasingly being used to create more interesting and meaningful learning experiences for students. Harmer (2008), emphasizes that

storytelling is a very effective way to improve English language skills. In the twenty-first century, digital technology has undergone significant changes in teaching methodologies, making it an important component of education. Technology provides a variety of tools and techniques for facilitating learning.

The impact of technology and globalization on 21st century literacy necessitates the development of learning strategies that combine traditional and digital literacy (Hsieh, 2016; Yang et al., 2020, Yang et al., 2022). Digital storytelling (DST) is one of the innovations that resulted from technological integration in education. Historically, storytelling has been used as an effective method for increasing speaking performance. However, with the advancement of technology, this technique has become more dynamic and participatory. According to (Syafryadin et al., 2019), technology can motivate students to learn English by providing a more interesting and innovative learning paradigm.

Digital storytelling is a technique for creating and delivering stories utilizing digital resources such as images, audio, and video. (Nair & Yunus, 2021) defines digital storytelling (DST) as the process of transferring stories through digital tools such as text, images, audio, and video. Garrety et al. (2008) also state that DST incorporates multimedia elements such as images, music, video clips, and natural sounds, resulting in a more interactive learning experience. As a learning medium, DST has significant benefits in

increasing student participation. With its multimedia-based design, this technique not only looks good, but also gives students more opportunities to learn to speaking in English in a more authentic context.

A research conducted by Rajendran & Md Yunus highlighted that digital storytelling considerably improves students' speaking abilities, emphasizing its benefits in improving oral communication (Rajendran & Md Yunus, 2021). DST provides an interactive learning environment by allowing students to use diverse multimedia components like as text, graphics, audio, and video into their language learning experiences. Their findings show that DST not only makes studying more enjoyable, but it also encourages students to actively practice speaking English, thereby enhancing their speaking abilities. Similarly, a study conducted by Fu et al. (2022b) found that students made considerable improvements in their speaking skills, particularly in terms of fluency and language use. This study concludes that the usage of DST improves student communication.

In this study, Digital Storytelling (DST) is used as a media to facilitate language learning in English, with a focus on exploring students' experiences in speaking skills. DST not only allows students to express their ideas through digital content, but it also creates a more interactive and engaging learning experience. This method, which incorporates visual, audio, and narasi elements, has

the potential to improve self-esteem, confidence, and communication skills among students, particularly in speaking English.

Based on previous research, a variety of studies have shown that digital storytelling (DST) significantly enhances language learning, particularly in terms of speaking ability. Rajendran and Md Yunus argue that DST created an interactive learning environment by incorporating multimedia elements such as text, images, audio, and video, making learning more interesting and encouraging students to be more active in learning English. In addition, Fu et al. (2022b) discovered that after using DST, students seek significant improvements in spoken language usage, increasing their communication skills.

However, previous research has focused on the impact of digital storytelling (DST) on speaking skills in general, rather than investigating students' subjective experiences and students' direct experience of using digital storytelling (DST). Most studies use a quantitative approach to measure the improvement of speaking skills, but they have not investigated students' subjective experiences in using DST for speaking development, such as the challenges they face or the features of digital storytelling (DST) that are most effective in helping them speak more fluently, as well as how they make meaning of the learning process with DST, have not been explored in depth.

Therefore, this study aims to address those gaps by exploring students' experiences on digital storytelling (DST) as a medium to facilitate speaking skill. By using a qualitative approach, this research is expected to provide educators with deeper insights to develop more effective DST learning strategies that suit the needs of their students.

B. Research Questions

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

1. What are the students' experiences in using digital storytelling to facilitate speaking skill?
2. How are students' engagement of using digital storytelling to facilitate speaking skill?

C. Objective of the Study

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

1. To explain students' experiences in using digital storytelling as a medium to facilitate speaking skill.
2. To describe students' engagement of using digital storytelling to facilitate speaking skill

D. Limitation of the Study

As explained in the background, This research only focused on

students' experiences in using Digital Storytelling (DST) to facilitate speaking skills in English. It does not cover other language skills such as reading, writing, or listening. The participants in this study were limited to students of class VIII J at MTsN 1 Semarang City, so the results of the study cannot be generalized to all students at the junior high school level, both in different school contexts and regions.

E. Research Significances

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

1. Theoretical benefits

The researcher hopes that this study can provide new insights or additional information to readers about the use of digital storytelling as a medium to facilitate speaking skills, particularly in the context of students' experiences at MTsN 1 Kota Semarang in English language learning.

2. Benefits of practice

a. Teachers or Tutors

The findings of this study are expected to assist teachers or tutors at MTsN 1 Kota Semarang in enhancing students' learning motivation in speaking skills through the application of digital storytelling in the learning process.

b. For Students

The findings of this study are expected to enhance students' learning motivation in developing their creativity through digital storytelling, particularly in speaking skills.

c. For Other Researchers

The findings of this study are expected to provide new insights and serve as a reference for other researchers who wish to investigate similar topics, especially in the context of students' experiences using digital storytelling for English language learning.

d. For the Researchers Themselves

The findings from this research are expected to provide new insights and serve as a reference for further studies related to digital storytelling and the development of speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains Previous Research and some literature review of this research, they also present a theoretical review to make this research more understandable.

A. Previous Study

1. Enhancement of Speaking Skills through Digital Storytelling

Previous research entitled, "Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence" by Fu et al. (2022b), found that students made considerable improvements in their speaking skills, particularly in terms of fluency and language use, with topic familiarity and scaffolding via the Toontastic app being key factors in enhancing speaking ability and learner engagement. Similarly to this study, my research explored the impact of DST in improving students' speaking abilities. However, this study varies in that it investigates students' personal experiences with DST rather than testing their speaking competence. Rather than depending primarily on quantitative data, my research seeks to investigate students' experiences, problems, and reflections on using DST as a learning medium. Furthermore, while Fu et al. (2022b) focused on fluency and language use, this study looks into how DST influences students' confidence, critical thinking,

and motivation to learn English.

The second study conducted by Elyani et al. (2022) “Enhancing Students’ Speaking Skill Through Digital Storytelling” focused on using digital storytelling to educate students to read short stories and improve their speaking skills. The data revealed that students significantly improved their speaking abilities, demonstrating the efficacy of this strategy. This study has similarities to my research in that it looks into how digital storytelling can help students improve their speaking skills. However, there are significant differences in context and focus. While Elyani et al. (2022) focused reading short stories, my research focuses on students' experiences with creating and giving voice to digital stories as a means to facilitate their speaking skills.

The third study “Digital Storytelling and EFL Speaking Skill Improvement” conducted by (Murad et al., 2023a) investigated the impact of digital storytelling on the speaking ability and motivation of Arabic-speaking students in secondary schools learning English as a foreign language (EFL). The results suggested that digital storytelling is an effective method to enhance both speaking skills and motivation in EFL learning, highlighting how technology can make learning more engaging and improve students' language proficiency. This study shares similarities with my research, as

both examine the use of digital storytelling to enhance speaking skills. However, there are key differences in terms of context and participants. While the study focuses on Arabic-speaking students in secondary schools learning English, my research is centered on students at MTsN 1 Kota Semarang, exploring their experiences with digital storytelling in improving speaking skills within a different cultural and educational context. Additionally, the focus of my study is on exploring students' experiences with digital storytelling through a constructivist lens, whereas the aforementioned study primarily investigates the direct impact of digital storytelling on motivation and skill improvement. Both studies underscore the potential of digital storytelling to enhance language skills, but they approach the research from different perspectives and theoretical frameworks.

2. Promotion of Motivation, Engagement, and Positive Perception through Digital Storytelling

Previous research conducted by Rajendran “Interactive Learning via Digital Storytelling in Teaching and Learning” (Rajendran & Md Yunus, 2021) which conducted a systematic review of ten research articles on digital storytelling (DST) published between 2016 and 2020, discovered that DS improves interactive learning, speaking skills, and vocabulary mastery, fosters positive learner perceptions, incorporates

diverse research methodologies, and is effectively integrated into the curriculum. Similar to this study, my research acknowledged DS as an engaging instrument that aids language learning, particularly in the development of speaking abilities. However, although the reviewed study investigates DS widely through several studies using diverse approaches, my research focuses on students' personal experiences with DS as a medium to improve their speaking skills. Additionally, this study highlighted general learner motivation and self-confidence, whereas my research explores students experiences on Digital Storytelling to facilitate speaking skills.

Previous research entitled, "Exploring the role of digital storytelling in student motivation and satisfaction in EFL education" conducted by Hava (2021) investigated the impact of DST on students' motivation and satisfaction in learning English as a foreign language, finding that DST increased self-confidence and personal usage, though it did not significantly change attitudes. Similarly, the current study, "Exploring Students' Experiences Of Digital Storytelling As A Medium To Facilitate Speaking Skill," also examines the role of DST in enhancing English speaking skills. However, while Hava's study focuses on motivation, satisfaction, and overall language skills improvement, the current study diverges by specifically exploring students' personal experiences and

perceptions of using DST as a creative medium to assist their speaking skills, with a particular emphasis on speaking rather than overall language skills or motivation and satisfaction.

3. Development of Creative Thinking and Interdisciplinary Skills through Digital Storytelling

Previous research entitled, "Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking" conducted by Yang et al. (2022b) evaluates the effectiveness of DST in enhancing English speaking and creative thinking skills, combining an English course with a computer course. Similarly, the current study, "Exploring Students' Experiences On Digital Storytelling As A Medium To Facilitate Speaking Skill", also focuses on the use of DST as a creative medium to support English speaking skills. However, while Yang et al. concentrate on the interdisciplinary benefits and the enhancement of creative thinking, the current study diverges by specifically exploring students' personal experiences and perceptions of using DST as a medium to assist their speaking skills, without emphasizing interdisciplinary learning or creative thinking.

Existing research on digital storytelling (DST) focuses primarily on its effectiveness in improving speaking skills, frequently employing quantitative methods to assess fluency, accuracy, and engagement. While some research focuses on

motivation and interdisciplinary benefits, none delves into students' personal experiences, challenges, and perceptions of using DST in the classroom. Additionally, previous studies do not examine how students construct meaning from their learning experience through DST. This study fills these gaps through employing a qualitative method to investigating students' experiences with DST for speaking practice. It provides a more indepth explanation of DST's problems, benefits, and motivational factors, extending beyond simple performance outcomes.

B. Literature Review

1. Speaking Skilss in Language Learning

Speaking skills are crucial for learning a language as they enable students to speak effectively, engage in interactions with others, and express their ideas clearly. Speaking is one of the four fundamental language abilities required for communicative competence, the ultimate objective of language learning (McCarthy & Carter, 2006). Fluency in speaking enables students to actively participate in discussions, voice their thoughts, and answer appropriately in real-life conversations. According to Brown (1997), speaking is an interactive process of meaning construction that comprises producing, receiving, and processing speech with sound as the primary instrument. In Addition Bailey (2005) identifies

speaking as a productive talent that requires structured verbal utterances to communicate meaning (Elyani et al., 2022b).

Despite its importance, many language learners have difficulties in developing their speaking skills, such as insufficient vocabulary, pronunciation difficulties, and a lack of confidence. These limitations frequently prevent students from clearly expressing their ideas and participating effectively in spoken conversations. A study of lowersecondary students found that these concerns are substantial obstacles to learners engaging in meaningful conversations (Hava, 2021). Similarly, research shows that pronunciation challenges and vocabulary restrictions are among the most significant barriers to students' speaking fluency and overall communicative competence (Fu et al., 2022a). Given these limitations, effective teaching practices are critical for increasing students' confidence, involvement, and speaking skill.

Based to the studies, using appropriately instructional strategies can considerably improve students' confidence, involvement, and communication competence in speaking (Yang et al., 2022a). Digital Storytelling (DST) is a successful strategy that allows students to improve their speaking skills by creating and presenting digital narratives. DST allows students to practice speaking in a more flexible and creative setting, lowering fear and increasing confidence in utilizing the target

language. Incorporating multimedia components such as visuals, narration, and background music can help students improve their pronunciation, intonation, and speech clarity in an interesting way.

Furthermore, DST fosters active student participation by allowing them to record, edit, and enhance their narratives, which promotes self-evaluation and continual development in spoken language output. The storytelling process demands learners to formulate ideas, select proper vocabulary, and convey their stories coherently, all of which help them improve their speaking skills. Furthermore, DST provides a collaborative learning environment in which students share their narratives with peers and receive helpful feedback, boosting their speaking confidence and listening comprehension (Yang et al., 2022a).

In the end, speaking abilities are crucial in language learning, however many students struggle with fluency owing to a variety of factors. Implementing effective instructional techniques, such as Digital Storytelling, can give students with valuable opportunities to improve their speaking skills in a supportive and engaging setting. By incorporating DST into language training, teachers can assist students in overcoming speaking obstacles while also fostering confidence, creativity, and communicative competence.

2. Digital Storytelling in Language Learning

Digital Storytelling (DST) is a collaborative process that combines technology and storytelling to create engaging learning experiences. DST integrates verbal expression with digital innovation to improve narasi and reduce monotony. This technique allows students to create, write, and share information via digital media, thereby improving their language skills, creativity, and critical thinking (Robin & Robin, 2016a). DST increases storytelling competence through the use of digital resources such video editing software, image modification applications, and audio recording equipment. These tools have extensive visual and aural components, which booststheir impact and effectiveness. DST is appropriate for learners of all proficiency levels since it enables them to express themselves creatively and eloquently in the target language.

DST provides an interesting combination of linguistic discovery, collaborative learning, and digital production, making it an essential instrument in modern language education. In addition to linguistic benefits, DST promotes critical thinking and creativity. Yang et al. (2022) show that when students produce digital stories, they participate in problem solving, narrative structuring, and multimodal literacy, all of which improve their overall cognitive and

communicative skills. Hava (2021) further underlined that DST enhances student motivation and autonomy by allowing students to take control of their storytelling efforts.

The incorporation of Digital Storytelling (DST) into language teaching indicates a significant shift towards more engaging, interactive, and student-centered learning experiences. DST has numerous benefits that go beyond traditional approaches, including increased student engagement, creativity, and generally language development. DST offers a dynamic method that caters to various learning styles by using multimedia components such as text, graphics, music, and video, making language learning more relevant and engaging. These advantages help to improve language acquisition and skill development in several of ways.

- a. One of the primary benefits of DST is how it increases the effectiveness of student learning. DST's multimedia-based approach makes the learning environment more engaging, stimulates deep interaction and increases students' active participation in the learning process. Robin & Robin (2016a) explain DST enhances students' understanding of topics because they are actively involved in the learning process. Further Robin emphasized that creating digital stories requires kids to arrange and

understand information, resulting in digital narrative form. Compared to passive learning methods, this procedure promotes higher conceptual understanding.

- b. DST develops creativity by allowing students to express themselves artistically using writing, visuals, and audio, while also fostering critical thinking and imaginative problem solving. Students not only generate fresh ideas when creating digital stories, but they also build intriguing narratives and experiment with numerous creative ways to enhance their stories. Yang et al. (2022) show that DST forces learners to think more creatively when writing stories, whereas Hwang et al. (2021) discovered that students who employed DST were more capable to produce creative and intriguing ideas during the learning process.
- c. As a tool in language learning Digital Storytelling (DST) has a substantial impact on the development of various language skills in students. Rajendran and Md Yunus (2021) discovered that DST helped students speak more fluently and confidently by allowing them to record and listen back to their own pronunciation, allowing them to transmit and repair errors on their own. This is supported by (Fu et al., 2022a), who demonstrate that the usage of DST improves students'

speaking fluency and accuracy through repeated practice and exposure to more effective language models. In practice, DST encourages students to use language in meaningful contexts since they must improve their vocabulary, select appropriate words, and consider grammar and pronunciation during the process of creating digital content. As stated by Ong & Aryadoust (2023), active learning in language production through DST assists students in acquiring new skills and improving their language proficiency. Aside from that, the presence of a feedback and interaction in a collaborative project at DST provides an opportunity for employees to discuss and reflect on their experiences, thereby improving their communication skills.

Despite considering that Digital Storytelling (DST) provides many benefits for language learning, there are some limitations regarding its use. The lack of access to technology and the high cost of technology have become a challenge for students and teachers in using DST effectively (Yang et al., 2022). Aside from that, a lack of time in the curriculum might stymie the process of creating digital content, which requires extensive planning, editing, and presentation . An outcome, adequate support and training are required to assist students in

overcoming this challenge and maximizing the benefits of DST in learning.

Accordingly, digital storytelling (DST) is an effective instrument for language learning, providing an interactive and engaging method that suits the needs of today's learners. By combining technology and storytelling, DST improves language acquisition, inspires creativity, and promotes active involvement. The use of multimedia elements such as text, graphics, audio, and video creates an engaging classroom that fosters deeper comprehension and meaningful communication. Furthermore, DST improves students' speaking abilities, confidence, and general language competency by allowing them to practice and express themselves freely. DST's collaborative nature stimulates peer engagement and feedback, which improves communication skills. While there are limitations in terms of technology and time, adequate support and training can help optimize the benefits of DST.

3. Student Experiences on Digital Storytelling

The term 'student experience' refers to the different interactions, perspectives, and emotions that students face throughout their process of learning. In the context of language learning, student experience contains engagement, challenges, and accomplishments that occur when students participate in

activities aimed at improving their linguistic skills (Amado Mateus et al., 2023). When students use Digital Storytelling (DST) as a medium, they participate in a dynamic learning process that combines creativity, technology, and verbal expression, which has a direct impact on their confidence, motivation, and speaking skill.

Digital storytelling improves student engagement by allowing students to interact with content in a variety of ways, including visually, aurally, and kinesthetically, which creates a more immersive language learning experience (Yang & Wu, 2012a). According to studies, students are more motivated and emotionally committed when working on projects that relate to their personal experiences or interests (Lambert, 2010). Niemi and Multisilta (2016) emphasize that DST allows students to actively participate in the learning process by creating personalized, meaningful content that improves their critical thinking, creativity, and speaking skills.

The study "Secondary Students' Experiences in Learning Speaking through Digital Storytelling Project" examines the experiences of secondary school students in learning speaking abilities through a digital storytelling project. The findings show that students improved their speaking skills after creating digital stories. Furthermore, students reported positive experiences throughout the process, emphasizing

greater enthusiasm and involvement in learning English. The results support the concept that digital storytelling can be an effective way to improve students' speaking skills while also offering a fun and relevant learning experience.

In addition to engagement, digital storytelling facilitates student-centered learning by giving students control over their language development. compared to traditional speaking exercises, DST allows students to organize, script, record, and modify their spoken output, giving them more control over language learning (Robin, 2008). This self-directed approach encourages exploration with vocabulary, sentence structures, and pronunciation, resulting in increased fluency. DST also promotes reflective learning by allowing students to review their recordings, seek opportunities for progress, and make asked for improvements, resulting in enhanced self-confidence when speaking.

Furthermore, DST promotes collaborative learning, where students work in pairs or groups to produce digital stories, fostering peer interaction and constructive feedback. This process reduces speaking anxiety, as students feel more comfortable practicing pronunciation and fluency in a supportive environment. By integrating personal expression, creativity, and multimedia tools, digital storytelling serves as an effective medium that not only enhances students' speaking

skills but also equips them with digital literacy and communication competencies essential for the 21st century. In the end, the data indicates that digital storytelling improves students' speaking skills by improving engagement, facilitating student-centered and collaborative learning, and delivering a meaningful and engaging language-learning experience.

4. Digital Storytelling As a Medium to Facilitate Speaking Skill

Digital storytelling is an innovative medium in the teaching and learning process. According to Robin, digital storytelling has become a powerful tool for students and teachers in the learning process in recent years (Robin & Robin, 2016b). As an effective narrative medium that can be used in EFL learning and teaching, Digital storytelling provides various benefits when it is applied in the classroom (Anggriyashati Adara Universitas Islam & Haqiyyah Universitas Islam, 2020). DST improves the learning experience by including multimedia components such as pictures, text, music, video, and animation, which encourages curiosity and aids in greater comprehension and retention of material. Furthermore, DST promotes critical thinking and creativity, making it a highly effective teaching tool. Using visual and aural narrative elements in English language instruction engages, interests, and improves students'

understanding of the subject matter.

The process to create a digital story, students must create their narratives, record their voices, and integrate their words with graphic elements, thereby improving their speaking abilities. Students can improve their pronunciation, intonation, and general speaking clarity by practicing consistently and receiving peer feedback. Furthermore, DST alleviates students' nervousness of speaking in front of an audience by allowing them to prepare and edit their recordings before delivering their final work. This component aligns with the constructivist approach, which encourages active learning through personal participation and reflection (Sadik, 2008).

Digital storytelling (DST) has been shown to be an excellent medium for increasing students' speaking skills in language learning. According to research conducted by (Jitpaisarnwattana, 2018), DST not only motivates students to actively use the target language, but it also improves their learning autonomy in a technology-based setting. In terms of speaking skills, DST allows students to record their voices, listen back to it, and reflect and improve their pronunciation and intonation. Furthermore, the study found that DST facilitates collaborative learning, in which students work together to develop, compose, and present their digital stories. This technique not only improves speaking skills through

repeated practice, but also allows them to get feedback from peers, resulting in the development of fluency and confidence in speaking English. Furthermore, the findings of this study show that DST can boost students' motivation for language learning. When students participate in DST projects, they are more likely to speak English since the learning experience is more interactive and relevant. This motivation motivates children to experiment with different language expressions, enhance their speaking skills, and develop a deeper understanding of language structures in a more authentic setting.

Another study by Murad et al (2023b) examined the effectiveness of employing DST to improve students' speaking skills and discovered that this strategy can have a major positive impact on their speaking development. In addition to increasing speaking skills, this study found that DST can boost students' willingness to learn English. This study demonstrates that incorporating technology, such as digital storytelling, can be an effective educational technique for improving students' speaking skills.

Therefore, DST serves not just as a tool for learning, but also as an effective way of facilitating more efficient work. As a result, DST implementation in language learning must be carefully planned in order to improve classroom learning by

balancing individual instruction and collaborative interactions to encourage overall language development.

C. Theoretical Framework

The extant literature on digital storytelling demonstrates that there are a variety of theories and theoretical models that support its adoption in educational settings. Thus, in the following parts, this research focused on ideas that molded both language learning and technology-mediated learning, and how they are significantly related to the digital storytelling process.

1. Constructivism and Digital Storytelling

Over the last few decades, educational pedagogy has changed away from "passive" learning and towards "active" engagement and more participatory learning (Glava, 2017). According to direction, constructivism proposes that learners construct their knowledge of their target language that is most meaningful to them via social interactions with their environment and reflection on their experiences (Simina & Hamel, 2005). According to Piaget's theory, learning is a developmental process that builds on earlier learning experiences and knowledge. Learning matures into an active constructive process in which new information and world representations are assimilated and incorporated into previous mental constructs (Kaufman, 2004). This approach highlights the relevance of learner-centered models over teacher-centered

models, which is particularly relevant in interactive and creative situations such as digital storytelling, where students are encouraged to actively explore and express their language skills through narrative production.

The core constructivist beliefs of instructors allow students to design their own learning. Since learning is social, teachers should provide students many opportunities to work in groups. Conversations are vital for learning, and educators should encourage peer discussion about telling, writing, and performing stories with a knowledgeable third-party perspective (Okumuş & Okumuş aysegulokumus, 2020). Ultimately, digital storytelling for teaching and learning is founded on constructivism, which can be an effective method for incorporating digital media into creative teaching and learning practices.

In the context of digital storytelling, constructivism explains how learners can learn new information through tales because they go through a satisfying learning process while producing them, progressing step by step until they reach the end product, the digital narrative. They employ existing information and skills, as well as personal experiences, to create a story. Building a tale encourages active participation and interaction among students, making learning a constructive social experience.

2. Sociocultural Theory and Digital Storytelling

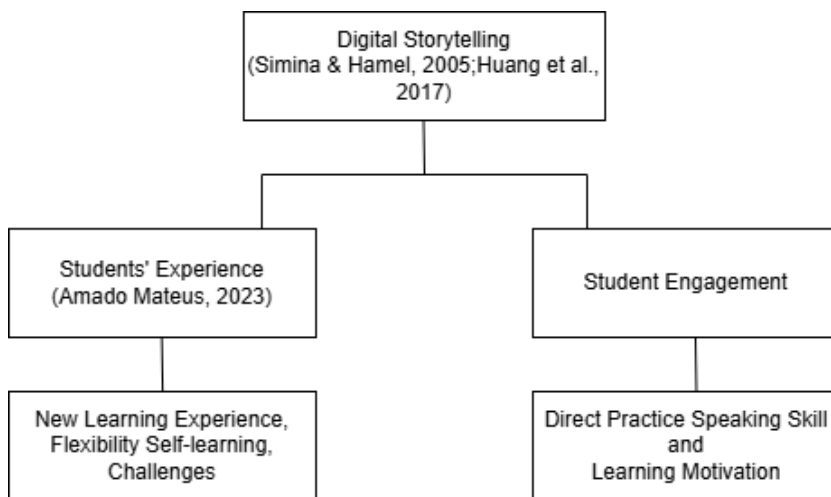
In the context of the social aspect of constructivism, Huang et al. (2017) mentioned that sociocultural theory is founded on the work of L.S. Vygotsky, who claimed that society and cultural settings have a substantial impact on the language learning process, with the environment being the most important aspect. Essential features of sociocultural theory include mediation, the zone of proximal development (ZPD), 'scaffolding', and collaborative participation. The language process needs social interaction and collaboration between learners and their social surrounds (peers, teachers, and parents), with sociocultural approaches to mediation and the ZPD aiding in this process (Tanaka, 2005).

According to Lantolf (2000), deep conversations allow students to agree, disagree, and mutually criticize reasoning, allowing them to take advantage of the social side of learning with the ultimate goal of encouraging members of the small group to 'scaffold' each other (Nair & Md Yunus, 2022). The constructivist classroom, which capitalizes on the nature of social learning and uses scaffolding, reciprocal teaching, and classroom interaction, has the potential to be an effective learning environment (Huang et al., 2017). Because a digital narrative is a powerful piece of art that may stem from a "shared

experience," sociocultural theory and digital storytelling share many commonalities (Glava, 2017). According to Mohamed Salama Eissa (2019), learners can cooperate, engage, exchange ideas, assist, and encourage one another, as both digital and conventional storytelling can be an effective social technique to improving learners' speaking skills.

Sociocultural theory and digital storytelling appear to have a lot in common because a digital narrative is a strong piece of art that might arise from a 'sharing experience'. Learners can cooperate and communicate with one another, exchange ideas, and assist and support one another in the process of creating meaning.

D. Conceptual Framework



CHAPTER III

RESEARCH METHODS

This chapter contains an explanation of how the research was conducted. This research requires the use of a strategy to assist the researcher in discovering research findings. This chapter describes the steps involved in this research. The research process involves several steps, namely research design, research settings, participants, research procedure, techniques of collecting data, and the data analysis.

A. Research Design

This study used a qualitative method and descriptive research design. It explored students' experiences on digital storytelling as a medium to facilitate speaking skill. According to Creswell (2013) qualitative research methods are one type of methods to describe, explore and understand the meaning that some individuals or groups of people ascribe to social or human problems. The qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to themes. Inductively from specific to general themes, and interpreting the meaning of the data. The final report for this research has a flexible structure or outline. Anyone involved in this form of research should adopt a research perspective that is inductive in style, focuses on individual meaning, and interprets the complexity of a problem.

This technique was chosen because the study reflected the students' experiences of the usage of digital storytelling as a medium to assist learning English, followed by the formation of a conclusion based on the data gathered. This study examined participants' impressions of digital storytelling as a media to assist learning English in a real-world setting. According to Bogdan & Biklen (1998) stated that qualitative research is descriptive. The collected data is in the form of words or visuals rather than numbers. Next, the researcher utilized a qualitative technique to explore students' experiences with digital storytelling as a tool to assist speaking skills. The researcher hopes to gain a deeper understanding of how students experience the speaking learning process through in-depth interviews and digital storytelling.

The findings of this study are expected to provide useful information about the usefulness of digital storytelling to facilitate students' speaking skills.

B. Research setting

In this study, the researcher conducted classroom observations, interviews, and documentation at MTsN 1 Kota Semarang from November 11 to November 21, 2024. The data collection process was conducted during this period, the data analysis began after the observations and interviews were completed. This study focused on exploring students' experiences using Digital Storytelling (DST) to facilitate speaking skills, ensuring that participants were observed

and interviewed in their natural learning environment to gain a better understanding of their engagement, challenges, and perceptions of DST in language learning.

C. Participant

The participants in this research were eighth-grade students (Class VIII J) at MTsN 1 Kota Semarang. This study involved 33 students from MTsN 1 Kota Semarang in the academic 2024/2025. The researcher conducted classroom observations to explore students' experiences on Digital Storytelling (DST) activities and how this strategy facilitated students speaking skills.

Ten of the 33 observed students were chosen for semi-structured interviews using Simple Random Sampling. According to Bhardwaj (2019), Simple Random Sampling is used for very homogeneous populations, with research participants chosen at random. This means that all students had an equal chance of being chosen, ensuring that the interview findings reflect a variety of student experiences with DST and its impact on their speaking abilities. This study seeks to provide a thorough understanding by integrating classroom observations with randomly selected interviews.

D. Research Procedure

In this study, the researcher employed a four-stage digital storytelling technique adapted from Yang & Wu (2012b) to ensure an organized and effective data collection approach. The technique

includes two key types of data collection: interviews and documentation, aiming to acquire thorough insights into students' experiences employing digital storytelling for assisting their English speaking skills.

1. Pre-Production

In the pre-production phase, students were provided with examples of digital storytelling prepared by the teacher. The digital stories displayed included explanations of narrative texts, covering their features and examples. After viewing the digital story, students were asked to understand the presented content and create a story script based on this explanation. They then shared their scripts, which were documented for further analysis. This stage ensured that students grasped the material and could translate it into their own digital storytelling scripts.

2. Production

During the production phase, students prepared multimedia elements and recorded themselves narrating their stories. This stage involved integrating various multimedia components such as images, texts, audio, and video to create a digital narrative. The researcher observed and documented this process, capturing how students utilized these elements in their digital stories. This documentation was essential for analyzing the application of digital storytelling in the learning context.

3. Post-Production

The post-production phase involved compiling and editing the content into complete digital stories. Students assembled their multimedia elements into a cohesive digital story format. The researcher documented the final products, including the completed digital stories and any feedback from students about the editing process. This documentation provided critical insights into the effectiveness of digital storytelling as a learning tool and the quality of the final outputs.

4. Distribution

In the distribution phase, students shared their digital stories and provided comments on their experiences with the digital storytelling process. The researcher conducted interviews to gather feedback on how digital storytelling impacted their speaking skills and to identify challenges and benefits associated with this method. The interviews were conducted in Bahasa and were designed to capture detailed, qualitative data. The documentation of these interviews and student feedback offered valuable information for analyzing the effectiveness of digital storytelling in enhancing English speaking skills.

Through this approach, the study aims to explore students experiences of using digital storytelling as a medium to facilitate

their speaking skills, as well as understand how this method influences their critical thinking abilities and learning motivation.

E. Techniques of Collecting Data

The data collection procedure refers to the steps taken to collect data as part of study preparation. Researcher often employed research instruments to achieve better findings.

1. Observation

The observation method includes gathering data systematically and directly by observing activities, environments, events, objects, and research locations. According to Syafa Wani et al. (2024) observation is a method of gathering data by directly observing phenomena or behavior in the field. Observation approaches, for example, allow researchers to directly observe behaviors, interactions, or occurrences (Hasanah, 2017). This technique enables researchers to observe and capture what they see in the real environment, without interference or change on the part of the researcher. This method allows researchers to document real-time occurrences without interference, ensuring data authenticity.

In this study, the researcher performed classroom observations to explore students' experiences on Digital Storytelling (DST) as a medium to facilitate speaking skills. This method allowed for an in-depth examination of how DST

was incorporated into language learning, including student engagement, interaction with technology, and general classroom dynamics. To collect data, the researcher observed the learning process in the classroom using a checklist sheet as an observation guideline while keeping field notes.

In this study, to facilitate the analysis of the observation results, students' levels of participation and enthusiasm in using Digital Storytelling (DST) were classified into three categories: High, Medium, and Low. These criteria were developed based on indicators of student engagement observed during the learning process. The explanations for each category are as follows:

1. High

Students demonstrate a high level of enthusiasm and active participation in every Digital Storytelling activity. They eagerly respond to the teacher's instructions without being prompted, show initiative in completing their projects, frequently smile, laugh, display positive expressions, and actively engage in group discussions. They also consistently participate in speaking English throughout the DST project.

2. Medium

Students show a moderate level of enthusiasm. They sometimes respond actively but often require direction or

encouragement from the teacher to be more involved. Their participation in Digital Storytelling activities is relatively stable but not consistent. Occasionally, they display positive expressions or enthusiasm when completing tasks.

3. Low

Students exhibit low participation and enthusiasm. They tend to be passive, rarely or never actively engaging in DST activities. Their responses to teacher instructions are minimal, they seldom display enthusiastic expressions, and their involvement in the project typically occurs only when directly prompted by the teacher or peers.

2. Interview

Interview is a data collection strategy that involves asking and answering questions directly or indirectly with the data source (respondent). According to Huberman & Miles (1992, as cited in Romdona et al., 2024) interview is a data collection strategy that involves direct interaction between the researcher and the respondent, in which the researcher asks questions to elicit detailed information about the topic under study.

There are several types of interview that can be used depending on the research needs. In this study, the researcher

employed data that was semi structured. Semi-structured interviews offer greater flexibility. Although the interviewer has prepared a list of questions, the sequence of the questions may vary depending on the flow of the conversation (Rahmawati Aslihatul et al., 2024). They are frequently regarded as a more adaptable version of structured interviews, in which core questions remain to keep the interview focused but the interviewer can explore other pertinent topics more freely.

Interviews were conducted to gain a deeper understanding of students' experiences on Digital Storytelling (DST) as a medium to facilitate speaking skills. This method allowed the researcher to investigate the perceptions, challenges, and benefits that students encountered while using DST in language learning. Before conducting the interviews, the researcher developed a structured interview guideline to ensure consistency and focus in gathering relevant data.

In collecting the data, the researcher used interview adapted from Gusnita (2018). The interview consisted of five main questions were employed to collect supporting data for the study regarding students experiences. The questions focused on several aspects, including students' perceptions of DST as a learning medium, their participation in DST activities, the challenges they faced, the strategies they used to overcome

obstacles, and their overall motivation and confidence improvement after participating in DST-based learning.

3. Documentation

Documentation supports the sequence of research activities. Documentation studies enhance the interview method in interview research. It is given alongside data obtained through research techniques such as interview findings, observations, and other relevant study elements. The researcher collected data from student documents and organized the necessary research materials for this study, such as writing instruments and recording devices. The researcher used photographs and recording devices to document her research. The researcher documented students' use of digital media to study and practice speaking skills. The goal of this documentation was to create videos that highlighted the students' work.

F. Data Analysis

After gathering data using various approaches, the next step is to analyze it. The data is being analyzed using theme analysis, as Clarke and Braun (2017) have detailed. This method identifies, analyzes, and reports patterns (themes) in data. The researcher selected this strategy additionally because it is adaptive in dealing with descriptive data, making it particularly beneficial for beginners pursuing insights. Braun and Clarke further note that

theme analysis's flexibility allows for rich and detailed results.

According to Braun and Clarke (2017), "thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data." They outline six phases of theme analysis:

Phases 1	It entails being familiarization with the data, which includes transcribing the interview results and repeatedly reading them.
Phases 2	Generating initial codes entails identifying and categorizing data features relevant to key points from the interview.
Phases 3	Searching for themes entails organizing codes into probable themes and collecting all relevant data for each theme
Phases 4	Themes are reviewed and refined by comparing them to the dataset to ensure that they appropriately reflect the data.
Phases 5	Themes should be clearly defined and named
Phases 6	Producing the report: Writing the analysis, weaving the themes and supporting data extracts to tell the story of the data.

Table 3. *Initial Codes Generation*

RQ	Theme	Code	Interview Questions
Students' Experiences in Digital Storytelling to facilitate Speaking Skills	Fun new learning experience	FLE-Q1	1: <i>What is your when using experiences digital storytelling as a medium for learning English?</i>
	Flexibility in self-learning	FSL-Q2	2: <i>In your opinion, does digital storytelling help for improving your speaking skills in English?</i>
	The challenges of digital storytelling	CDS-Q3	3: <i>What challenges do you face when using digital storytelling as a medium to facilitate you learn to speak English?</i>
Students' Engagement Of Using Digital Storytelling To	Direct practice in improving speaking skills	DPSS- Q4	4: <i>What are the advantages of digital storytelling as a medium to assist your English- Speaking</i>

Facilitate Speaking Skills			<i>skills?</i>
	Learning Motivation	LM-Q5	5 : <i>Does the use of digital storytelling motivate you to be more active in learning to speak English?</i>

G. Trustworthiness

Trustworthiness is one way researchers can persuade themselves and readers that their research findings are worthy of attention (Nowell et al., 2017). To ensure the trustworthiness of this qualitative research, several strategies were used throughout the research.

Credibility was established through method triangulation, which involved gathering data through interviews, observations, and documentation. The researcher also did **member checking**, which involved reconfirming data interpretations with many participants to validate the findings' validity and accuracy.

Confirmability was ensured by demonstrating that the research findings were based on the participants' responses and not influenced by researcher bias. This was achieved by clearly tracing the conclusions and interpretations back to the raw data through systematic coding, theme development, and direct

quotations from participants during analysis. Maintaining a detailed audit trail of the data collection and analysis process also supported the confirmability of this study.

These combined strategies were implemented to ensure that the research findings are trustworthy, transparent, and grounded firmly in the participants' authentic experiences.

CHAPTER IV

FINDING AND DISCUSSION

This chapter details the research findings. The gathered data was utilized to address the research question. Then, the results were discussed briefly in the discussion part.

A. Finding

This chapter presents the results of the research on Exploring Students' Experiences On Digital Storytelling As A Medium To Facilitate Speaking Skill. This study focused on eighth grade students from MTsN 1 Kota Semarang, who were selected as participants. A total of 10 students who engaged in digital storytelling activities to improve their speaking skills were included in this study. In this chapter, the data were obtained from the observations and interviews be presented and analyzed. Observations were conducted to explore the learning experiences of MTsN 1 Semarang students with Digital Storytelling (DST) as a medium to facilitate their English speaking skills. Meanwhile, face-to-face interviews were conducted with 10 selected students to gain deeper insights into their perspectives on how Digital Storytelling (DST) contributed to improving their speaking proficiency and its effectiveness in facilitating an engaging and motivating learning process.

Observational data were collected during the implementation

of Digital Storytelling (DST) activities in the classroom at MTsN 1 Kota Semarang, focusing on how students interacted with the media, practiced speaking, and responded to the tasks given. Interviews were conducted directly with the participants to capture their views and experiences in a more detailed and personalized. The findings from the observations and interviews are presented in detail in this chapter to provide a comprehensive understanding of the students' experiences of the Digital Storytelling (DST), the challenges they faced, and its overall impact on their English language skills.

4.1 Students' Experiences in Digital Storytelling to facilitate Speaking Skills

Students reported positive experiences using digital storytelling as a medium to facilitate their speaking skills. This part combines insights from interviews and observational results.

4.1.1 Digital Storytelling (DST) Creates A Fun New Learning Experience For Students

Digital Storytelling significantly enhances students' learning experiences by providing an engaging and interactive medium for practicing speaking skills. This section examines students' perspectives on their experiences with digital storytelling, including the challenges they faced, such as initial nervousness and unfamiliarity with speaking

in English. Despite these difficulties, students found the process rewarding, as it allowed them to practice new vocabulary, improve their speaking confidence, and create memorable learning moments. The findings from students' experiences emphasize the good impact of digital storytelling on their motivation, engagement, and overall improvement in learning a language.

Observation note:

Students expressed high levels of enthusiasm and active participation during the Digital Storytelling (DST) sessions. They were really interested in the activity, responding enthusiastically throughout conversations and expressing excitement about developing their own stories. Despite initial nervousness, particularly when speaking in English, students overcame these obstacles and completely participated in the process.

Students expressed medium levels of active participation in DST activities, such as creating, narrating, and editing. DST's interactive nature let students to fully immerse themselves in the learning process, producing unforgettable fun experiences while enhancing their speaking skills. Their participation in Digital Storytelling (DST) proved to be

a crucial factor in improving their learning experience and language skills.

This indicates that students' experiences with Digital Storytelling (DST) significantly enhance their speaking skills. Students actively engaged in speaking while completing their projects, overcoming initial nervousness and gaining confidence through practice. Narrating their stories assisted them improve their pronunciation and fluency, making the learning experience fun and interesting. Data illustrating participants' perceptions of What the experience when using digital storytelling as a medium for learning English is presented in Table 4.1.1.

Table 4.1.1 The participants' perceptions of their experience when using digital storytelling

Code	Theme	Quote
FLE-Q1/S01	Fun new learning experiences	I think the learning experience using digital storytelling is very fun because it is first time and more interesting and uses modern facilities
FLE - Q1/S02	Fun new learning experiences	The experience was exciting and made learning English more fun
FLE -	Fun new	Honestly it was my first experience using

Q1/S03	learning experiences	digital storytelling, and it made learning English speaking more interesting and so much fun
FLE - Q1/S04	Fun new learning experiences	This was truly an interesting and fun experience
FLE - Q1/S05	Fun new learning experiences	Learning with DST was a fun and engaging experience, This made learning more enjoyable and memorable
FLE - Q1/S06	Fun new learning experiences	Learning with digital storytelling was a fun experience.
FLE - Q1/S07	Fun new learning experiences	Learning to speak English using DST for me is a very good and fun experience, Learning is fun and unique, with visuals, audio, video that makes me enjoy learning more
FLE - Q1/S08	Fun new learning experiences	A very happy experience of course, Digital storytelling really helps make it easier for me to learn English, this is a fun and challenging experience
FLE - Q1/S09	Fun new learning experiences	My first experience in using DST to help my English speaking skills is certainly enjoyable because the learning we are presented with digital media that contains text, audio, video

		and visuals which I just got this time, makes learning English more interesting anyway
FLE - Q1/S10	Fun new learning experiences	The most memorable thing is because we have to make our own DST using our own voice, our own creativity after listening to the results I feel it is a pride, so a very fun and enjoyable experience for me

Table 4.1.1 shows that most participants recognized that digital storytelling creates a fun and engaging learning experience for students, allowing them to actively participate in the learning process. Overall, the hands-on nature of the activity, such as creating and narrating their own stories, played a crucial role in increasing their speaking confidence.

Participants S01 and S03 emphasized the significance of DST in creating learning fun and interactive, validating the notion that employing creative methods like DST can make language learning more enjoyable. For instance, S01 mentioned, "I think the learning experience using digital storytelling is very fun because it is more interesting and uses modern facilities " (P1), highlighting how the engaging nature of DST contributed to a positive learning experience. Similarly, Participant 2 reflected, "Honestly, it was my first experience using digital storytelling, and it made learning

English speaking more interesting" (P2), highlighting how DST made the learning process more enjoyable. These results indicate that DST, through its interactive and creative approach, plays an important role in creating fun , interesting learning experiences that encourage students to actively participate and enhance their speaking skills.

4.1.2 Flexibility in self-learning

Digital storytelling fosters flexibility in self-learning by encouraging students to actively adapt their learning strategies. Observations reveal that students independently adjust their approach, such as replaying recordings multiple times to refine their pronunciation, seeking additional resources (like dictionaries, Google Translate, and YouTube) to understand challenging words, and experimenting with various speaking techniques (intonation, expression, tempo).

Observation Note:

Students expressed high levels of actively adjust their learning strategies, such as repeating the recording several times to improve pronunciation, looking for additional references to understand difficult words, or trying different speaking techniques. Students expressed medium levels of actively use DST outside of school hours, such as at home or elsewhere,

for independent speaking practice.

Digital storytelling offers significant flexibility in self-learning by allowing students to work at their own pace and engage with content in a personalized way. Data regarding participants' perceptions of the flexibility in self-learning through digital storytelling to facilitate their speaking skills are presented in Table 4.1.2.

Table 4.1.2 The participants' perceptions of the flexibility in self-learning through digital storytelling

Code	Theme	Quote
FSL-Q2/S01	Flexibility in self-learning	Compared to other learning methods, DST provides a different experience, much more flexible
FSL-Q2/S02	Flexibility in self-learning	DST is more flexible and can be used anytime
FSL-Q2/S03	Flexibility in self-learning	I can use it anytime, which is very flexible for me
FSL-Q2/S04	Flexibility in self-learning	Unlike traditional methods that are often only done in the classroom, digital storytelling offers a more flexible and fun learning experience

FSL-Q2/S05	Flexibility in self-learning	There are many advantages, one of which in my opinion Digital storytelling is really flexible, because it can be used anywhere
FSL-Q2/S06	Flexibility in self-learning	Digital storytelling is very flexible, it is not limited to only be used at school or only in certain places, I can use it anytime, even when at home independently
FSL-Q2/S07	Flexibility in self-learning	I can use DST anywhere, even when I am at home I can freely practice independently, more flexible and very fun
FSL-Q2/S08	Flexibility in self-learning	In my opinion, it is flexible, because I have prepared and practiced independently at home
FSL-Q2/S09	Flexibility in self-learning	Besides that I can study independently at home so it is more flexible
FSL-Q2/S10	Flexibility in self-learning	Compared to the traditional method that only uses LKS books, I find DST much fun, less boring and flexible. I can practice independently at home

In table 4.1.3 it is evident that the participants recognized Digital storytelling has the advantage of self learning flexibility, its use is not limited to school hours

only, students can use it anytime, such as at home so that they can practice independently, it makes learning more enjoyable and not boring. As one participant noted

“I can use DST anywhere, even when I am at home I can freely practice independently, more flexible and very fun” (FSL-Q2/S07). Another participant added “This was really a fun experience, as I was able to learn English in a more creative way. If I only learn in a monotonous way, it will definitely be very boring. I can use it anytime, which is very flexible for me” (FSL-Q2/S03).

Participants S07 and S03 emphasized that Digital Storytelling (DST) is very flexible because it can be used anytime, and can also be used to practice independently. The findings show that Digital Storytelling (DST) gives students the flexibility to practice speaking independently, allowing them to learn at their own pace and improve their skills without pressure. Compared to traditional approaches, students see DST as a more engaging and adaptive learning tool that allows them to focus on improving their pronunciation and fluency in a relaxed setting. Students get more control over their learning process by practicing often and recording themselves, making speaking practice more successful and pleasant. This demonstrates how DST

supports self-directed learning by giving students the opportunity for improving their English-speaking abilities outside of the classroom setting.

4.1.3 The challenges of digital storytelling

Despite the positive experiences that students had with Digital Storytelling (DST) to facilitate speaking skills, they met various problems along the way, including pronunciation difficulties, technological problems, and resolving self-confidence barriers.

Observation Note :

Students expressed high levels of often struggled with pronouncing English words correctly and faced technical difficulties while creating their DST projects. However, many of them expressed high levels of demonstrated problem-solving skills by independently finding solutions, such as re-recording their narration multiple times or seeking feedback from peers and teachers to refine their pronunciation and storytelling skills.

Table 4.1.3 Summarizes the findings on participants' perceptions of these problems.

Code	Theme	Quote
CDS-Q3/S01	The challenges	The challenge I faced was more on the pronunciation of new vocabulary. I often

	of digital storytelling	feel doubtful whether my pronunciation is correct or not
CDS-Q3/S02	The challenges of digital storytelling	I have to record my own voice because I'm afraid it won't turn out well or I'm worried about getting negative comments from friends
CDS-Q3/S03	The challenges of digital storytelling	Sometimes, my phone would also lag while working on this DST project, recording my own voice, which was quite challenging because English is difficult for me and there are many vocabulary words whose pronunciation I don't know
CDS-Q3/S04	The challenges of digital storytelling	I found it difficult to understand the technology used, especially in using applications to create digital stories
CDS-Q3/S05	The challenges of digital storytelling	The biggest challenge was learning how to create my own DST, where I also had to learn the tools to create DST. Another obstacle I encountered was finding new vocabulary that was difficult to pronounce
CDS-Q3/S06	The challenges of digital	I often feel nervous if I have to speak in English because I'm afraid if there is a mistake in pronunciation. Then I had to

	storytelling	practice the tools in making DST because I had never made it before so I had to learn first.
CDS-Q3/S07	The challenges of digital storytelling	When making DST I find a lot of foreign vocabulary that I don't know how to pronounce so it becomes very difficult, sometimes I also feel doubtful whether my pronunciation is correct or not
CDS-Q3/S08	The challenges of digital storytelling	The challenge is if I find unfamiliar vocabulary that I have never known before, so it is difficult to pronounce it.
CDS-Q3/S09	The challenges of digital storytelling	I often feel nervous when speaking in English, especially when it comes to record my own voice. In addition, because this is my first time making DST, I have to learn to understand the tools.
CDS-Q3/S10	The challenges of digital storytelling	For me, the challenge that is quite difficult is because I have to compose scripts using English, plus if there are many vocabulary that is still unfamiliar to me.

In table 4.1.3, participants discussed the challenges they faced during the learning process using Digital

Storytelling. Some students stated that the difficulties they found were in the pronunciation of vocabulary that they rarely encountered, using technology in making Digital storytelling so that it requires them not only to learn speaking skills but also how to make Digital storytelling. However, they have ways to overcome the challenges they find, asking friends or teachers for help is one of them, despite having several challenges, participants stated that it was worth the benefits they got. As one of the participants mentioned,

“The challenge is if I find unfamiliar vocabulary that I have never known before, so it is difficult to pronounce it, besides that, I have to learn double meaning not only learning to speak English correctly but also having to learn to make my own DST, but for me it does not reduce the benefits I get” (CDS-Q3/S08).

Another participants added :

“Another obstacle I encountered was finding new vocabulary that was difficult to pronounce. To overcome this, I often asked my friends to check if my pronunciation was correct. However, I feel that the challenges are worth the benefits. I am more creative in composing stories, and I feel much more able to

“speak in English than before” (CDS-Q3/S05).

The findings from Table 4.1.3 reveal that while students encountered challenges during the Digital Storytelling (DST) process, they still found the experience valuable for improving their speaking skills. The most common challenges highlighted by participants included difficulty pronouncing unfamiliar vocabulary and the dual challenge of mastering both speaking skills and the technical aspects of creating DSTs. However, students demonstrated adaptability in overcoming these obstacles. They often sought help from peers or teachers to improve their pronunciation and refine their DSTs. Despite these challenges, participants emphasized that the benefits outweighed the difficulties.

4.2 Students’ Engagement Of Using Digital Storytelling To Facilitate Speaking Skill

This section explores students' engagement in using Digital Storytelling (DST) to facilitate their speaking skills. It draws on data from interviews and observational findings to highlight how students actively participate in speaking practice through DST and how their motivation influences their engagement in the learning process.

4.2.1 Direct practice in improving speaking skills

The direct practice of improving speaking skills

through digital storytelling has proven to significantly enhance students' speaking abilities. The direct practice of improving speaking skills through digital storytelling has proven to significantly enhance students' speaking abilities. Through the process of creating and recording their own digital stories, students felt more comfortable and confident. repeatedly recording their voice allowed them to review and improve their pronunciation, leading to noticeable improvements in fluency. This is further supported by the researcher's observation that the process of creating and recording digital stories allows students to practice speaking skills in a more comfortable and engaging way, helping them improve their fluency and pronunciation through repetition and self-reflection.

Observation Note:

The student expressed high levels of consistently practices pronunciation, repeating the words or phrases multiple times during the Digital Storytelling (DST) project, and shows improvement in their fluency. They reported that the process of creating and recording their digital stories, including repeated practice and self-reflection, significantly aids in improving their speaking skills, making it easier to understand and apply correct pronunciation and

fluency.

Direct practice through digital storytelling plays a crucial role in enhancing participants' speaking skills. The process of recording and reflecting on their own voices helps students improve pronunciation and fluency, making the learning experience more engaging and effective. Data reflecting participants' experiences with this approach are detailed in Table 4.1.2

Table 4.1.2 The participants' perceptions of how direct practice through digital storytelling helps improve their speaking skills

Code	Theme	Quote
DPSS-Q4/S01	Direct Practice In Improving Speaking Skills	I felt this when I recorded the audio many times while doing the digital storytelling assignment according to the story script I made. In addition, I can directly listen to my own recordings. If I am not satisfied, I will keep repeating it. This direct practice process really helped me improve my speaking skills
DPSS-Q4/S02	Direct Practice In Improving Speaking Skills	One of the reasons is the direct speaking practice, which makes me feel more comfortable and confident

DPSS-Q4/S03	Direct Practice In Improving Speaking Skills	The direct practice of speaking English through making DSTs also made me feel more familiar and enjoy the process.
DPSS-Q4/S04	Direct Practice In Improving Speaking Skills	We have a project to practice directly to record our own voice into DST, From there, I became more confident in speaking English and I believe that 70 practicing through DST can help me achieve better speaking skills
DPSS-Q4/S05	Direct Practice In Improving Speaking Skills	Since the direct process is done by myself, such as recording the narration, I don't feel afraid if my pronunciation is not perfect. This process helped me to keep practicing and improving my speaking skills.
DPSS-Q4/S06	Direct Practice In Improving Speaking Skills	The most important thing is because there is direct speaking practice so that it trains me to indirectly get used to speak English little by little to make it more fluent
DPSS-Q4/S07	Direct Practice In Improving Speaking	The practice is fun, because I can record my own audio without fear because if I had to speak in front of the class I would

	Skills	not dare and feel very nervous
DPSS-Q4/S08	Direct Practice In Improving Speaking Skills	Because there is an assignment to make a DST project with my own voice so that it requires me to be able to speak English. This process is what makes me get used to it and feel more enjoyable when I have to speak English.
DPSS-Q4/S09	Direct Practice In Improving Speaking Skills	Because in the practice I had to record my own voice, I practiced more often to make sure my words were pronounced clearly
DPSS-Q4/S10	Direct Practice In Improving Speaking Skills	It definitely helped my English speaking skills, if there was no DST project there would have been no pressure to learn to speak English repeatedly, by recording my own voice, I practiced speaking in English more often

In Table 4.1.2 shows that most participants recognized that the direct practice through digital storytelling significantly improved their speaking ability, allowing them to actively engage in the learning process. Overall, the direct practice of this activity, such as recording and reflecting on their own voices, repeating the recordings, played an

important role in improving their speaking confidence and fluency. Participants confirmed this sentiment, with one stating :

“Yes, of course for me DST really helps improve my speaking skills in English, because there is an assignment to make a DST project with my own voice so that it requires me to be able to speak English.”(DPSS-Q4/S08). Another participant added *“I think digital storytelling really helps improve my English speaking skills. One of the reasons is the direct speaking practice, which makes me feel more comfortable and confident”* (DPSS-Q4/S05).

4.2.2 Learning motivation

Digital Storytelling (DST) significantly increases students' motivation to learn English, especially in speaking skills. The participants reported that the engaging and flexible nature of DST made the learning experience more enjoyable, thus sparking their interest in continuing to improve their English speaking skills.

Observation Note :

Most students show high enthusiasm towards using DST for their speaking practice, viewing it as an engaging and enjoyable activity compared to traditional learning methods. They actively participate

in the creation and narration of their digital stories, and their enthusiasm is reflected in the persistence they demonstrate in improving their speaking skills. Students actively engage in refining their pronunciation and fluency by revisiting their recorded stories and repeating the process until they are satisfied with their performance.

Participants noted that the use of DST had a positive impact on students' motivation in improving English speaking skills. Table 4.2.2 presents data illustrating participants' perceptions of Digital Storytelling enhances their learning motivation to continuing their English speaking skills.

Table 4.2.2 The participants' perceptions of digital storytelling improve their motivation to improve their English speaking skills.

Code	Theme	Quote
LM-Q5/S01	Learning motivation	I feel my motivation to learn English, especially in speaking skills, has increased.
LM-Q5/S02	Learning motivation	The direct practice in digital storytelling made me feel challenged and motivated, it was very exciting!
LM-Q5/S03	Learning motivation	With DST, I became more motivated to learn English more deeply, especially in

		speaking skills, because this method matches my learning style which does not like flat and monotonous learning
LM-Q5/S04	Learning motivation	I am very motivated to learn to speak English using digital storytelling (DST) I feel more excited to continue using DST because the learning does not only focus on theory
LM-Q5/S05	Learning motivation	Of course Digital storytelling makes me motivated to learn English, especially in speaking English, I feel motivated because learning English becomes very exciting which is definitely not monotonous so it suits my learning style.
LM-Q5/S06	Learning motivation	Of course I am so motivated, this DST makes learning English more interesting, I can even say it feels like learning while playing.
LM-Q5/S07	Learning motivation	Of course I feel motivated to continue learning English, especially speaking English. I am challenged to continue to be able to practice speaking English to be more fluent like a native speaker, of course by using DST.
LM-Q5/S08	Learning motivation	This is so exciting and challenging that I want to learn more deeply so that my speaking is

		more fluent, of course, by using DST as a medium so that it is not boring.
LM-Q5/S09	Learning motivation	I became more interested in learning to speak English more deeply ... this is not monotonous and a lot of direct practice makes me want to continue using DST.
LM-Q5/S10	Learning motivation	I feel practicing speaking English using DST is like learning and playing, I am not so tense during the learning process, I really enjoy every process... using Digital storytelling has challenged me and motivated me to learn to speak English more deeply.

In this table 4.2.2 Participants shared their views on that Digital Storytelling (DST) significantly contributes to increasing students' motivation and their willingness to improve their speaking skills. Most participants expressed enthusiasm when engaging in DST, as it made learning more interactive and enjoyable. As one student mentioned,

“Of course I am so motivated, this DST makes learning English more interesting, I can even say it feels like learning while playing” (LM-Q5/S06).

Another participant added :

“I feel my motivation to learn English, especially in speaking skills, has increased. When learning is fun, learning feels like play, and it makes me want to keep improving my speaking skills in English” (LM-Q5/S01).

This highlights that Digital Storytelling (DST) plays a significant role in boosting students' motivation to learn and improving their willingness to enhance their speaking skills. The students find DST engaging and fun, which not only makes learning feel less like a task but also fosters a positive attitude towards practicing English. Their enthusiasm for the process emphasizes how DST can transform language learning into an enjoyable and interactive experience, motivating students to continue improving their skills.

B. Discussion

This study realized several key findings based on observations and interviews with students. The following discussion focuses on these findings and aligns them to the relevant literature and research objectives.

1. Students' Experiences in Digital Storytelling to facilitate Speaking Skills

The use of Digital Storytelling (DST) in language classes has significantly improved students' learning experiences. This section explores at how DST facilitates

active student participation, increases flexibility in self-directed learning, and provides particular challenges for students to overcome.

a. Fun new learning experiences

The findings indicate that students perceived DST as a new interesting, and enjoyable way to practice speaking, making the learning process more engaging than traditional methods. DST enabled students to express their creativity by incorporating audio, visual, and story aspects, reducing nervousness and increasing confidence in speaking English. This is in line with Robin (2008), who states that DST enhances student engagement by improving learning into a more engaging and personal experience. Similarly with Elyani et al. (2022) who highlights that digital storytelling enables students to create their own narratives by combining voice recordings or movies with digital pictures. This creative approach not only makes new learning experience more pleasurable, but it also helps students overcome their fear of public speaking by providing them with opportunities to practice in a low-pressure setting. Digital storytelling allows students to freely express their ideas, engage with the language in a meaningful way, and improve their speaking skills through an interactive and enjoyable learning experience.

Moreover, students reported that with DST found a new learning experience very interesting, their enthusiasm and participation in learning increased as the learning process progressed. They were fully engaged in discussions, enthusiastic about generating their own stories, and persevered despite initial fear while speaking in English. The interactive aspect of DST enabled students to thoroughly immerse themselves in the learning process, resulting in unforgettable, delightful experiences while also boosting their speaking skills. In line with these findings, the study "Secondary Students' Experiences in Learning Speaking through Digital Storytelling Project" (Uswatun Hasanah, 2017) found that students had positive experiences with DST in their learning process. They stated that DST made learning more enjoyable, interactive, and meaningful than conventional speaking activities.

The present findings study strongly confirms that DST provides a new meaningful, enjoyable, and pressure-free way for students to develop their speaking skills. Unlike conventional speaking exercises that often create anxiety due to real-time performance pressure, DST allows students to engage with the language in a low-stress environment, where they can experiment with pronunciation, refine their speech through multiple

recordings, and take creative control over their narratives. This freedom to practice without immediate evaluation not only enhanced their speaking abilities but also made the entire learning process feel more enjoyable and intrinsically rewarding.

b. Flexibility in Self-Learning

The results show that students embrace the flexibility that DST provides in learning at their own pace. Unlike traditional speaking activities, which need immediate verbal responses, DST allows students to practice at their own pace, providing them with more authority over their learning process. The students report that they were allowed to re-record their voice a few times, listen to their pronunciation, and make any required changes before submitting their final results.

Furthermore, one of the most advantageous features is that DST has no limit in using to study hours, it can be accessed at any time and from any location. This consistent with the findings of Jitpaisarnwattana (2018), who stated that DST facilitates independent learning by allowing students to take responsibility for their language progress. In a similar way Rajendran and Md Yunus (2021) found that DST enables students to track their pronunciation and fluency, resulting in increasing confidence over time.

These studies confirm that students actively employ DST as a self-improvement tool, demonstrating increased autonomy and responsibility in their speaking practice.

To optimize the benefits of Digital Storytelling (DST) in language learning, instructors should focus on using its flexibility to facilitate tailored speaking practice. Integrating DST into the curriculum with organized guidance can enable students take advantage of its self-paced learning style. Encouraging students to record, revise, and examine their own speech can improve their pronunciation, fluency, and confidence. Furthermore, allowing students to access DST at any time and from any location allows for continued practice outside of the classroom, making speaking skill development more adaptive and personalized. Embracing DST as a flexible and student-centered learning tool allows educators to establish a supportive and peaceful environment encouraging for a long time speaking proficiency.

c. The Challenges of DST

Despite the positive experience, students faced some challenges while applying DST. One of the most common challenges was in pronunciation, while some students experienced a large amount of unfamiliar vocabulary, making it difficult to articulate words correctly and speak

correctly. Furthermore, students struggled with the technology required for DST because it was their first time utilizing it. This is in line with the findings of Murad et al. (2023b), who showed that students utilizing DST frequently experienced pronunciation problems that required repeated practice to resolve.

Furthermore, some students faced technical challenges such as difficulties using video and audio editing tools. According with research Yang et al. (2022) examined the utilization of DST in language learning and discovered that students frequently struggle with the technical aspects of generating digital stories, especially when utilizing unfamiliar multimedia tools. According to their findings, students without prior experience with digital editing tools may feel overwhelmed by the requirement to match voice recordings with graphics, edit video segments, and maintain audio quality.

Although this study found that students actively explored solutions by using a variety of strategies, including connecting with classmates or teachers for guidance, practicing independently and checking their pronunciation. Students reported that even though they had to learn two things at once: English speaking and creating DST, the benefits outweighed the challenges. Other

participants reported that, while they struggled to pronounce new vocabulary, they were able to overcome their difficulties by seeking assistance from friends, and as a result, they felt more creative in composing stories and confidence in speaking English than before.

The implications of these problems underline the significance of organized advice while implementing Digital Storytelling (DST). To help students successfully explore multimedia materials, educators should focus on giving clear instructions and technical support. Furthermore, creating a collaborative learning environment in which students can seek peer support and share problem-solving skills might improve their overall experience. By actively addressing these challenges, educators can ensure that students not only overcome obstacles but also fully benefit from DST as an engaging and effective tool for developing speaking skills.

2. Students' Engagement Of Using Digital Storytelling To Facilitate Speaking Skill

Understanding students engagement in Digital Storytelling (DST) for speaking skill development is crucial for assessing its effectiveness as a teaching technique. This section focuses at how DST encourages active engagement, motivation, and interaction among students while also addressing the challenges they have during the learning

process.

a. Direct practice in improving speaking skills

The findings show that students perceive DST as a effective tool for improving speaking skills in a structured and comfortable learning environment. Unlike conventional speaking activities, which need immediate responses, DST enables students to record their voices, evaluate their pronunciation, and improve their speaking skills without being pressured. This is consistent with the study by Bai & Xian (2024) who found that Digital Storytelling (DST) provides a controlled and supportive environment that improves students' speaking skills. Their research showed that students who participated in DST had lower speaking anxiety and higher confidence since the method allowed them to practice pronunciation and fluency at their own pace without the immediate pressure of real-time encounters.

Students reported feeling more secure when recording their voices rather than speaking in front of the class because they could re-record their words, listen back, and make any required changes before submitting the completed project. As one of the main benefits of DST is its ability to provide repeated speaking practice in a self-paced environment. Students regarded the ability to

monitor their progress, discover pronunciation problems, and enhance their fluency through ongoing correction. This is consistent with the findings of Hafner and Miller (2011), who argue that DST creates a supportive learning environment in which students can participate in independent speaking practice without fear of rapid judgment.

(Yang et al., 2022a) research supports these findings by indicating that DST not only provides scheduled speaking chances, but also stimulates meaningful interaction, making language learning more interactive and efficient. The study discovered that students who participated in DST improved significantly in their fluency and pronunciation as a result of the iterative process of recording and analyzing their speaking skills. Furthermore, the study found that DST helps students develop confidence by allowing them to rehearse in a low-pressure environment before presenting their work, hence reducing speaking anxiety and improving their willingness to communicate in English.

The implications of these findings emphasize the significance of including set up guidance and assistance when using Digital Storytelling (DST) to improve speaking abilities. Teachers should focus on giving clear instructions

and creating a supportive learning the environment, allowing students to fully benefit from DST's independently and interactive style. Furthermore, fostering self-regulated learning strategies—such as self-monitoring pronunciation, iterative practice, and peer feedback—can help students improve their fluency and confidence when speaking. Educators who actively promote DST as a low-pressure yet effective speaking strategy can help students overcome anxiety, develop flexibility in language learning, and enhance their speaking proficiency significantly.

b. Learning Motivation.

The findings indicate that Digital Storytelling (DST) significantly increases students' motivation to learn English, particularly in developing speaking skills. The interactive and direct aspect of DST creates a more engaging and fun learning environment, encouraging students to continuously improving their English skills. students reported their enthusiasm about DST, as they considered it to be a fun, challenging and providing learning method that allows them to practice speaking in a fun way.

This finding aligns with Hava's (2021) research, which revealed that DST encourages motivation and engagement among English language learners by making the learning

process more engaging and relevant. Students are more likely to participate when the learning activities align with their own interests. In addition, Niemi and Multisilta (2016) found that students are more motivated when they actively design and personalize their learning content, making DST a useful tool for maintaining long-term engagement in language learning. Furthermore, Yang and Wu (2012) confirmed these findings by emphasizing that visual and narrative-based learning techniques, such as DST, increase students' intrinsic motivation to speak English.

In this study, students reported that DST made the learning process more enjoyable and engaged, encouraging them to push themselves to further progress in their English skills. Students stated that the combination of creativity, technology, and live speaking practice made DST more engaging and motivational, resulting in a stronger desire to communicate effectively.

These findings have important implications for teachers and curriculum designers. Understanding how Digital Storytelling (DST) improves student motivation and speaking abilities enables teachers to create more interesting and student-centered learning experiences. By effectively incorporating DST, instructors can establish a

learning environment that fosters confidence, minimizes speaking anxiety, and encourages active involvement. Furthermore, offering enough training on DST implementation guarantees that students completely benefit from its interactive and independent learning components, resulting in increased motivation and language skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusion and suggestions for the following findings.

A. Conclusion

This study explores students' experiences using Digital Storytelling (DST) as a medium to facilitate speaking skills. The findings show that students perceived DST as an enjoyable and interactive learning tool that made speaking practice more joyful and comfortable. Unlike typical speaking exercises, which can cause anxiety, DST allows students to express their creativity, practice pronunciation, and develop fluency at their own pace. Furthermore, students appreciated the flexibility that DST provides, allowing them to take control of their learning. They reported that being able to re-record their voices, improve their pronunciation, and adjust their storytelling content made the learning process more effective and customized. This sense of autonomy increased their confidence and drive, resulting in enhanced participation and deeper engagement in the English language learning process. Despite these positive experiences, students also encountered challenges particularly in pronunciation, unfamiliar vocabulary, and technical difficulties with digital tools. Nevertheless, they demonstrated resilience and problem-solving skills by seeking help from peers and teachers, ultimately viewing

these difficulties as worth the long-term benefits in speaking improvement and confidence.

The study's findings also highlight students' engagement in using DST to facilitate speaking skills, as reflected in their active participation, emotional involvement, and motivation to improve. Students reported that they felt more comfortable and confident when recording their voices rather than speaking in front of the class. This flexibility allowed them to re-record, listen back, and make necessary improvements to their pronunciation and fluency, which encouraged active participation and selfmonitoring. Despite encountering challenges such as unfamiliar vocabulary and technical difficulties, students demonstrated strong engagement by actively seeking help from peers or teachers, reflecting their persistence and problem-solving skills. They showed enthusiasm and dedication in completing the DST project and reported feeling more creative and confident in speaking English. These findings reveal that DST not only fosters behavioral and emotional engagement, but also enhances students' motivation and responsibility in developing their speaking proficiency through an interactive, reflective, and student-centered learning process.

B. Suggestion

To increase the effectiveness of Digital Storytelling (DST) in improving speaking skills, educators should incorporate it into language learning with structured direction and technological

support. Students should be given digital tool training and pronunciation practice to help them handle difficulties. Furthermore, creating a collaborative learning environment through peer feedback can increase interest and confidence. Future research ought to investigate into the long-term influence of DST on speaking proficiency and how it might be applied at different levels of learning to improve its implementation in language instruction.

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APPENDICES

Appendix 1 - Advisor Appointment Letter



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

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 14 Juni 2024

Nomor : 2270
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Hj. Siti Mariam, M.Pd

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Risqi Fitrianiingsih
NIM : 2103046030
Judul : EXPLORING STUDENTS' EXPERIENCES ON DIGITAL
STORYTELLING AS A MEDIUM TO ASSIST SPEAKING SKILL

Dan menunjuk saudara Dr. Hj. Siti Mariam, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

g.d. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris



Dr. Nuna Mustikawati Dewi, M.Pd. 5
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2 - Certificate of Completion of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG
Jalan Fatmawati Telp. (024) 6716521 Semarang
Website: <http://mksn1smg.sch.id> / Email : mksn1semarang@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 108 /MTs.11.33.01/ TL.00 / 02 /2025

Kepala Madrasah Tsanawiyah Negeri 1 Kota Semarang menerangkan dengan sesungguhnya bahwa, Mahasiswa yang tersebut dibawah ini :

Nama	: Risqi Fitrianiingsih
NIM	: 2103046030
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Islam Negeri Walisongo

Telah melaksanakan tugas Penelitian di MTs Negeri 1 Kota Semarang pada tanggal 11 November 2024 s /d 21 November 2024, dengan judul penelitian "Exploring Students Experiences On Digital Storytelling As A Medium To Facilitate Speaking Skill "

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

26 Februari 2025
Kepala

H. Kasturi, S.Pd., M.Pd
NIP. 196611061999031003

Appendix 3 - Observation guideline

Observation Guideline
Students' Experiences on digital storytelling as a medium to
facilitate speaking skills.

Date : 11 – 18 November 2024
Class : VIII Junior High School
Material : Narrative Text
Teacher : Elyana Anggraini, S.Pd

No	Aspects Observed	Indicators	High	Medium	Low	Note
1.	Active Engagement in Learning (Constructivist Principle: Active Learning & Meaningful Engagement)	Students express enthusiasm when participating in learning with DST (actively responding, smiling, interested in following the activity)	(siswa menunjukkan antusiasme tinggi selama kegiatan pembelajaran)			
		Students actively participate in DST activities (creating, narrating, editing).		(siswa menunjukkan medium level dan kreatif, narrating, editing)		
2.	Direct Practice in Speaking (Constructivist Principle: Learning by Doing & Reflection)	Students frequently practice pronouncing English words during DST Projects.	(siswa secara konsisten berlatih mengucapkan kosakata selama membuat proyek)			
		Students trying to speaking in English confidently during the process of creating a DST project		(siswa mencoba dan sudah berani bahasa Inggris dg percaya diri selama pembelajaran project)		

3.	Problem-Solving and Adaptability (Constructivist Principle: Constructing Knowledge through Challenges)	Students have difficulty in pronouncing English words, facing technical and independently find solutions.	(siswa menggunakan kesulitan film Pengucapan kosakata, menggunakan menggunakan teknologi, dan mencari sendiri mencari solusi)		
		Students seek peer or teacher feedback to refine their pronunciation and storytelling skills.	(siswa mencari teman untuk meminta feedback dan bantuan)		
4.	Flexibility in Self-Learning (Constructivist Principle: Student-Centered Learning & Autonomy)	Students adjust their learning strategies while using DST based on their individual needs	(siswa menyesuaikan diri menggunakan DST)		
		Students use DST at any time and place, not limited to school hours	(beberapa siswa aktif menggunakan DST tidak hanya jam sekolah)		
5.	Motivation & Willingness to Improve (Constructivist Principle: Intrinsic Motivation & Ownership of Learning)	Students show enthusiasm in using Digital Storytelling for English speaking practice	(siswa sgt antusias menggunakan DST selama pembelajaran speaking)		
		Students show persistence in improving their speaking skills through DST	(siswa benar konsisten untuk improve speaking melalui DST)		
		Students show initiative to practice speaking English outside the classroom	(siswa menunjukkan inisiatif berlatih speaking di luar kelas)		

Observation Attendance List

Observation Attendance List

Observation Attendance List

Title of the Study : Exploring Student's Experiences on Digital Storytelling as a Medium to
Facilitate Speaking Skill

Researcher : Rizqi Fitrianiingsih

ID Student Number : 21030406030

Major : English Language Education, Faculty Of Tarbiyah And Teacher Training,
Walisongo State Islamic University Semarang

NO	PARTICIPANT'S NAME	CLASS	PARTICIPANT'S SIGNATURE
1.	ABID SYANDANA PRAKOSO	03	
2.	AGHINAYLA ASHYRA FATIHA	03	
3.	ANEIRA NISMA AVRILIA ADIRISTI	03	
4.	ATIKAH PUTRI ARIYANTO	03	
5.	AULIA ZAHRA LIES SAFANY	03	
6.	AURELYA KHANSA ULLAYA T	03	
7.	AZMI BARA YAQUTA	03	
8.	CAFFADHIA EL FAYZA ARDIANI	03	
9.	CLARESTA NAFWA SHIFA KIRANA	03	
10.	DITAKRAMADA ADZKAWA I	03	
11.	FAO AHMAD SYAUQI AL F	03	
12.	HANUM ULIMA FATIN	03	
13.	KHORUNNISA SAFIRA ARIZNA	03	
14.	MELDIANJANI BARKA HIDAYAT	03	
15.	MAULANA DAJA PRATAMA	03	
16.	MEDINA PUTRI ZALIKHA	03	
17.	MIFTAHUL HUDA RAFIQI	03	
18.	MUHAMMAD FATHUN NAJA	03	
19.	MUHAMMAD NAUFAL ARDAN PERMANA	03	

20.	MUHAMMAD RIQY EL FARRAS	03	
21.	MUHAMMAD RIZAL SAPUTRA	03	
22.	MUHAMMAD TEGAR PUTRA PRADA	03	
23.	NABILA NADFRA SALABILA	03	
24.	NAIYA AZKIA RIFKA	03	
25.	NUR ZAHIRATUL MAQSHIDI	03	
26.	RADITYA PRATAMA MORTYANTO	03	
27.	RAHMA NISFY SYABANA	03	
28.	RAHMADHISA RIFAYA ROHIMAN	03	
29.	RHYSNA HANUN CAHYANTARI	03	
30.	SABRINA KANAYA PUTRI ZIPPARA	03	
31.	TASYA MAULINDA ZAHIRA	03	
32.	VANIA IKA SAFITRI	03	
33.	ZAHIRA ROHADATUL AISY	03	

Semarang, 15 October 2024

Rizqi Fitrianiingsih
NIM.21030406030

Appendix 4 - Interview Guidelines

Title : Students' Experiences on digital storytelling as a medium to facilitate speaking skills.

No.	Interview Questions	Answer
	For research question 1	
1.	What is your experience when using digital storytelling as a medium for learning English?	
2.	In your opinion, does digital storytelling help for improving your speaking skills in English?	
3.	What challenges do you face when using digital storytelling as a medium to help you learn to speak English?	
1.	For research question 2 What are the advantages of digital storytelling as a medium to assist your English-speaking skills?	

2.	Does the use of digital storytelling motivate you to be more active in learning to speak English?	
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Appendix 5 - Interview Transcript

FLE-Q1	What is your experience when using digital storytelling as a medium for learning English?
SO1	I think the learning experience using digital storytelling is very fun because it is more interesting and uses modern facilities. At first, I felt nervous when recording my own voice for the story I created, but after trying many times, I got used to it. I felt happy because it was a fun and memorable experience.
SO2	The experience was exciting and made learning English so much fun. I enjoyed learning how to edit videos for DST and recording my own voice, which helped me feel more confident in speaking English. While creating the story, I learned new vocabulary and practiced pronunciation, which improved my skills.
SO3	Honestly it was my first experience using digital storytelling, and it made learning English speaking more interesting. Though I felt hesitant at first, this process made me more confident and improved my speaking skills
SO4	This was my first time using DST to learn English, especially speaking skills. It made me more enthusiastic about learning and practicing speaking independently. Initially, I found speaking English is scary , but through DST, I gained a great learning experience.
SO5	Learning with DST was a fun and engaging experience. Initially, I struggled with pronunciation, but after multiple attempts and checking online, I became more comfortable. Unlike traditional learning, DST made lessons less monotonous by allowing me to practice speaking and listen to my own recordings. This made learning more enjoyable and memorable
SO6	Learning with digital storytelling was a fun experience. I used to be afraid of speaking English and often felt nervous, but DST made me enjoy learning because there was direct speaking practice.
SO7	Learning to speak English using DST for me is a very good experience, this is my first experience of learning by using and practicing directly using DST. Learning is fun and unique, with visuals, audio, video that makes me enjoy learning more.

SO8	A very happy experience of course, Digital storytelling really helps make it easier for me to learn English, especially to speak English because there is a lot of direct practice so that indirectly I have to get used to speaking English. With this DST project assignment, it makes me more often to practice pronouncing, this is a challenging experience
SO9	My experience in using DST to help my English speaking skills is certainly enjoyable because the learning we are presented with digital media that contains text, audio, video and visuals which I just got this time, makes learning English more interesting anyway.
S10	When using DST I feel that learning English especially speaking becomes exciting, I feel it is a pride, so a very valuable experience for me

FSL-Q2	In your opinion, does digital storytelling help for improving your speaking skills in English?
S01	I think the learning experience using digital storytelling is very fun because it is more interesting and uses modern facilities. At first, I felt nervous when recording my own voice for the story I created, but after trying many times, I got used to it. I felt happy because it was a fun and memorable experience.
S02	The experience was exciting and made learning English so much fun. I enjoyed learning how to edit videos for DST and recording my own voice, which helped me feel more confident in speaking English. While creating the story, I learned new vocabulary and practiced pronunciation, which improved my skills. This process showed me that speaking in English requires preparation and practice
S03	Honestly it was my first experience using digital storytelling, and it made learning English speaking more interesting. Though I felt hesitant at first, this process made me more confident and improved my speaking skills
S04	This was my first time using DST to learn English, especially speaking skills. It made me more enthusiastic about learning and practicing speaking independently. Initially, I found speaking

	English is scary , but through DST, I gained a great learning experience.
S05	Learning with DST was a fun and engaging experience. Initially, I struggled with pronunciation, but after multiple attempts and checking online, I became more comfortable. Unlike traditional learning, DST made lessons less monotonous by allowing me to practice speaking and listen to my own recordings. This made learning more enjoyable and memorable
S06	Learning with digital storytelling was a fun experience. I used to be afraid of speaking English and often felt nervous, but DST made me enjoy learning because there was direct speaking practice. I became more confident and enthusiastic, without pressure from friends. Creating DST was interesting and made me eager to learn. The process was more engaging because I could be creative, and I preferred this hands-on practice over just learning theory in class
S07	Learning to speak English using DST for me is a very good experience, this is my first experience of learning by using and practicing directly using DST. Learning is fun and unique, with visuals, audio, video that makes me enjoy learning more.
S08	A very happy experience of course, Digital storytelling really helps make it easier for me to learn English, especially to speak English because there is a lot of direct practice so that indirectly I have to get used to speaking English. With this DST project assignment, it makes me more often to practice pronouncing, this is a challenging experience
S09	My experience in using DST to help my English speaking skills is certainly enjoyable because the learning we are presented with digital media that contains text, audio, video and visuals which I just got this time, makes learning English more interesting anyway.
S10	When using DST I feel that learning English especially speaking becomes exciting, I feel it is a pride, so a very valuable experience for me

QDS-Q3	What challenges do you face when using digitalstorytelling as a medium to help you learn to speak English?
S01	The challenge I faced was more on the pronunciation of new vocabulary. I often feel doubtful whether my pronunciation is correct or not. Another challenge was learning to use various 111 tools to create digital storytelling but I usually check it first through the internet or ask a friend for help before recording my audio.
S02	I have to record my own voice because I'm afraid it won't turn out well or I'm worried about getting negative comments from friends. To overcome this, I usually practice speaking in front of a mirror or record my voice several times until I feel more confident. This process helps me be more prepared and confident when completing digital storytelling assignments.
S03	Sometimes, my phone would also lag while working on this DST project. In addition, another challenge I faced was composing the story in English and recording my own voice, which was quite challenging because English is difficult for me and there are many vocabulary words whose pronunciation I don't know. Although it was difficult at times, I felt that the challenge was worth the benefit. Because digital storytelling (DST) helps me practice speaking in English more, and I become more confident to speak English.
S04	I also had to learn to use various tools and applications related to DST. Initially, I found it difficult to understand the technology used, especially in using applications to create digital stories. The process of creating stories in English took longer because I was not used to it, while I was also learning to pronounce the vocabulary correctly. , I tried to overcome this challenge by following the teacher's guidance and asking my friends who were more tech-savvy
S05	The biggest challenge was learning how to create my own DST, where I also had to learn the toolsto create DST. Another obstacle I encountered was finding new vocabulary that was difficult to pronounce. To overcome this, I often asked my friends to check if my pronunciation was correct. However, I

	feel that the challenges are worth the benefits.
S06	I often feel nervous if I have to speak in English because I'm afraid if there is a mistake in pronunciation. Then I had to practice the tools in making DST because I had never made it before so I had to learn first. so I not only learned the speaking skills but also had to learn to understand the tools in making DST.
S07	When making DST I find a lot of foreign vocabulary that I don't know how to pronounce so it becomes very difficult, sometimes I also feel doubtful whether my pronunciation is correct or not, To overcome the wrong pronunciation, I usually check first on the internet such as google translate then sometimes ask my friends to help check whether my pronunciation is correct
S08	The challenge is if I find unfamiliar vocabulary that I have never known before, so it is difficult to pronounce it, besides that, I have to learn double meaning not only learning to speak English correctly but also having to learn to make my own DST, but for me it does not reduce the benefits I get.
S09	The challenge is more about my own confidence. I often feel nervous when speaking in English, especially when it comes to record my own voice. Sometimes I'm afraid if the result sounds bad or my friends will mock my English pronunciation, but I overcome it by first checking the pronunciation on google translate then I imitate the pronunciation until it is appropriate, if it is not appropriate I will continue to improve it. In addition, because this is my first time making DST, I have to learn to understand the tools.
S10	For me, the challenge that is quite difficult is because I have to compose scripts using English, plus if there are many vocabulary that is still unfamiliar to me, so I have to always open the dictionary first, but this can still be overcome so that the challenges I get are also in accordance with the benefits.

DPS-Q4	What are the advantages of digital storytelling as a medium to assist your English-speaking skills?
S01	I think digital storytelling is very helpful in practicing my English speaking skills. In the past, I felt very scared when I had to speak English in front of the class. Sometimes I would mispronounce or speak stiffly. However, after using digital storytelling, I feel more fluent than before. I felt this when I recorded the audio many times while doing the digital storytelling assignment according to the story script I made. In addition, I can directly listen to my own recordings. If I am not satisfied, I will keep repeating it. This process really helped me improve my speaking skills.
S02	Yes, I think digital storytelling really helps improve my English speaking skills. One of the reasons is the direct speaking practice, which makes me feel more comfortable and confident. When recording my voice, I felt more relaxed because I was only speaking in front of myself, so the process was fun. However, sometimes I also have doubts, like thinking whether my pronunciation is correct or not. The process is fun, but it requires patience. I learned to be more patient when recording my voice because I often had to repeat myself due to mispronunciations. Instead, I felt that I learned more and remembered the vocabulary more easily from those repetitions. Digital storytelling also made me more confident because I had prepared the story well and knew what I wanted to say beforehand.
S03	During the DST making process, I often reread the script that I have written. This made me more thorough. In addition, when I listened back to my voice recording, I realized that my speaking skills had improved after feeling many times that my pronunciation was not correct, I would always repeat until my pronunciation was correct. The practice of speaking English through making DSTs also made me feel more familiar and enjoy the process. Because I recorded my own voice, I felt more comfortable and relaxed in practicing speaking. For me, this process is very exciting and helps me learn to speak in English in a fun way so that I can improve my speaking in English
S04	DST really helps me in improving my speaking skills in English.

	In this lesson, we have a project to practice directly to record our own audio into DST. Previously, I often felt shy or not confident when I had to speak in front of my friends. However, because of the DST, I became more free in speaking English. After that, there is feedback from the teacher so that I know my shortcomings, such as wrong pronunciation and which parts to improve. Thus, I can learn again to pronounce difficult words correctly. In addition, when creating digital stories, I have to reread the story text that I have written often. This makes me more aware of my intonation and pronunciation. Then when I listened back to my voice recording, I realized there was an improvement compared to the first time I spoke. From there, I became more confident in speaking English and I believe that practicing through DST can help me achieve better speaking skills
S05	Yes, Digital storytelling helps improve my English speaking, learning by using digital storytelling (DST) makes me more confident and brave to speak in English. Since the process is done by myself, such as recording the narration, I don't feel afraid if my pronunciation is not perfect. DST also encouraged me to speak in English more often. With repeated practice during the narration process, I became more accustomed to speaking and my confidence increased. Through DST, I learned to pronounce difficult words better, as I had to make sure my story sounded clear and was easily understood by others. This process helped me to keep practicing and improving my speaking skills
S06	Well digital storytelling is very helpful to improve my English speaking skills, one of the reasons is because with learning using audio, video, text there are visuals too. If it is only explained with material without visuals, I don't understand, and the most important thing is because there is direct speaking practice so that it trains me to indirectly get used to speaking English little by little to make it more fluent. when I have to record my own voice, I practice more often to make sure the words I say are correct and clear. In addition, I will re-listen to the recording that I have made to check if there are any mistakes in pronunciation, so that I can correct them, this process is where I feel there is an improvement

	in English speaking skills using DST
S07	Of course! Digital storytelling (DST) made the learning process very fun, so I was more interested. Once I was interested, I felt comfortable using DST to help me learn to speak English. The practice is fun, because I can record my own audio without fear because if I had to speak in front of the class I would not dare and feel very nervous. although later there is feedback from the teacher, it actually helps me know where my shortcomings are, such as pronunciation that may still be wrong and need to be corrected.
S08	Yes, of course for me DST really helps improve my speaking skills in English, because there is an assignment to make a DST project with my own voice so that it requires me to be able to speak English. If I have to speak English in front of the class, I will definitely not dare especially my English is very stiff, so by using this DST I am given the opportunity to practice first preparing this project. Starting from writing the script of the story to be made, then having to record audio repeatedly, sometimes I still doubt my pronunciation, but I will listen to the results, then ask my friends to help check whether the pronunciation is correct before submitting it to the teacher. This process is what makes me get used to it and feel more enjoyable when I have to speak English.
S09	Previously, learning English was boring and monotonous, then this DST made me more interested in learning to speak English, because in the practice I had to record my own voice, I practiced more often to make sure my words were pronounced clearly. In addition, re-listening to my recordings made me realize the mistakes I made, such as wrong pronunciation, so that I could correct them later. When I heard back my voice recording, I realized there was an improvement compared to the first time I spoke, so it was more appropriate and not stiff.
S10	It definitely helped my English speaking skills, if there was no DST project there would have been no pressure to learn to speak English repeatedly, by recording my own voice, I practiced speaking in English more often. Since I can repeat the recordings,

	I also learn to correct incorrect pronunciation. In addition, listening to my recordings made me more aware 117 of the mistakes that needed to be corrected, thus improving my speaking skills.
--	---

LM-Q5	Does the use of digital storytelling motivate you to be more active in learning to speak English?
S01	I feel my motivation to learn English, especially in speaking skills, has increased. When learning is fun, learning feels like play, and it makes me want to keep improving my speaking skills in English. Every story that is created feels like a new challenge, and I feel challenged to learn to speak English better and more fluently of course by using DST
S02	Yes, I feel motivated because I am very interested in public speaking, and of course I also want to improve my English speaking skills. The hands-on practice in digital storytelling made me feel challenged and motivated, it was very exciting!
S03	With DST, I became more motivated to learn English more deeply, especially in speaking skills, because this method matches my learning style which does not like flat and monotonous learning. So, my English learning experience becomes more lively and interesting!
S04	Yes, I am very motivated to learn to speak English using digital storytelling (DST) I feel more excited to continue using DST because the learning does not only focus on theory, but also provides opportunities to practice English speaking skills directly. In addition, the process of using technology also makes me feel more interested and enthusiastic in learning. I have a great desire to be able to practice and speak English fluently, and DST provides me with a fun way to achieve this goal.
S05	Of course Digital storytelling makes me motivated to learn English, especially in speaking English. I feel motivated because learning English becomes very exciting which is definitely not monotonous so it suits my learning style. I am challenged to make other stories, often record my voice so that my speaking is getting smoother. Especially if I have listened to the results of the sound

	that I recorded myself, the story that I made myself is a pride for meaa, this is really fun.
S06	Of course I am so motivated, this DST makes learning English more interesting, I can even say it feels like learning while playing. I am very enthusiastic about following every process also because there are visuals that make it easier for me to understand the material. in the past for me English was very difficult especially when I had to speak English, but with direct practice using DST. I want to learn more so that I can speak English more fluently and well.
S07	So of course I feel motivated to continue learning English, especially speaking English. I am challenged to continue to be able to practice speaking English to be more fluent like a native speaker, of course by using DST.
S08	Yes, I am very motivated to learn to speak English further, especially in terms of correcting pronunciation errors in English after getting feedback from the teacher. This is so exciting and challenging that I want to learn more deeply so that my speaking is more fluent. Of course, by using DST as a medium so that it is not boring
S09	Yes, I became more interested in learning to speak English more deeply. Considering that English is an international language that is important to learn. Thanks to learning that is not monotonous and a lot of direct practice makes me want to 119 continue using DST as a way to help improve my English speaking skills to be more fluent.
S10	I feel practicing speaking English using DST is like learning and playing, I am not so tense during the learning process, I really enjoy every process. I want to make another story and then I fill it with my own voice so that my speaking skills will be more fluent. This is certainly because I have felt that using Digital storytelling has challenged me and motivated me to learn to speak English more deeply.

Appendix 6 - Observation Documentation



Pictures 1 : The teacher explains the material using Digital Storytelling (DST) as the learning media in the classroom



Pictures 2 : Students observe and follow the learning by using DST, showing active involvement in the learning process.

Pictures 3 : Students create a story script as part of a Digital Storytelling (DST) project



Picture 4 : Students recorded their voices as part of the Digital Storytelling (DST) project. This activity aims to practice English speaking skills with direct practice



Appendix 7 - Interview Documentation

The interview was conducted individually with the students in the classroom, with each participant selected based on purposive sampling



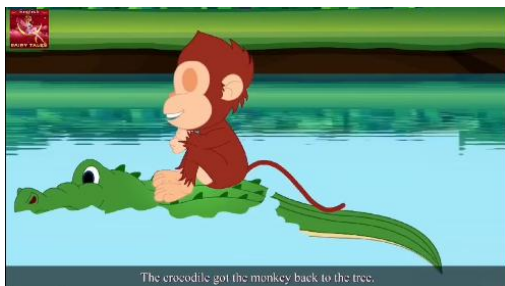
Appendix 8 – The Result of Project DST



**Participant 1 – The Lion
and The Mouse**



**Participant 2 – The
Duck**



**Participant 3 – The
Monkey and The
Crocodile**



Participant 4 – The Legend of Surabaya



Participant 5 – The Monkey and The Crocodile



Participant 6 – The Lion and The Mouse



Participant 7 – Fox and a Cat

CURRICULUM VITAE

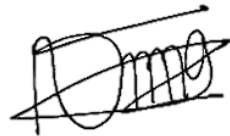
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