



# Prosiding

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## Digital Story Telling to Teach Speaking for Civics Education Students

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**abstrak** – Bercerita secara digital adalah salah satu cara untuk mengajar kemampuan berbicara di abad ini. Siswa dapat menceritakan kisahnya dan menuangkannya ke dalam media digital seperti canva. Penelitian ini bertujuan untuk mendeskripsikan penerapan digital storytelling dalam pengajaran berbicara pada mahasiswa pendidikan kewarganegaraan. Instrumen yang digunakan adalah hasil karya siswa, observasi, dan dokumentasi. Kemudian data dianalisis dengan cara mereduksi, menampilkan, dan menyimpulkan. Dari hasil penelitian, terlihat bahwa penerapan digital storytelling dalam pengajaran berbicara memberikan kesempatan kepada siswa untuk belajar tidak hanya berbicara tetapi juga menulis, membaca, dan mendengarkan. Mereka belajar berbicara tanpa adanya keraguan, perasaan gugup atau ketidakpastian yang menjadikan belajar berbicara lebih bermakna dan menyenangkan

**Kata kunci** – Digital storytelling, berbicara, canva

**Abstract** – Digital storytelling is one way to teach speaking in this century. Students can tell their story and put them in a digital media such as canva. This study aims to describe the implementation of digital story telling in teaching speaking to the civics education students. The instruments used were students' work, observation, and documentation. Then the data were analyzed by reducing, displaying, and concluding. From the result of the study, it can be seen that the implementation of digital story telling in teaching speaking provides opportunity for the students to learn not only speaking but also writing, reading, and listening. They learnt to speak without any hesitation, feeling of nervous or unconfident which made learning to speak more enjoyable and meaningful.

**Keywords** – Digital storytelling, speaking, canva

### INTRODUCTION

Education nowadays is inseparable from digital technology. The espousal of digital technology gives big impact to the teaching and learning process. It provides so many facilities for teaching and learning such as online platform for conducting long distance classes, doing assessment, and sharing session. It also provides websites for developing media such as making online module, video, online power point, and et.ec. Beside it also provides online resources that can help students to be self integrated learner. Moreover, digital technology can also engage the students to develop problem solving, critical thinking, and process comprehension. Therefore, it can be used as media to make learning English more interesting and meaningful.

Utilizing technology in teaching methods is a fundamental practice in teaching EFL nowadays, where it is available and accessible. By employing the technology in teaching language skills, it is found that technology becomes a complement to traditional teaching especially in teaching speaking in which the focus of teaching is on the use of language communication rather than do the examination (Sosas, 2021).

Hong (2006) stated that the utilization of technology in teaching speaking has become an essential practice particularly in teaching English as a foreign language. There are many magical tools such as internet, podcasts, video conferencing, vlogging, videos and speech recognition software are considered the best tools for teaching speaking skills and those have been regarded as ways of helping students improve language skills. Those technologies actually have become part of students' life today therefore the teaching speaking using technologies is needed to get into the modernized world (Sosas, 2021).

One way of teaching speaking using technology is digital storytelling (DST). Digital storytelling is a multimedia project to create short video using computer-based tool by collaborating images, videos, music and audible or written narrations (Skouge and Rao, 2009; Wang and Zhan, 2010; Robin, 2015). Story telling is one of technique for teaching speaking. it is not only effective in early education, but also for all areas higher education. When applying storytelling in higher education, there are five stages model on Reflective Learning through Storytelling, which involves both tellers and listeners of the stories in connecting the story with their own experiences. Each of the five stages (i.e., story finding, storytelling, story expanding, story processing, and story reconstructing) engages students by encouraging them to reflect on learning processes and experiences of their lives. Through these five stages, students can improve their learning because storytelling, as a pedagogical tool in higher education, seriously takes the needs of students to make sense of experiences and seek meaning from their lives (McDrury & Alterio, 2003 cited in Wang and Zhan, 2010). To get into the modernized world, then the way to create story telling is digitalized. Many researches had been done in digital storytelling. They found that DST is beneficial in teaching speaking. Robin (2015) found that DST can be a powerful educational tool for students at all ages and grade levels who are tasked with creating their own stories. By applying DST in the class, the students will begin to think what they are going to create, do some research about what they need, analyze and synthesize all the information and opinion about their topic. It also develop their communication, collaborative, and social skills since they need to organize their idea with peer, express opinion, and construct the context. Digital storytelling also improve the students' speaking ability because it is a comprehensive activities (Idayani , 2019). Furthermore, DST also develops motivation, self-integrated learning, and improves vocabularies (Al Ghaithi, 2023).

In creating digital storytelling, students need technological or internet-connected gadgets like laptops, tablets, Chromebooks, or smartphone (Haleem, et al, 2022). There are many application such KineMaster, adobe slate, puppet pals, sock puppets, wevideo, inshot, hands starter with authentic stories. Considering the beneficial of digital story telling in teaching speaking, this study aims to implement this technique to teach speaking for civics education students which have different high school educational background. The application used for assisting the students in creating digital story telling is canva.

## **METHOD**

The study uses descriptive qualitative method which aims to explain the implementation of digital storytelling in teaching speaking toward civics education students. The subject of the study was the first semester of civics education students in IKIP PGRI Bojonegoro who got English for civics education. The instruments used were observation, documentation, and students' digital storytelling result. After getting the data, then it was analysed by using data reduction technique, data display (presentation of data), and conclusion drawing or verification. In the reduction, the result of students' story telling were observed, selected, and transformed into some important information to figure out the data clearer. Then those data are displayed qualitatively to give the result of the study and the data were concluded to give the final result of the study (Matthew Miles and Huberman, 1994).

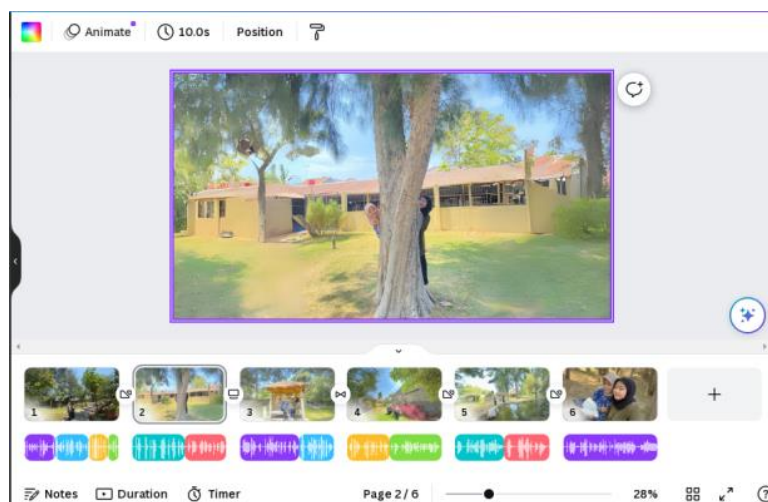
## **RESULT AND DISCUSSION**

Before students created their digital story, the students were given presentation how to make digital story telling in canva. First, they must open canva, and then choose presentation template. After that, the students should click upload and choose the image or video for their story, then click "record yourself". Here the students can record the voice with or without their face.

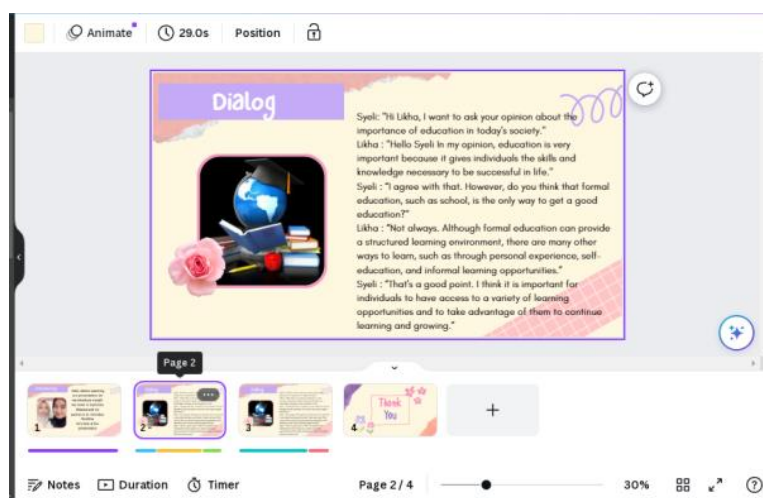
After being informed about how to make digital story telling in canva, the students worked in pair to make an outline about what they were going to tell. The work was in pair because they said that English is one of the most difficult subjects to learn so that they need partners in completing the assignment. The topic was about their experiences in learning English related to some specifics topic such as Pancasila or national hero days. If it was difficult, they could choose topic about their campus or daily activity. The students had two weeks for doing this and they could consult or ask if they found difficulty.

From the result of students' work, it can be seen that digital story telling can motivate them to learn English. The topic chosen was the combination between their daily activities and specific materials such as Pancasila. They collaborated audio, pictures, and written narration to help the listeners to understand about their explanation. Some videos are about descriptions about their chosen topic, and the other are about their conversation about the topic. For examples, picture 1 described

about the campus environment. They used pictures and voice over about the pictures. They didn't put any written narration on the video. Differ from picture 1, picture 2 just made conversation about education society. They put picture, narrative transcription, and voice over about the transcription. The following the screen shoots from their work.



**Images 1.** Author documents



**Images 2.** Author documents

According to Brown (2004) there are six aspects for assessing speaking skill, namely fluency, pronunciation, grammar, comprehension, vocabulary, and task. In the aspect of fluency, the students' works were in the score of 3 where the students can discuss particular interest of competence with reasonable ease and they have rarely to grop for words. By using digital storytelling, the students can do some rechecking for what they produced. If they tone were not too fluent, they could edit and make it better. In the aspect of pronunciation, they were in score of 2 where accent is intelligible though often quite faulty. It means that many students made some errors

in pronouncing the words. For example, the word “produces” should be pronounced as /prə'dju:s/ not /prədəkt/, time /'taɪm/ not /tɪm/, mosque /mosk/ not /maskuɪ/. The natives or the audiences may misunderstand with what they said if they didn't put any written transcription in the slide.

In the aspect of grammar, they have good control of grammar. They are able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. By using digital storytelling, the students can create the script before recording their voice over. It would help them to produce sufficient structural accuracy of the language. Meanwhile, for the aspect of comprehension, they were in the level of quite complete at a normal rate of speech. For the aspect of vocabulary, the vocabularies are inadequate to express anything but the most elementary need. It is because their speaking was based on script so that it helped them to make the voice over. The last aspect, task, is in level can as can ask and answer questions on topics very familiar to them. They were able to satisfy routine travel needs and minimum courtesy requirements. In this level, the students were able to complete the task given statistically.

From the result of students' work, it can be found that digital story telling help them learning English in an interesting way. They not only learnt speaking, but also about writing, listening, and reading in one time. They learnt about writing from making script about what they were going to say. In this phase they learnt how to develop a concept, construct the sentences, and choose appropriate vocabularies. They learnt listening from listening their own recording. By listening their own recording, they could check whether their pronunciation, tone, and voice were already good or not. It is a good way to have self-assessment before they sent their work to the teacher. Then they can also learn how to read by reading the concept they make and practice their voice before recording it. Moreover, digital story telling helped the students in learning speaking. The students can learn speaking in unstressful situation in which they learned only with their friends, they can edit their recording if they made mistake and they will not feel nervous or unconfident because no one in front of them. The missing of anxiety feeling in learning can make meaningful learning.

The use of digital media in EFL teaching is undeniably beneficial for educational purposes (Afrilyasanti & Basthomi, 2023). Using technology in teaching speaking provides the students opportunity to improve their fluency and coherence, lexical resources, grammar, accuracy, and pronunciation (Akkara, Anumula and Mallampalli, 2020). The collaboration between digital media and storytelling provide many benefits in EFL learning. It is an excellent teaching method to engage communicative competences and media literacy. They not only learn about speaking but also writing, listening, and reading in one time (Goodman's, 2003). Moreover, digital story telling engage students to do small research toward the topic, synthesize the finding, and communicate them as the story telling (Afrilyasanti & Basthomi, 2020). In addition, digital story telling can affect all levels of cognitive

activity such as collaboration, digital literacy, critical thinking, creativity, problem-solving, and socio cultural interactions (Afrilyasanti & Basthomi, 2023). Furthermore, when the students are able to create digital story by their own, unconsciously they gain valuable skills and also literacies needed for the 21st century skills such as digital literacy, global literacy, technology literacy, visual literacy, an information literacy (Robin, 2015).

## CONCLUSION

That digital story telling is one of media that can be implemented in teaching language skill. It give tremendous benefits for teaching and learning process. it helps students to develop their language competences and some important literacies skill need for this century.

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