



## The Use Of Digital Storytelling In Learning Spoken Narrative: A Case Of A Private Vocational School In Jakarta

Ayu Nur Indah Sari<sup>1</sup>, Nina Puspitaloka<sup>2</sup>, Sidik Indra Nugraha<sup>3</sup>

<sup>1,2,3</sup> Universitas Singaperbangsa Karawang

### Abstract

Received: 15 Oktober 2024

Revised: 22 Oktober 2024

Accepted: 29 Oktober 2024

*This study aimed to shed more light on the implementation of digital storytelling in learning spoken narrative and explore the students' perception of learning spoken narrative through digital storytelling. The study employed a narrative inquiry approach and gathering the data through reflective journals and interviews. The research site is SMK Citra Mandiri Jakarta, with 6 participants consist of high, medium, and low achievements in English subject. The findings are thematically analyzed and categorized into one subtheme, which related to the research question. This study highlighted the implementation of DST was an effective strategy in narrative spoken that inserted digital medium such as laptop and projector. It helps students with vocabulary knowledge, easier to understood grammar and retelling the stories because the video contains a very interesting story, in the form of animation, with captions inserted, the characters are funny, creative and inspiring. However, this study also discussed that students had positive perceptions and there were no difficulties of using DST in learning speaking. This study concludes that DST is a strategy that can help students learn to spoke. Through this strategy, students could increase their vocabulary, grammar understanding, and spoken narrative in retelling. Thus, they could enjoy lessons in class more, so they felt happy and enthusiastic.*

**Keywords:** Digital Storytelling, Speaking Skill, Narrative Text, Teaching Speaking

(\*) Corresponding Author: [1910631060070@student.unsika.ac.id](mailto:1910631060070@student.unsika.ac.id)

**How to Cite:** Sari, A. N. I., Puspitaloka, N., & Nugraha, S. I. (2024). The Use Of Digital Storytelling In Learning Spoken Narrative: A Case Of A Private Vocational School In Jakarta. <https://doi.org/10.5281/zenodo.14291915>.

### INTRODUCTION

Speaking is one of the difficult skills to master as an outside language learner because we need to be able to speak with familiarity. One of the skills that must be developed and improved to have successful communication is speaking. Speaking skill is among the biggest language learning challenges (Studies, 2016). Many students have difficulty learning to speak, namely a lack of vocabulary knowledge and grammar understanding in learning English. In contrast, vocabulary is very important in language learning. On the other hand, Akkakoson (2016) stated that in which students cannot communicate their thoughts or comprehend those of others without an adequate vocabulary. Additionally, tedious activities can diminish students' enthusiasm and interest in learning. Conversely, mastering the ability to communicate presents the greatest challenge among the four language skills. It is regarded as the most challenging since student's must learn grammar, topics, forms, and pronunciation. (Chania & Amri, 2019).

English teachers should be able to be facilitators for students to acquire spoken language in speaking skills. Teachers should facilitate students in learning spoken language by providing many exercises and oral speaking practices. It becomes a challenging task for language teachers to create a successful language

class. Foreign language classes must implement the dimension of play, making it possible to make the class an example of learning and fun moments, an important element and key to success in language classes (Kathleen & Nunan, 2005).

The function of the media in education is essential for creating an engaging classroom environment. The media is regarded as an instructional instrument that can facilitate learning. They are essential for effectively conveying information, fostering a positive attitude, and ensuring that teaching and learning proceed smoothly. We inhabit an age of advanced technology. As technology provides numerous opportunities to link the classroom with the outside world, English instructors may wonder how to integrate students' digital expertise with narratives (Bull & Kajder, 2004).

The development of information and communication technologies provides students with a strong incentive and convenience to interact with technology rather than their peers. Therefore, educators employ the DST (Digital Storytelling) approach to instruct students on speaking abilities, with a particular focus on enhancing their vocabulary comprehension, grammatical awareness, and overall effectiveness. Merzifonluoglu and Gonulal (2018) provided empirical evidence supporting the efficacy of DST in enhancing the oral reading and communication proficiency of English language learners.

In addition, digital storytelling can assist instructors in developing imaginative media, thereby fostering students' ardor for the learning and teaching process (Ohler, 2007). Students can also benefit from this medium by developing their speaking abilities. Students have the opportunity to enhance their creative thinking when communicating their ideas orally by utilizing this medium. It can serve as a substitute medium for instructing oral narrative texts and motivate students to speak English, particularly through the use of storytelling.

## **METHODS**

This research will be conducted with a qualitative, case study approach. The type of case study method that the researcher used in this is qualitative research. According to the theory of Creswell & Creswell (2017), qualitative research is a methodology used to investigate and comprehend the significance of individuals or groups. The researcher's reason for using a qualitative approach is to investigate more in-depth how the implementation of digital storytelling and students' perception of learning spoken narrative on speaking. A case study is a methodological technique that involves a thorough investigation of a contemporary occurrence (referred to as the "case") within its real-world context, especially when there is ambiguity about the boundaries between the phenomenon and its setting (Yin. K, 2017).

In this study, the researchers took 11th grade students at one of the private vocational school in Jakarta. Guest et al. (2006) cited in Bekele & Ago (2022) stated that 6-12 interviews are sufficient for a qualitative research endeavour. However, the researchers took six students as participants. Observation and interview were used as a data collection in this research. The instrument is used observation sheet which adapted from Murgayyah (2022) and the interview guideline whose list of the questions was adapted from Prasetya (2017). After collecting the data, researcher analyzed it using data analysis proposed by Braun and Clarke's (2006)

thematic analysis. Thematic analysis is a process to identify, analyze, report themes or patterns, and describe the data in detail.

## RESULT AND DISCUSSION

### Results

#### 1. The Implementation of Digital Storytelling in Learning Spoken Narrative

##### a. Teacher Delivered Spoken Narrative Material and Played Video

Teacher explained the meaning of digital storytelling in detail and gave the video about digital storytelling that include narrative stories example used laptop and projector.

These were explained by the students' quote which says that:

*“Pertama guru menjelaskan tentang digital storytelling secara rinci kemudian memberi contoh berupa pemutaran video menggunakan laptop dan proyektor yang berisi teks naratif, animasi atau gambar bergerak dari tokoh cerita yang sangat seru, lucu, inovatif, dan mengandung nilai moral”*

[First, the teacher explains digital storytelling in detail, then gives an example of playing a video using a laptop and projector containing narrative text, animation or moving images of story characters that are very exciting, funny, innovative and contain moral values.]

Vignette 05. P1 – interview

*“Guru menjelaskan tentang digital storytelling secara rinci setelah itu memberi contoh dengan menampilkan video naratif dengan laptop yang dibantu dengan proyektor untuk disimak yang berisi gambar bergerak disertai caption dari tokoh cerita yang sangat inovatif dan mengandung nilai moral”*

[The teacher explains digital storytelling in detail after that gives an example by showing a narrative video with a laptop assisted by a projector to watch which contains moving images accompanied by captions from story characters who are very innovative and contain moral values.]

Vignette 05. P2 – interview

*“Langkah pertama guru menjelaskan digital storytelling secara rinci kemudian memberi contoh video berupa cerita animasi yang sangat bagus untuk ditonton karena kreatif dan inspiratif menggunakan laptop dan proyektor”*

[The first step the teacher explains digital storytelling in detail then gives an example of a video stories that is very good to watch because it is creative and inspiring using a laptop and projector]

Vignette 05. P3 – interview

*“Guru menjelaskan secara rinci apa itu digital storytelling serta menampilkan video untuk disimak yang berupa cerita naratif yang mengandung nilai moral dengan laptop dan proyektor”*

[The teacher explains in detail what digital storytelling is and displays a video to watch in the form of a narrative story containing moral values using a laptop and projector.]

Vignette 05. P4 – interview

*“Pertama guru menjelaskan tentang digital storytelling kemudian memberikan tampilan video berupa cerita naratif yang didalamnya terdapat animasi dari tokoh-tokoh yang memiliki pesan moral dengan bantuan alat digital seperti laptop dan proyektor”*

[First the teacher explains about digital storytelling then provides a video display in the form of a narrative story which includes animated videos of characters who have a moral message with the help of digital tools such as laptops and projectors.]

Vignette 05. P5 – interview

*“Pertama guru menjelaskan terlebih dahulu apa itu yang dimaksud digital storytelling setelah itu guru memberikan contoh berupa video tapi ada teks naratifnya juga ada gambar dan ada animasi yang lucu yang ditampilkan melalui laptop dan proyektor”*

[First, the teacher explains what is meant by digital storytelling, after the teacher’s gave an example in the form of a video, but there is narrative text, there are also pictures and there are funny animations that are displayed via a laptop and projector.]

Vignette 05. P6 – interview

Based on the interview transcription above, the implementation of DST in the speaking activity, the teacher explained the meaning of digital storytelling in detail and gave the video about digital storytelling that include narrative stories example used laptop and projector.

#### **b. Students Activity in Learning Spoken Narrative**

Students’ watched the video and teacher’s filled in the observation sheet during DST was implemented. after students watched the video, they were asked to discuss and fill in the worksheet with their groups. Then, the teacher ed students to retelling the text with their groups when they were randomly called to come to the front of the class.

These were explained by the students’ quote which says that:

*“Aku nyimak videonya, mencatat hal-hal penting apa yang terdapat dalam video kemudian mengisi worksheet lalu dikerjakan secara berkelompok setelah itu maju kedepan kelas berkelompok untuk menceritakan kembali”*

[I watched the video, noted the important things in the video then filled in the worksheet and then worked in groups after that went to the front of class pergroup to retell the story.]

Vignette 06. P1 – interview

*“Setelah guru menjelaskan, aku nyimak video, mencatat, dan mengerjakan worksheet yang sudah diberikan oleh guru lalu setelah selesai kami maju berkelompok untuk menceritakan kembali apa yang kami pahami dari cerita tersebut”*

[After the teacher explained, I watched the video, took notes, and worked on the worksheet that had been given by the teacher, then when finished, we went in front of the class pergroups to retell what we understood from the story.]

Vignette 06. P2 – interview

*“Saya memperhatikan, menulis ulang cerita yang terdapat di video tersebut, dan juga mengisi worksheet dengan teman sekelompok kemudian menceitakan kembali di depan kelas”*

[I paid attention, rewrote the story in the video, and also filled in the worksheet with my friends of group and then retold it in front of the class.]

Vignette 06. P3 – interview

“Saya **menyimak video, mencatat, mengisi worksheet** yang sudah diberikan oleh guru untuk dikerjakan berkelompok lalu maju berkelompok untuk **menceritakan kembali** berdasarkan apa yang telah kita pahami dan kerjakan”

[I watched the video, took notes, filled in the worksheet that had been given by the teacher to be done in groups and then went forward as a group to tell the story again based on what we had understood and done.]

Vignette 06. P4 – interview

“Saya **menonton video, mencatat point-point penting** lalu **mengerjakan worksheet** yang diberikan oleh guru setelah selesai kami maju kedepan berkelompok **menceritakan kembali** sesuai bagiannya masing-masing”

[I watched the video, noted the important points then worked on the worksheet given by the teacher. After finishing we went forward pergroup to retell the story according to their respective parts.]

Vignette 06. P5 – interview

“Saya **menyimak video** yang dipaparkan oleh guru, **menerjemahkan kosakata, mencatat, mengerjakan worksheet** kemudian maju kedepan **menceritakan kembali** apa yang sudah kami kerjakan”

[I watched the video presented by the teacher, translated the vocabulary, took notes, did the worksheet then came forward to retell what we had done.]

Vignette 06. P6 – interview

Based on the transcription of the interview above, in the spoken narrative activity using digital storytelling, the teacher explained the meaning of digital storytelling then gave an example of a video containing a narrative story entitled "Wings of Hope" where students are asked to watch and fill in the worksheet with their group members. After that, they were asked to come forward in front of the class each group to retell the narrative story of the video.

## **2. Student's Perception in Learning Spoken Narrative using DST**

### **a. DST Help Students in Vocabulary Knowledge, Grammar Understanding, and Retelling**

Student's had positive perceptions in using DST, those were increase their vocabulary knowledge and grammar understanding. These were explained by the students' quote which says that:

“**Dapat banyak pengetahuan kosakata baru** miss, contohnya ladder, twigs, claws, dan muscle”

[Miss learned a lot of new vocabulary, for example ladder, twigs, claws and muscles]

Vignette 08. P1 – interview

“Saya jadi dapat **banyak banget pengetahuan kosakata baru** miss, seperti burrow, fledglings, soaked”

[I got learned a lot of new vocabulary Miss, such as burrow, fledglings, soaked]

Vignette 08. P2 – interview

“**Iya sangat menambah wawasan saya tentang kosakata** karena didalam video tersebut banyak kosakata yang baru saya ketahui jadi saya dapat belajar hal-hal baru”

[Yes, it really broadens my insight into vocabulary because in the video there are a lot of new vocabulary words that I know so I can learn new things]

Vignette 08. P3 – interview

*“Dapat banyak sekali pengetahuan tentang kosakata baru miss, ada beberapa kosakata Bahasa Inggris yang jarang digunakan dalam kehidupan sehari-hari yang ditampilkan didalam video dan hal itu menjadi pemahaman baru untuk saya”*

[Got a lot of knowledge about new vocabulary miss, there are several English vocabulary words that are rarely used in everyday life that are shown in the video and this has become a new understanding for me]

Vignette 08. P4 – interview

*“Iya saya menjadi tahu beberapa kosakata baru seperti branch dan nest”*

[Yes, I learned some new vocabulary such as branch and nest]

Vignette 08. P5 – interview

*“Dapat banyak pengetahuan kosakata baru Miss, contohnya ladder, twigs, claws, dan muscle”*

[Got a lot of knowledge about new vocabulary Miss, for example ladder, twigs, claws and muscle]

Vignette 08. P6 – interview

Besides could increase knowledge of vocabulary, DST also increase student's grammar understanding. There were explained by the students' quote which says that:

*“Iya soalnya ada keterangan teksnya gitu dibawah video setiap pergantian tokoh lalu ceritanya yang menarik, lucu, dan diringkas atau disajikan dengan sesuatu yang positif”*

[Yes, because there is a text description below the video for each character change and the story is interesting, funny, and summarized or presented with something positive.]

Vignette 09. P1 – interview

*“Iya miss, karena setiap scene ada captionnya terus cerita yang sangat menarik, tokohnya lucu-lucu, kreatif, dan suaranya terdengar jelas jadi bahasanya lebih mudah aja dipahami”*

[Yes, miss, because every scene has a caption and the story is very interesting, the characters are funny, creative, and their voices sound clear so the language is easier to understand.]

Vignette 09. P2 – interview

*“Iya, dapat dengan mudah dipahami karena terdapat video animasi yang sangat menarik disertai caption sehingga saya tahu alur ceritanya dan saya tidak perlu untuk terlalu memperhatikan kosakatanya”*

[Yes, it's easy because there are very interesting animated videos so I know the story line and I don't need to pay too much attention to the vocabulary.]

Vignette 09. P3 – interview

*“Iya miss, karena antara caption dan video animasi berhubungan jadi tata bahasa dan alur ceritanya mudah dipahami ditambah ceritanya sangat menarik, tokohnya lucu-lucu, inspiratif, dan suaranya terdengar jelas”*

[Yes, miss, because the caption and animated video are related so the grammar and storyline are easy to understand plus the story is very interesting, the characters are funny, inspiring, and the voices sound clear]

Vignette 09. P4 – interview

*“Iya miss, karena dibawah video ada keterangan dari tiap pengucapan tokoh kemudian ceritanya sangat menarik, tokohnya sangat menginspirasi”*

[Yes, miss, because below the video there is a description of each character's pronunciation and then the story is very interesting, the characters are very inspiring]

Vignette 09. P5 – interview

*“Iya miss karena ceritanya menarik, tokohnya lucu, inspiratif, suaranya terdengar jelas jadi bahasanya mudah dipahami”*

[Yes, miss it because the story is interesting, the characters are funny, inspiring, the voices sound clear so the language is easy to understand]

Vignette 09. P6 – interview

DST also help students' in learning spoken narrative, there was a stage that help students in speaking learning through DST. Explained by the students' quote which says that:

*“Iya Miss, pada saat menonton video terdengar jelas pengucapannya kemudian maju kedepan dan menceritakan kembali tentang apa yang baru saja aku pahami dari video tersebut”*

[Yes Miss, when watching the video i can hear the pronunciation clearly then come forward and retell what I just understood from the video]

Vignette 10. P1 – interview

*“Iya miss, berbicara bahasa inggris lebih mudah setelah belajar menggunakan digital storytelling karena langsung dipraktekkin pada saat maju kedepan menceritakan kembali teks naratif yang telah dipaparkan oleh guru”*

[Yes miss, speaking English is easier after learning to use digital storytelling because it is immediately practiced when moving forward to retell the narrative text that has been explained by the teacher]

Vignette 10. P2 – interview

*“Iya dapat, ketika saya menceritakan kembali ke depan menggunakan Bahasa Inggris yang sebelumnya sudah dicontohkan dari cerita naratif”*

[Yes, you can, when I tell it back to you using English which was previously exemplified from the narrative story]

Vignette 10. P3 – interview

*“Iya miss, berbicara Bahasa inggris lebih mudah setelah belajar dengan menggunakan digital storytelling yaitu pada saat menonton video, mencatat lalu dipraktekkan maju ke depan menceritakan kembali teks naratif”*

[Yes miss, speaking English is easier after learning by using digital storytelling, namely when watching videos, taking notes and then practicing moving forward to retell the narrative text]

Vignette 10. P4 – interview

*“Iya miss, saya jadi lebih bisa berbicara Bahasa inggris setelah belajar dengan menggunakan digital storytelling ditahap pada saat maju ke depan kelas bareng temen sekelompok jadi ga malu buat ngomongnya”*

[Yes miss, I can speak English better after learning using digital storytelling when I go to the front of the class with a group of friends so I'm not embarrassed to speak it]

Vignette 10. P5 – interview

*“Iya miss, berbicara Bahasa Inggris lebih mudah setelah belajar dengan menggunakan digital storytelling karena bisa memahami isi cerita menggunakan animasi atau visual jadi termotivasi dan semangat belajar, ditahap **saat maju ke depan mempresentasikan menceritakan kembali** teks naratif yang telah dipaparkan oleh guru”*

[Yes miss, speaking English is easier after learning using digital storytelling because you can understand the content of the story using animation or visuals so you are motivated and enthusiastic about learning, at the stage when you move forward to present and retell the narrative text that has been explained by the teacher]

Vignette 10. P6 – interview

The interview data showed that learning using DST could increase knowledge of vocabulary and was easy to understand the grammar of the story because the story was very interesting, insert captions, the characters were funny, creative, and inspiring. Thus, they could understand the grammar easier. Practically, there was stage that help students in speaking because it is immediately practiced when moving forward to retell the narrative text to the front of the class.

#### **b. Students’ Enthusiasm towards DST**

Students had positive perceptions and there were no difficulties of using Digital Storytelling in learning speaking. Digital Storytelling is a strategy that can help students learn to spoke. Through this strategy, students could enjoy lessons in class more, so they felt happy and enthusiastic. The following are the results of interviews with participants regarding students’ perceptions after learning to spoke through DST:

*“Perasaan saya **sangat senang** miss, **antusias banget**, karena belajar hal baru dan menambah pengetahuan juga dan saya **sangat menikmati** selama pembelajaran”*

[I feel very happy, Miss, very enthusiastic, because I learn new things and increase my knowledge too and I really enjoy learning]

Vignette 11. P1 – interview

*“Perasaan saya **senang** miss, **antusias banget** gitu belajar hal baru dan menambah pengetahuan juga jadi saya **menikmati** selama pembelajaran”*

[I feel happy, I'm really enthusiastic about learning new things and increasing my knowledge, so I enjoy learning]

Vignette 11. P2 – interview

*“Perasaan saya **sangat senang** miss, **antusias** karena belajar hal baru, menambah pengetahuan juga untuk saya dan saya **menikmati**”*

[I feel very happy, miss, enthusiastic because I learn new things, it also adds to my knowledge and I enjoy it]

Vignette 11. P3 – interview

*“Perasaan saya **sangat senang** dan **antusias** karena belajar dengan metode yang baru dan **sangat menikmati**”*

[I felt very happy and enthusiastic because I was learning with a new method and really enjoyed it]

Vignette 11. P4 – interview

*“**Menyenangkan**, sangat seru, menambah wawasan, jadi **antusias** dalam belajar, dan **sangat menikmati** videonya”*

[It's fun, very exciting, broadens your knowledge, makes you enthusiastic about learning, and really enjoy the video]

Vignette 11. P5 – interview

*“Yang pastinya senang terus excited karena bisa mencoba hal baru dalam belajar, iya menikmati selama pembelajaran”*

[What is certain is that we are happy and excited because we can try new things in learning, so we can enjoy learning English]

Vignette 11. P6 – interview

Students' perceptions of learning to speak through DST received a positive response. They felt happy, enthusiastic, enjoy learning using because they thought using DST could help them learn to speak. They could learn new things and increase their knowledge.

### c. Students' Difficulties towards DST

Based on the interview, they think the use of DST can make it easier for students to learn to spoke. These findings can be traced from the interview transcription below:

*“Buat saya tidak ada kesulitan miss, tokohnya lucu jadi bikin focus menyimak videonya dan paham sama isi ceritanya”*

[For me, there were no difficulties, the characters were cute so it made me focus on watching the video and understand the content of the story]

Vignette 12. P1 – interview

*“Saya tidak mengalami kesulitan, karena videonya seru banget buat ditonton jadi mudah memahami alur ceritanya”*

[I didn't experience any difficulties, because the video was really fun to watch so it was easy to understand the plot of the story]

Vignette 12. P2 – interview

*“Tidak ada kesulitan malah seru karena dikerjakan secara berkelompok, bisa saling bertukar sudut pandang tentang ceritanya”*

[There are no difficulties, it's even fun because it's done in groups, you can exchange points of view about the story]

Vignette 12. P3 – interview

*“Nggak ada kesulitan miss, justru mudah memahami kosakata baru karena video berbentuk animasi”*

[There are no difficulties, it's actually easy to understand new vocabulary because the video is in the form of animation]

Vignette 12. P4 – interview

*“Seru miss menurut saya, tidak ada kesulitan karena mengerjakannya secara berkelompok dan semua anggota kelompok bekerja”*

[I think it's fun, miss, there are no difficulties because you do it in groups and all group members work]

Vignette 12. P5 – interview

*“Tidak ada kesulitan miss, kita jadi belajar untuk berani berbicara Bahasa Inggris”*

[There are no difficulties, we learn to speak English boldly]

Vignette 12. P6 – interview

Based on students' perceptions, it can be seen that students are able to understood the content of the stories they have watched. They stated that by using

DST they could understand the content of the story because with the help of animation and the storyline they could discuss it together. From the interview data, it could be concluded that students do not find it difficult to use DST during the speaking-learning process. Meanwhile, they also said exciting when using this strategy.

### **Discussion**

The first finding, concerning the implementation of DST in narrative spoken, was found that all DST procedures were carried out by the researcher as a teacher during the learning process that inserted digital medium such as laptop and projector. The teacher divides students into several groups and gives instructions to students to watch the narrative stories and fill in the worksheet. The teacher observes students while worked in groups and speaking in retelling. It helps students with pronunciation, vocabulary knowledge, and understanding grammar. Then, the teacher asked students to retelling their understanding of the narrative story. Afterward, students understood the text they spoke and motivated to speak. This strategy could help the teacher make it easier for students to understand the meaning of DST and narrative stories material.

The second finding is regarding students' perceptions through the application of DST in learning speaking. The researcher found that there were 3 types of student perceptions in using DST, namely: easy strategies, fun strategies, and making it easier for students to understand the story. This is because the video contains a very interesting story, in the form of animation, with captions inserted, the characters are funny, creative and inspiring. There was no difficulty because they were share their opinions with group friends and spoken practically in groups such as discuss and retelling. Therefore, the results obtained, this strategy could help students in the process of learning students' spoken narrative.

### **CONCLUSION**

Based on the results of the research and discussion described in the previous chapter, it can be concluded that during the learning process using DST, students are able to learn to speak.

The first finding, concerning the implementation of DST in narrative spoken, was found that all DST procedures were carried out by the researcher as a teacher during the learning process that inserted digital medium such as laptop and projector. The teacher divides students into several groups and gives instructions to students to watch the narrative stories and fill in the worksheet. The teacher observes students while worked in groups and speaking in retelling. It helps students with pronunciation, vocabulary knowledge, and understanding grammar. Then, the teacher asked students to retelling their understanding of the narrative story. Afterward, students understood the text they spoke and motivated to speak. This strategy could help the teacher make it easier for students to understand the meaning of DST and narrative stories material.

The second finding is regarding students' perceptions through the application of DST in learning speaking. The researcher found that there were 3 types of student perceptions in using DST, namely: easy strategies, fun strategies, and making it easier for students to understand the story. This is because the video contains a very interesting story, in the form of animation, with captions inserted, the characters are

funny, creative and inspiring. There was no difficult because they were share their opinions with group friends and spoken practically in groups such as discuss and retelling. Therefore, the results obtained, this strategy could help students in the process of learning students' spoken narrative.

## REFERENCES

- Abdolmanafi-Rokni, S. J. (2014a). Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance. *International Journal of Language and Linguistics*, 2(4), 252. <https://doi.org/10.11648/j.ijll.20140204.12>
- Abdolmanafi-Rokni, S. J. (2014b). Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance. *International Journal of Language and Linguistics*, 2(4), 252. <https://doi.org/10.11648/j.ijll.20140204.12>
- Ahmad, W. I. W., & Yamat, H. (2020). Students' Perception on Learning English Language through Conventional and Digital Storytelling. *International Journal of Academic Research in Business and Social Sciences*, 10(2). <https://doi.org/10.6007/ijarbss/v10-i2/6945>
- Arifiah, D., & Binawan, H. (2019). Konferensi, P., Nasional, P., Karakter, P., Melalui, B., *DIGITAL STORYTELLING: AN INTERACTIVE MEDIA FOR TEACHING SPEAKING*.
- Afrilyasanti, R., & Basthomi, Y. (n.d.). Supporting Students' Critical Media Literacy Skills Using Digital Storytelling through the Flipgrid Application. In *Computer Assisted Language Learning Electronic Journal (CALL-EJ)* (Vol. 42, Issue 1). <https://www.trustradius.com/>
- Arroba, J., & Acosta, H. (2021). LEARN Journal: Language Education and Acquisition Research Network Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. In *Journal: Language Education and Acquisition Research Network* (Vol. 14, Issue 1). <https://so04.tci-thaijo.org/index.php/LEARN/index>
- Baghdasaryan, K. (2011a). *Department of English Programs The Impact of Digital Storytelling on EFL Learners' Speaking Skills*.
- Baghdasaryan, K. (2011b). *Department of English Programs The Impact of Digital Storytelling on EFL Learners' Speaking Skills*.
- Baghdasaryan, K. (2011c). *Department of English Programs The Impact of Digital Storytelling on EFL Learners' Speaking Skills*.
- Çetin, E. (2021). Digital storytelling in teacher education and its effect on the digital literacy of pre-service teachers. *Thinking Skills and Creativity*, 39. <https://doi.org/10.1016/j.tsc.2020.100760>
- Cheng, M. M., & Chuang, H. H. (2019). Learning processes for digital storytelling scientific imagination. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(2). <https://doi.org/10.29333/ejmste/100636>
- DIGITAL STORY IN ENGAGING NON-ENGLISH STUDENT DEPARTMENT (A Descriptive Study at "Bahasa Inggris II" Subject in the fourth Semester of PIAUD-B Class) A THESIS Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Islamic Education in English Language Education.* (n.d.-a).
- DIGITAL STORY IN ENGAGING NON-ENGLISH STUDENT DEPARTMENT (A Descriptive Study at "Bahasa Inggris II" Subject in the fourth Semester of*

- PIAUD-B Class) A THESIS Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Islamic Education in English Language Education. (n.d.-b).
- DST AS INSTRUCTIONAL TOOL. (n.d.).
- Fitri, H. A., & Harianingsih, I. (n.d.). Edulanguge IMPLEMENTING DIGITAL STORYTELLING-BASED TASKS FOR THE TEACHING OF NARRATIVE WRITING SKILLS. In *Journal of English Language Education* (Vol. 4, Issue 2).
- Fu, J. S., Yang, S. H., & Yeh, H. C. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence. *Journal of Research on Technology in Education*, 54(5), 679–694. <https://doi.org/10.1080/15391523.2021.1911008>
- Gubrium, A. C., & Scott, T. (n.d.). *Teaching and Speaking to Social Change: A Digital Storytelling Approach Addressing Access to Higher Education*. <https://scholarlycommons.law.case.edu/swb/vol5/iss2/2>
- Hava, K. (2021). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning*, 34(7), 958–978. <https://doi.org/10.1080/09588221.2019.1650071>
- Idayani, A. (2019). THE EFFECTIVENESS OF DIGITAL STORYTELLING ON STUDENTS' SPEAKING ABILITY. In *Lectura: Jurnal Pendidikan* (Vol. 10, Issue 1).
- James, P. R. A. P., Yong, K. L., & Yunus, M. Md. (2019). Hear Me Out! Digital Storytelling to Enhance Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*, 9(2). <https://doi.org/10.6007/ijarbss/v9-i2/5533>
- Kim, H., & Lee, J. H. (2018a). The Value of Digital Storytelling as an L2 Narrative Practice. *Asia-Pacific Education Researcher*, 27(1), 1–9. <https://doi.org/10.1007/s40299-017-0360-3>
- Kim, H., & Lee, J. H. (2018b). The Value of Digital Storytelling as an L2 Narrative Practice. *Asia-Pacific Education Researcher*, 27(1), 1–9. <https://doi.org/10.1007/s40299-017-0360-3>
- Kim, S. (2014). *DEVELOPING AUTONOMOUS LEARNING FOR ORAL PROFICIENCY USING DIGITAL STORYTELLING*. 18(2), 20–35. <http://lt.msu.edu/issues/june2014/action1.pdf><http://lt.msu.edu/issues/june2014/action1.pdf>
- Lenette, C., Cox, L., & Brough, M. (2015). Digital storytelling as a social work tool: Learning from ethnographic research with women from refugee backgrounds. *British Journal of Social Work*, 45(3), 988–1005. <https://doi.org/10.1093/bjsw/bct184>
- Marcela, L., Millán, B., Pardo, A. N., Thesis, M. A., Jaramillo, C. T., Juror, M. A., & Iii, I. (n.d.). *Teacher-Designed Worksheets Centered on Storytelling to Enhance Oral Interaction*.
- Mirza, H. S. (n.d.). written permission of IOJET. WITH DIGITAL STORYTELLING. In *International Online Journal of Education and Teaching (IOJET)* (Vol. 7, Issue 1). <http://iojet.org/index.php/IOJET/article/view/668>

- Mujtaba, M., & Zuana, M. (2018a). ALSUNA: Journal of Arabic and English Language Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class. In 26) *ALSUNA* (Vol. 1, Issue 1).
- Mujtaba, M., & Zuana, M. (2018b). ALSUNA: Journal of Arabic and English Language Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class. In 26) *ALSUNA* (Vol. 1, Issue 1).
- Nair, V., & aMd Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability (Switzerland)*, 14(15). <https://doi.org/10.3390/su14159215>
- Nippold, M. A., Frantz-Kaspar, M. W., Cramond, P. M., Kirk, C., Hayward-Mayhew, C., & MacKinnon, M. (2014). Conversational and narrative speaking in adolescents: Examining the use of complex syntax. *Journal of Speech, Language, and Hearing Research*, 57(3), 876–886. [https://doi.org/10.1044/1092-4388\(2013/13-0097\)](https://doi.org/10.1044/1092-4388(2013/13-0097))
- Prastya, A. (2017). Teaching Writing Narrative Text Through Digital Storytelling: A Descriptive Qualitative Study at Vocational School PGRI Cikampek (Thesis, Faculty of Teacher Training and Education, Singaperbangsa University: Karawang).
- Robin, B. R., & Robin, B. R. (2016). *Robin Digital Education Review-Number 30*. <http://greav.ub.edu/der/>
- Schmier, S. A. (2021). *Using Digital Storytelling as a Turn-Around Pedagogy*.
- Setyaningsih, P. K., & Wahyuni, E. S. (2021). Digital Storytelling in TEYL: A Narrative Inquiry of a Pre-Service Teacher. *JOLLT Journal of Languages and Language Teaching*, 9(1), 1–13. <https://doi.org/10.33394/jollt.v%vi%oi.3338>
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: a comprehensive study. *Smart Learning Environments*, 1(1). <https://doi.org/10.1186/s40561-014-0006-3>
- Soler, B., & Pardo, B. S. (n.d.). *Digital Storytelling: A Case Study of the Creation, and Narration of a Story by EFL Digital Storytelling: A Case Study of the Creation, and Narration of a Story by EFL Learners El relato digital: estudio de caso de la creación y narración de una historia por estudiantes de inglés como LE*. <http://greav.ub.edu/der/>
- Syafriyadin\*, Haryani, Salniwati, & Putri, A. R. A. (2019a). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(4), 3147–3151. <https://doi.org/10.35940/ijrte.D8002.118419>
- Syafriyadin\*, Haryani, Salniwati, & Putri, A. R. A. (2019b). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(4), 3147–3151. <https://doi.org/10.35940/ijrte.D8002.118419>