



EFL Students' Engagement in The Use of Digital Storytelling in Speaking Classroom

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Abstrak

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English speaking skill is one of the important skills that must be possessed by students. Without having speaking skill, students cannot communicate properly. Indonesian students have been learning English since they were in elementary school to university. However, the fact is that students often find difficulties in learning English, especially in their speaking skills. Therefore, the teacher as an educator should prepare interesting learning methods for students to help them solve their problems. This study describes the implementation of Digital Storytelling in the speaking classroom. This study aims to investigate students' engagement in implementing Digital Storytelling in speaking classroom. The method used in this research is descriptive qualitative. Participants in this study were 37 junior high school students in Karawang. Collecting the data in this study using observation and interviews. The results of this study indicate that students are actively in learning process to speak using Digital Storytelling, students feel happy and excited during the learning process, and students are motivated to improve their speaking skills using Digital Storytelling, and the use of Digital Storytelling is effective for learning to speak English.

Kata kunci: *students' engagement, digital storytelling, speaking classroom.*

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INTRODUCTION

English is taught as a foreign language in Indonesia. Students who study English as a foreign language (EFL) from elementary school through university nonetheless struggle to learn the language. Speaking is one of the things they find challenging when learning English. Speaking is one of the most hard abilities for EFL students to master. Speaking is a crucial ability in learning English, along with reading, writing, and listening. Speaking is a necessary activity when two individuals are conversing with one another (Harmer, 2007). It means that by speaking helped people to communicate for express or sharing information to each other. Based on the researcher experience and observation in English classroom activities, it found that the students problem in learning speaking because of their lack of engagement in classroom. Lack of student engagement is caused by some factors such as students' afraid to make mistakes, lack of vocabulary, lack of understanding of grammar patterns, and also lack of participation in speaking English. Teachers should offer specific teaching methods that encourage students to practice speaking while honing their public speaking skills. Meaningful assignments that promote the use of oral language should be provided by the teacher in the form of realistic exercises, real-world conversations, and realistic classroom activities (Purwatiningsih, 2015).

Determining students' learning styles and learning material is crucial to assist students to learn speaking English successfully. Theoretically, storytelling is one of the classroom strategies for learning speaking for EFL students. According to Reinders cited in Puteria and Chakim (2022) Speaking skills can be improved through storytelling, which also helps students create and imagine stories. Meanwhile, one of the defining characteristics of today's students, who were born after digital technology became widely used, is digital literacy. The utilization of technology, such as the internet, laptops, and mobile devices, allowed pupils to advance in their understanding of the material. This means that in order to effectively impart knowledge to their students, teachers should organize teaching learning activities that include technology.

Combining storytelling and digital tools gives learners' chance to express ideas and knowledge of the world through the power of narrative (Leu et al., 2005 in Antonacci et al., 2012, p. 184). According to Antonacci et al., (2012) digital storytelling refers to delivering storytelling art using technological tools as a media. This means a digital storytelling is a multimedia text consisting of video clips, photos, artwork with voice narration, music, and other animation. By implementing digital storytelling is useful tool for students in language learning, it because can help improves students' language skills such as reading, writing, listening, speaking, grammar, and vocabulary (Leong, et al., 2019).

In some countries that served English as foreign language, the discussion of implementing digital storytelling for enhancing speaking ability has been widely discussed. The previous study showed that implementing digital storytelling as an alternative communicative strategy could help learners' speaking skill increase significantly (Arroba and Costa, 2021). In line with study of Yang et al (2022) learning language using digital storytelling offers to effectively fostering the students' development of becoming proficient English speakers and creative thinkers. Another study found that digital storytelling could be beneficial media for facilitating vocabulary learning, writing and speaking skills in EFL education (Hava, 2021). However, the previous study less attention has been paid to three students' engagement aspects by implementing digital storytelling in speaking classroom in junior high school level. This study focused on exploring EFL students' engagement by implementing digital storytelling in speaking classroom, which are involves behavioral engagement, emotional engagement, and cognitive engagement.

LITERATURE REVIEW

Students' Engagement

The three dimensions of engagement at the school level are behavioral engagement, emotional engagement, and cognitive engagement (Fredricks et, al., 2004). Behavioral engagement is concerned with how the students act in relation to the rules, norms, and expectations in the classroom or at school. Then, the components of a student's emotional engagement are their attitudes, pursuits, and values, especially as they relate to interactions with all parties involved in the school, whether they are favorable or unfavorable. The curiosity, boredom, anxiety, grief, and happiness of students, as well as their emotional reactions, and their identification with their school, are the three key components of this dimension.

While, when someone would put effort into their education, work hard and above expectations, and appreciate a challenge, that person would be engaging cognitively. Self-regulated learning, metacognition, the use of learning techniques, and "being strategic" in one's thinking and studying are all components of the cognitive engagement.

Speaking

Speaking to one another is a crucial component of daily interpersonal communication. The reason for this is because speaking enables individuals to communicate their feelings, thoughts, and ideas to others. Learning to communicate effectively will be aided by the speaker's dominance of the linguistic features. During speaking lessons, students will learn how to present thoughts and information in accordance with the topic's context, construct sentences, and express language with clear diction and pronunciation. In line with Harmer (2007), Speaking fluently both the capacity to comprehend language and information immediately as well as the awareness of language features that should be understood.

There are important parts and components of speaking that can be used to assess a student's speaking proficiency. The five elements of speaking skills include pronunciation, fluency, grammar, vocabulary, and comprehension, according to Harris as described in Anggini and Arjulayana (2021). Speaking is primarily comprised of pronouncing words correctly, which calls for a proper English accent from the speaker. Fluency, or the ability to speak English without stuttering, is the second essential quality. The third element is grammar, which indicates that the speaker needs grammar to construct an appropriate phrase when delivering the information. Vocabulary is the fourth element, and it's crucial for the speaker because they cannot communicate well or express themselves in both written and oral form without it. Comprehension is the final element, which means that the speaker must make the topic or content understandable and prevent misinterpretation.

Digital Storytelling

According to Robin and MCNeil (2019), Like traditional storytelling, digital stories have a specific point of view and concentrate on particular types of subjects. Digital storytelling, on the other hand, suggests that the stories combine computer-based graphics, text, narration that has been recorded, and video clips. Utilizing digital storytelling during the learning process aids learners in regaining, enhancing, intensifying, applying, and extending creativity. By visualizing their writing via a digital tool, it also assists pupils in writing creatively and effectively.

Robin (2008) stated that there are seven components that make digital storytelling effective for learning media, such as the point of view that highlights the author's perspective, dramatic questions that hold the audience's attention, the emotional aspects of the story that connect with the audience, the storyteller's voice considered as a way to personalize the story to help audience understand the story, and choosing the appropriate soundtrack that gives the story life.

METHODS

This study used qualitative as a research method and descriptive as a research design of this study. According to Creswell (2007) the descriptive case study is an exploration of a case (multiple cases) overtime through detailed, in-depth data collection involving multiple sources of information rich in context. This research aimed to investigate students' engagement by implementing digital storytelling in learning speaking English. This study involved 37 students for observation and five students as sample of the research. The participants of this study from eight grade at junior high school in Karawang.

To collecting the data of this study used observation and interview. The observation conducted in three meetings. In this study, the researchers as a full observer who focused on observed students activities. The instrument of this study used observation sheet adopted by Bond (2020) and O'Malley and Pierce (1990), and interview guideline adopted from Almazyad (2022). After collecting the data, the researchers conducted thematic analysis to analysis the data. Thematic analysis include familiarizing data, generate initial codes, search for themes, reviewing themes, defining and naming themes, and report the data (Braun and Clarke, 2006).

RESULTS & DISCUSSION

In this study, the researcher found some aspects of students' engagement by implementing Digital Storytelling in speaking classroom. According to Fredricks, et al (2004) there are three dimensions of students' engagement, involves behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement is students participate in class activities, pay attention to the lessons, attending class, asking questions, contributing to class discussions, and they would no signs of disruptive or negative behaviour. While, emotional engagement involves students' interest, attitudes, and emotional reactions. Then, cognitive engagement relates to students' investment in their education, work hard and beyond expectations, and enjoy a challenge.

Behavioral Engagement

During the observation, implementing Digital Storytelling in speaking classroom has positive behavior engagement for students. Students active in the process of creating Digital Storytelling, they ask to the teacher, actively participating in the discussion, and they also feel focused when creating Digital Storytelling. It supported by the students interview with the researcher.

Student 1: I think active. I ask a lot of questions too, because there are still things I do not understand. (*Saya rasa aktif. Saya banyak bertanya, karena ada yang masih belum paham*).

Student 2: Yes, because there are still some things I do not understand. (*Ya, karena ada yang Saya masih belum paham*).

The transcript above proves that students actively ask to the teacher in the learning process of speaking English using Digital Storytelling because they face confusion when creating Digital Storytelling. Students ask to the teacher to solve their confusion. In behavior aspect also found that students actively participating in discussion in the process of Digital Storytelling.

Student 2: Yes, I making the video, arrange the storyboard, and search the music. (*Ya, Saya membuat video, menyusun storyboard, dan mencari musik*).

Student 3: Yes, I edited the video and created the storyboard. (*Ya, Saya mengedit video dan membuat storyboard*).

The data above mentioned that students actively participating in the discussion. Every students have a task to create Digital Storytelling. All of the steps of creating Digital Storytelling helped students to be more active in the classroom. It also helped them to be more think creatively for the concept the videos and stories. Students active in the discussion to talk about the concept of the videos and divided the task to each group member. In addition, the students followed all the steps of creating Digital Storytelling very well. They seemed focused in learning process.

Student 2: Yes, pretty concentrated. Because I just found out after it was explained. (*Ya, sedikit berkonsentrasi. Karena baru tahu setelah dijelaskan*).

Student 4: Yes, because there are some animations so it looks interesting. (*Ya, karena ada animasi-animasi jadi terlihat menarik*).

The data interview showed that students feel concentrated in the process of creating Digital Storytelling to complete the project because it something new for them. Thus, they also like the activities of creating Digital Storytelling because they can creatively edited the video with the animations.

Emotional Engagement

Another finding of students' engagement by implementing Digital Storytelling in speaking classroom was emotional engagement. The researcher found positive responses of the students during this learning process. The students felt happy, excited, interest, and difficulties.

Student 1: Happy, because it is easy. (*Senang, karena mudah*).

Student 3: Yes, pretty happy. Because there is speaking session, I like speaking. (*Ya, lumayan. Karena disana ada sesi speaking, Saya suka speaking*).

Student 5: Yes, because it make video, so I am happy. (*Ya, karena membuat video Saya jadi senang*).

The data revealed that students felt happy when they were learning speaking using Digital Storytelling. Some of them said learning speaking using Digital Storytelling are easy, fun, and make students excited too. It is because the process of Digital Storytelling contain of students' favorite activities such as speaking practice and creating video. Students working the task with happy faces and excitedly. Moreover, the researcher also found that students' interest during the learning process using Digital Storytelling. It proves by the interview below.

Student 2: Creating video, because I like it. (*Membuat video, karena Saya menyukainya*).

Student 3: Creating storyboard, because it easy. (*Membuat storyboard, karena mudah*).

Student 5: Speaking session, it exciting and I can train my speaking ability. (*Bagian speaking, seru dan Saya dapat melatih kemampuan speaking Saya*).

Based on the data, it showed that students' interest part when created Digital Storytelling are creating video, creating storyboard, and speaking practice. They stated that they like those activities because it easy and also can helped them to improved their speaking ability. However, the researcher also found the students' difficulties when creating Digital Storytelling for learning to speak English.

Student 5: Yes, when created a storyboard I feel confused about how to write it. I prefer creating videos without creating a storyboard first. (*Ya, ketika Saya membuat storyboard Saya merasa bingung bagaimana menulisnya. Saya lebih suka membuat video tanpa membuat storyboard terlebih dahulu*).

Most students felt heavy when they should created storyboard first, before creating the video. They stated that they confused about the concept of it and how to write it, and they prefer to creating video without creating storyboard first.

Cognitive Engagement

The last finding of using Digital Storytelling in speaking classroom was cognitive engagement. The data revealed that by implementing Digital Storytelling make students feel motivated, gain new knowledge, and it effective for learn to speak English. It proved by the researcher interview with students.

Student 1: Yes, I am motivated because it helped me to learn to speak even better and for good grammar in English. (*Ya, Saya termotivasi karena itu membantu Saya dalam belajar speaking lebih baik dan tata bahasa yang baik dalam bahasa Inggris*).

Student 3: Yes, to improve my speaking ability. (*Ya, untuk meningkatkan kemampuan speaking Saya*).

Based on the data transcript above, the students felt motivated when they learning to speak using Digital Storytelling because it helped them to improved their speaking ability. Not only helped their speaking ability, but also helped students to learn more about grammar. In addition, implementing Digital Storytelling in speaking classroom also helped students to gain new knowledge.

Student 1: Yes, I got a lot of information, such as I can speak English and how to use the video editing App. (*Ya, Saya mendapat banyak informasi seperti Saya bisa berbicara bahasa Inggris dan cara menggunakan aplikasi edit video*).

Student 2: Yes, the information like storytelling can be created with video editing App. (*Ya, informasi seperti storytelling bisa dibuat dengan aplikasi edit video*).

The data showed that most students just know about the storytelling and storyboard. They said they just found out the storytelling can be created in the video App. Thus, by using Digital Storytelling, students can get new knowledge such as, how to use video editor, concept the video, looking for the materials for creating video. The researcher also found that implementing Digital Storytelling was effective for students learning to speak English.

Student 1: It's effective because every student has an opportunity to read in front of the class. It makes students did not feel embarrassed anymore, usually, students are always shy. (*Efektif karena setiap siswa punya kesempatan untuk membaca di depan kelas. Membuat siswa tidak merasa malu lagi, biasanya siswa selalu merasa malu*).

Student 2 : This is quite effective because there are parts of students reading the text in front of the class and it makes students more confident. (*Cukup efektif karena ada bagian siswa membaca teks di depan kelas dan itu membuat siswa lebih percaya diri*).

Regarding the data finding, implementing Digital Storytelling was effective for students learning to speak English. It is because every student has an opportunity to speak with themself, so they did not feel embarrassed anymore and it also makes

students more confident when speaking English, they also can self-check their speaking performance. The reason why the students can self-check their speaking is that they recorded their voices to use in the video. Supported by Nair & Yunus (2021), Digital Storytelling is effective in many ways especially in improving students' confidence, creativity, collaboration, and speaking skills.

DISCUSSION

The findings showed that students engages in three aspects of students' engagement in speaking English using Digital Storytelling, which are students engages behaviorally, emotionally, and cognitively. As mentioned in the findings, learning process using Digital Storytelling engages students behaviorally in speaking English. Through the use of digital storytelling, teachers could inspire their students to actively engage in class discussions and ask questions. It was also backed up by Choo, et al. (2020), who asserted that using digital storytelling to conduct a topic, ask questions, organize ideas, and express viewpoints helped students improve their speaking and communication abilities. The finding also showed that students actively participating in the learning process of speaking by using Digital Storytelling. They were actively participating in creating Digital Storytelling, every students has a task to complete the videos. It supported by Moradi & Chen (2019) Dynamic and systematic processes for digital storytelling empower students to talk with their groups about how to distribute the task of creating digital storytelling and make them engaged in sharing their thoughts and completing the project with others.

Digital Storytelling engages students emotionally in learning speaking English. Based on the findings, because of the process involved in generating digital storytelling, students generally enjoyed the learning experience. The majority of students find the class enjoyable since they can enhance their speaking skills on their own and their conceptual creativity by watching the video. According to Yang, et al. (2022), students were guided by their English teachers in developing their verbal creativity when composing storyboards and speaking. The findings also showed the students' interest in learning to speak English by using Digital Storytelling. They were interest in some part of the process of creating Digital Storytelling, such as the students like to create storyboard, editing video, and practice speaking. Followed by Lazareva & Martinez (2021), the use of educational technology in the learning process has always been strongly justified by pedagogical considerations. This includes the possibility that it would increase students' motivation. Meanwhile, in the learning process of creating Digital Storytelling for learning to speak English, the students also face difficulty, such as they were confused to create the storyboard before create the video. However, it will help students to developed their technical skills (Nasim, 2018).

In addition, Digital Storytelling also engages students cognitively in learning speaking English. The findings showed that during the learning process speaking English using Digital Storytelling, students gain new knowledge. They gain new information, such as how to create Digital Storytelling, how to use video editor Apps, and how to speak English well. It supported by Yang, et al (2020) the students learned to integrate the knowledge and skills from both English and the practice of using a video editor into the multimedia design of their own Digital Storytelling

project. The findings also showed that using Digital Storytelling was an effective strategy to learn to speak English. Regarding to Nair & Yunus (2021), Digital Storytelling is effective in many ways especially in improving students' confidence, creativity, collaboration, and speaking skills.

CONCLUSION

Based on the finding above, the researcher concluded that implementing Digital Storytelling in speaking classroom engages students behaviorally in learning to speak English. It encourage students to be more active in the classroom, they active to asking, discussion, and participation in creating Digital Storytelling.

Digital Storytelling also engages students emotionally in learning to speak. The students felt happy, excited, and interest to create Digital Storytelling. They excited in learning to speak using Digital Storytelling because most students like the creating video activity and speaking practice. The students also stated that creating Digital Storytelling was easy and fun. It helped them to improve their speaking ability and creative thinking.

In addition, Digital Storytelling also engages students cognitively in learning to speak. The students felt motivated to improve their speaking ability become better when learning to speak using Digital Storytelling. Digital Storytelling also helped students to gained new knowledge. Students claimed that implementing Digital Storytelling in learning to speak was effective for them. It helped them to be more confidence when speaking English.

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