DIGITAL STORYTELLING IN AN EFL SPEAKING CLASSROOM

A Research Paper

Submitted to the English Education Department as Partial Fulfillment to Accomplish Sarjana Pendidikan Degree

By

Aska Bella Sylviana

1807181

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGE EDUCATION AND LITERATURE

UNIVERSITAS PENDIDIKAN INDONESIA

2023

DIGITAL STORYTELLING IN AN EFL SPEAKING CLASSROOM

By

Aska Bella Sylviana

NIM 1807181

A thesis submitted to meet one of the requirements for achieving Sarjana Pendidikan degree at the Faculty of Language Education and Literature

© Aska Bella Sylviana 2023

Universitas Pendidikan Indonesia

All rights reserved

This thesis may not be reproduced in whole or in part, by reprinting, photocopying, or without permission from the author

PAGE OF APPROVAL

DIGITAL STORYTELLING IN EFL SPEAKING CLASSROOM

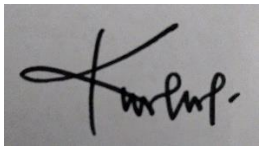
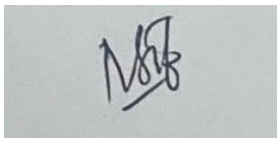
A Paper

By

Aska Bella Sylviana

1807181

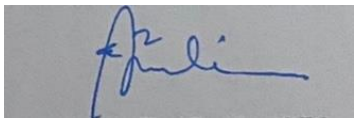
Approved By

First Supervisor	Second Supervisor
	
Iyen Nurlaelawati, M.Pd.	**Nicke Yunita Moecharam, M.A.**
NIP. 197709062009122002	**NIP. 198206302005012001**

Head of English Education Department

Faculty of Language and Arts Education

Indonesia University of Education



Prof. Dr. Emi Emilia, M.Ed.

NIP: 196609161990012001

ABSTRACT

This study aims to examine how digital storytelling enhances student engagement and learning performance. Seventh-grade students of Junior High School in Bandung participated in this study. This study used qualitative research within the framework of John Willis and David Willis in the late 1970s case study approach. Task-Based Language Teaching (TBLT) focussing on digital storytelling were used in this research. The result of the study found that the use of digital storytelling (*storyjumper*) is a way to support students in EFL classes to speak. It helps students to speak fluently, particularly in pronunciation and vocabulary, encouraging creativity and imagination in the learning process, particularly in speaking English and boosting students' confidence in speaking English. Therefore, the use of digital storytelling (*storyjumper)* supported students in speaking learning activities in the classroom.

Keywords: *Digital Storytelling, EFL, Learning performance, Speaking Classroom*

TABLE OF CONTENTS

PAGE OF APPROVAL **3**

DECLARATIVE ..... ERROR! BOOKMARK NOT DEFINED.

PREFACE ..... ERROR! BOOKMARK NOT DEFINED.

ACKNOWLEDGEMENT ..... ERROR! BOOKMARK NOT DEFINED.

ABSTRACT **4**

TABLE OF CONTENTS **5**

CHAPTER I ..... ERROR! BOOKMARK NOT DEFINED.

INTRODUCTION ..... ERROR! BOOKMARK NOT DEFINED.

1.1. BACKGROUND OF THE STUDY ..... **ERROR! BOOKMARK NOT DEFINED.**

1.2 RESEARCH QUESTION ..... **ERROR! BOOKMARK NOT DEFINED.**

1.3 PURPOSE OF THE RESEARCH ..... **ERROR! BOOKMARK NOT DEFINED.**

1.4 SCOPE OF THE STUDY ..... **ERROR! BOOKMARK NOT DEFINED.**

1.5 SIGNIFICANCE OF THE STUDY ..... **ERROR! BOOKMARK NOT DEFINED.**

1.6 CLARIFICATION OF TERMS ..... **ERROR! BOOKMARK NOT DEFINED.**

CHAPTER II ..... ERROR! BOOKMARK NOT DEFINED.

LITERATURE REVIEW ..... ERROR! BOOKMARK NOT DEFINED.

2.1. TASK-BASED LANGUAGE TEACHING ..... **ERROR! BOOKMARK NOT DEFINED.**

2.2. DIGITAL STORYTELLING ..... **ERROR! BOOKMARK NOT DEFINED.**

2.3. EFL SPEAKING SKILL ..... **ERROR! BOOKMARK NOT DEFINED.**

2.4. DESCRIPTIVE TEXT ..... **ERROR! BOOKMARK NOT DEFINED.**

CHAPTER III ..... ERROR! BOOKMARK NOT DEFINED.

METHODOLOGY ..... ERROR! BOOKMARK NOT DEFINED.

3.1. RESEARCH DESIGN .....**ERROR! BOOKMARK NOT DEFINED.**

3.2. RESEARCH PARTICIPANTS .....**ERROR! BOOKMARK NOT DEFINED.**

3.3. RESEARCH PROCEDURE .....**ERROR! BOOKMARK NOT DEFINED.**

3.4. DATA COLLECTION.....**ERROR! BOOKMARK NOT DEFINED.**

3.5. DATA ANALYSIS.....**ERROR! BOOKMARK NOT DEFINED.**

CHAPTER IV ..... ERROR! BOOKMARK NOT DEFINED.

FINDINGS AND DISCUSSION..... ERROR! BOOKMARK NOT DEFINED.

4.1 INTERACTIVE PLATFORM OF DIGITAL STORYTELLING..**ERROR! BOOKMARK NOT DEFINED.**

4.2 STUDENTS SPEAKING PERFORMANCE THROUGH *STORYJUMPER*..... **ERROR! BOOKMARK NOT DEFINED.**

4.2.1 STUDENTS' SPEAKING PERFORMANCE BY CREATING VIDEOS FROM WRITTEN STORIES USING STORYJUMPERS……..….34

4.2.2 THE STUDENTS' SPEAKING SKILL IN CLASSROOM…….38

CHAPTER V..... ERROR! BOOKMARK NOT DEFINED.

CONCLUSIONS AND RECOMMENDATIONS.....ERROR! BOOKMARK NOT DEFINED.

5.1 CONCLUSIONS .....**ERROR! BOOKMARK NOT DEFINED.**

5.2 RECOMMENDATION .....**ERROR! BOOKMARK NOT DEFINED.**

REFERENCES 10

APPENDIX ..... ERROR! BOOKMARK NOT DEFINED.

APPENDIX A.....**ERROR! BOOKMARK NOT DEFINED.**

APPENDIX B.....**ERROR! BOOKMARK NOT DEFINED.**

APPENDIX C.....**ERROR! BOOKMARK NOT DEFINED.**

APPENDIX D.....**ERROR! BOOKMARK NOT DEFINED.**

APPENDIX E.....**ERROR! BOOKMARK NOT DEFINED.**

APPENDIX F……..…….....94
TEACHER FIELD NOTES ……..... 97
VIDEO RECORDING TRANSCRIPTION ……..…… 101

References:

1. Faradina, D. F, & Oikurema Purwati. The Implementation of Digital Storytelling in Writing Recount Text to Second Graders of Junior High. (Surabaya: State University of Surabaya, 2015),p. 2.
2. Hockly, N., Dudeney, G., & Pegrum, M. Digital Literacies: Research and Resources in Language Teaching. (Routledge: Pearson Education Limited, 2014), p. 11.
3. Bernard Robin. Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom. Theory into practice, Vol 3(47), p. 224.
4. Bilal Duman and Güler Göcen. "The Effect of the Digital Storytelling Method on PreService Teachers' Creative Writing Skills." (Mugla Sitki Kocman University: Department of Curriculum and Instruction, Faculty of Educational Sciences, 2015), p. 1.
5. Rodríguez Viteri, M.A. Digital Storytelling and the Oral Production Skill. Bachelor's Thesis, Universidad Técnica de Ambato, Ambato, Ecuador, 1 August 2020. Volume 9. pp. 1–61.
6. Davis, A. (2004). Co-authoring identity: Digital storytelling in an urban middle school. Technology, Humanities, Education and Narrative Journal, 1(1), 1-21.
7. Broughton, Geoffrey, C. Brumfit, R. Flavell, P. Hill, & A. Pincas. (2003). *Teaching English as foreign language*. New York: Routledge & Kegan Paul Ltd.
8. Harmer, J. (2007). The practice of English language teaching. Harlow. England: Pearson Education.

9. Wang, Z. (2014). An Analysis on the Use of Video Materials in College English Teaching in China. International Journal of English Language Teaching, 2(1), 23–28. https://doi.org/10.5430/ijelt.v2n1p23.
10. Dogan, B. (2007). Implementation of digital storytelling in the classroom by teachers trained in a digital storytelling workshop (Ph.D. thesis). University of Houston, USA.
11. Sunarto, E., Mukarto, F. X., Bismoko, J., & Dewi, N. (2018). Trilingual textualization to deliver Indonesian local cultures to high school students. Language and Language Teaching Journal 1(2). Retrieved from https://ejournal.usd.ac.id/index.php/LLT/article/view/1038.
12. Faulin, A., & Sofendi. (2014). Cooperative group learning strategy. Palembang, Indonesia: Penerbit Simetri.
13. Thornbury, S., 2005. How to teach speaking. LongmanGerman English Student Performance International (DESI-Konsortium, 2008)http://els.pppkpetra.or.id/index.phpBayley, et al. , (1996). Writing in Action. New York: Macmillan Publishing Company.http://rumahpublikasi.com/index.php/prokaluni/article/download/206/110.
14. Prensky, M. (2001). Digital natives, digital immigrants, part i: do they really think differently?. On the Horizon, NCB University Press, Vol.9 No.6.
15. Standley, M. (2003). Digital storytelling: using new technology and the power of stories to help our students learn-and teach. Cable in the Classroom, 16-18.
16. Armstrong, S. (2003). The power of storytelling in education. Snapshots! Educational Insights, 11-20.
17. Ohler, J. (2007). Digital storytelling in the classroom: new media pathways lo literacy, learning and creativity. Thousand Oaks: Corwin Press.
18. Emilia, E. (2012). Module 12: Argumentative writing (a writing course handbook). UPI. Unpublished Material.
19. Gerot, L., & Wignel, P. (1994). Making sense of functional grammar. Antipodean Educational Enterprise.

20. Harmer, J. (2007). The practice of English language teaching. Harlow: Pearson Education Limited.
21. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.
22. Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, *1*(1), 1-6.
23. Ahmada, A., & Munawaroh, L. (2022). The Use of Role Play Method to Improve Speaking Skills. *Darussalam English Journal*, *2*(1), 55-82.
24. Fitria, T. N. (2019). Students' Error Analysis in Writing English Composition of 'My Self Description'. *Prosiding SENDI_U*.
25. Afna, M. (2018). The correlation between vocabulary and speaking skill. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, *4*(1), 43-71.
26. Hariyanto, H. (2016). The assessment procedures of speaking fluency using retelling technique. *Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, *3*(2).
27. Arif, A. P. W. (2022). THE USE OF LEARNING SPEAKING STRATEGIES BY MALE AND FEMALE STUDENTS OF THE FIFTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM IN MUHAMMADIYAH UNIVERSITY OF KOTABUMI. *Griya Cendikia*, *7*(2), 115-136.
28. Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. Change: The magazine of higher learning, 33(3), 10-17.