

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides knowledge related to the topic, including a theoretical description, theoretical framework, and a review of the previous study. These theories are about; speaking, digital storytelling, and students' perception.

A. Theoretical Description

1. Speaking

a. The Nature of Speaking

One of the language skills utilized in daily life is speaking, which involves two or more people sharing ideas in various context while using verbal and nonverbal cues, to make sure that the listener is paying attention to what is being said and that the speaker's interpretations are understood. According to the Oxford Dictionary, speaking is simply putting thoughts into words in order to make listeners grasp the message.¹ Speaking refers to the act of expressing oneself verbally. In that case, a variety of body organs, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips, are used to produce the sounds.² Speaking is a valuable skill that is more complicated than pronouncing words.³ Based on the description above lead one to the conclusion that speaking is a complicated cognitive ability since speakers create not only sounds but also a range of meaningful phrase and body language that listeners can either directly or indirectly decipher.⁴ Additionally, speaking ability is typically an aspect of communication success.

¹Oxford Dictionary, "Oxford Learner's Pocket Dictionary", Oxford: Oxford University Press, (Fourth Edition), 426.

²Julfikar Nurdin, "Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa," *JADEs Journal of Academia in English Education* 2, no. 1 (2021): 45, <https://doi.org/10.32505/jades.v2i1.3220>.

³Sri Wahyuningsih and Siti Malaiha Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students," *Proceedings of Third English Language and Literature International Conference*, 2019, 2, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

⁴Rahmawati, "Improving English Speaking Ability Using The Team-Games-Tournament Technique," *English Education Journal (EEJ)* 8, no. 1 (2017): 4, <https://jurnal.unsyiah.ac.id/EEJ/article/viewFile/6124/5028>.

Nunan said that speaking contains three scientific domains. The first is mechanics, which use the right words in the correct sentences with the proper pronunciation or as known as pronunciation, grammar, and vocabulary. The second is the capability of transactions and interactions, which recognizes when appropriate understanding is not necessary (transactions) and when clear communication is crucial (interactions). The third is social and cultural norms that comprehend how to be aware of who is communicating with whom, under what circumstances, concerning what, and for what reason.⁵ This is in line with Richard's theory which states that speaking has three main communication functions, these are; talk as interaction, talk as a transaction, and talk as performance.

The first is talk as interaction. This relates to what we often mean when we say "conversation" and denotes interaction that primarily serves a social purpose. People greet each other when they meet, engage in small talk, share recent experiences, and so on in order to be nice and create a relaxed environment for interaction.⁶ The second is talk as a transaction. This kind of communication refers to circumstances where the emphasis is on what is said or done. Instead of concentrating on the participants and their interpersonal interactions, the emphasis should be on message and accurately communicating oneself.⁷

The third is talk as performance, which relates to public speaking, which is the speech delivered in front of an audience, such as public announcements, storytelling and speeches.⁸ These three speaking functions and digital storytelling are related. Storytelling comes to a close with one of the speaking's functions, which is talk as performance. This implies that storytelling could encourage students to implement the function of speaking itself.

⁵David Nunan, *Language Teaching Methodology A Textbook for Teachers*, ed. Christopher Candlin (Sydney: Prentice Hall International English Language Teaching, 1991), 40.

⁶Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice*, First Edit (Cambridge: Cambridge University Press, 2008), 19, https://www.academia.edu/25280952/Teaching_Listening_and_Speaking_From_Theory_to_Practice.

⁷Richards, 21.

⁸Richards, 23.

b. The Elements of Speaking

Oral communication can be maintained by having some elements as follows:

1) Pronunciation

English pronunciation is concerned with the creation and recognition of sounds, intonation, and stress patterns.⁹ The pronunciation of English is taken into consideration in some ways. One of these is related to the speech organ and how it generates sounds. The pharynx, vocal cord, nasal cavity, and mouth will all experience changes in the airflow coming from the lungs as the vocal cord opens and closes. The air will be changed to be plosive, lateral, velar, nasal, bilabial, alveolar, dental, and other sounds while the upper portion of the speech apparatus, such as the throat, mouth, and nasal cavity, is in use.¹⁰ Without good pronunciation, the listeners cannot understand or could be misunderstanding of what the speaker is saying. Therefore, pronunciation has a central role in both social and academic fields.

2) Grammar

Grammar refers to competence in the fields of syntax inflections.¹¹ Every language has a system of grammatical guidelines that assist speakers in understand the context of their sentences. For instance, it will be used to arrange sentences in English that are present, past, and future. For example, we use “is, am, are” as to be for what we are going to do and what to do right now or what we usually do, besides “was/were” as to be and as a verb for what we did in the past. It used to understand what the speaker was truly saying.

3) Vocabulary

One of the foundations of learning to speak is vocabulary. Vocabulary plays a crucial role in language, as it allows a person to speak a language fluently. In other words, students will communicate effectively if they have a lot of vocabulary. The vocabulary itself is

⁹Harold S. Madsen, *Techniques in Testing*, ed. Russell N Campbell and William E Rutherford (New York: Oxford University Press, 1983), 57.

¹⁰Gerald Kelly, *How To Teach Pronunciation*, ed. Jeremy Harmer (Edinburgh: Pearson Education Limited, 2001), 4.

¹¹Madsen, *Techniques in Testing*, 34.

made up of the words that make up the language in question and is employed by an individual or society.¹²

There are innovative approaches to teaching vocabulary that include giving explanations of words together with examples of how to use them in context and giving students several chances to use and practice new words.¹³

Additionally, the quality of the language that is spoken will depend on the speakers' vocabulary. It would be challenging to express one's thoughts, feelings, or points of view to others without a basic understanding of the vocabulary.

4) Fluency

Fluency is the competence to talk fluently, and it takes more than simply creating a language from memory to gain fluency and basic speaking skills. Learners must also have the ability to freely and creatively apply language in order to advance in their acquisition of the target language and become fully communicatively competent.¹⁴

5) Comprehension

Comprehending is the main part of speaking. Understanding someone's meaning when they speak is known as comprehension. It is about the students' ability to pronounce all professional and general themes flawlessly and at a level that is on par with that of native speakers.¹⁵

¹²Sri Wahyuningsih and Fifi Novita, "Incorporating English Vocabulary Through the Use of Poster Media for Elementary School Students," *Edulingua: Jurnal Linguistics Terapan Dan Pendidikan Bahasa Inggris* 8, no. 2 (2021): 14, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=Iz7TvmoAAAAJ&ccstart=20&pagesize=80&citation_for_view=Iz7TvmoAAAAJ:HoB7MX3m0LUC.

¹³Rollanda E. O'Connor et al., "Systematic CHAOS: Teaching Vocabulary in English/Language Arts Special Education Classes in Middle School," *Journal of Learning Disabilities* 54, no. 3 (2021): 188, <https://doi.org/10.1177/0022219420922839>.

¹⁴Carmen Becker and Jana Roos, "An Approach to Creative Speaking Activities in The Young Learners' Classroom," *Education Inquiry* 7, no. 1 (2016): 9, <https://doi.org/10.3402/edui.v7.27613>.

¹⁵Arthur Hughes, *Testing for Language Teachers*, Second Edi (Cambridge: Cambridge University Press, 2003), 132.

In order to improve students' speaking skill, pronunciation, grammar, vocabulary, fluency, and comprehension are crucial and complementary components. Together, these components help us achieve our goal of speaking.

c. Problem of Speaking

Lack of proficiency in grammar, vocabulary, proper pronunciation, and confidence are the most common issues English language learners have when speaking the language.¹⁶ According to Penny Ur, the following factors can make it difficult for students to speak:

1) Inhibition

The students are typically nervous about the attention that their speech attracts when they try to speak in a foreign language in class because they are anxious about making mistakes, afraid of criticism or losing face, or simply bashful.

2) Nothing to say

The students feel bad for not communicating, yet they are unable to express themselves.

3) Uneven or low participation

The majority of the other students in the class are passive rather than active, or they say very little or not at all, which affects the atmosphere of the class.

4) The use of the mother tongue

Most students talk in their mother tongue since it is simpler and more comfortable for them.¹⁷

According to another source, the following psychological factors contributed to the students' speaking difficulties:

1) Fear of mistakes

Particularly in an EFL environment like Indonesia, students' fear of speaking English incorrectly has been a persistent problem. Additionally, the fear of ridicule from their peers or criticism from their teachers has a

¹⁶Sri Wahyuningsih and Maisyanah, "Exploring English Speaking Problems in Higher Education: Pre-Service English Teachers' Perspectives," *Journal of English Teaching and Learning Issues* 4, no. 1 (2021): 28, <https://doi.org/10.21043/jetli.v4i1.10786>.

¹⁷Penny Ur, *A Course in Language Teaching Practice and Theory*, ed. Marion Williams and Tony Wright, *Cambridge Teacher Training and Development* (Cambridge: Cambridge University Press, 1996), 121, <https://doi.org/10.9790/0837-19664456>.

significant impact on this. As a result, teachers must persuade their students that making mistakes is not wrong or bad because they can be used to learn from.

2) Shyness

Many students experience the emotional condition of shyness when they are compelled to speak in English class at some point. This suggests that students' learning activities in the classroom, especially in the speaking class, may be hampered by shyness. They claim that their feeling of shyness has played a significant role in their failure to demonstrate their speaking abilities. Since most of them find speaking English in front of their peers and teacher to be quite scary, the students in this situation tend to be timid and lack confidence. To help the students perform their best when speaking in class, it is crucial to pay attention to this aspect.

3) Anxiety

Learning a foreign language can cause anxiety, which is a state of tension, apprehension, and stress. In other words, students' worry affects their ability to learn a language. Additionally, speaking anxiety can be caused by a number of factors, including fear of oral evaluation, concerns about pronunciation, intonation, and fluency, fear of utilizing the target language with others, speaking about unfamiliar subjects, and time constraints.¹⁸ According to this explanation, teachers should try to establish a learning environment that allows students to be more comfortable in their circumstances while engaging in their learning activity.

4) Lack of confidence

The common practice holds that students typically experience a lack of confidence when they become aware that their conversation partners do not understand them or when they are unable to comprehend other speakers. They would rather remain quiet in this circumstance and let others speak, demonstrating the students' lack of confidence in their ability to communicate. Since they feel they cannot speak English adequately in this

¹⁸Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning," *UC Journal: ELT, Linguistics and Literature Journal* 2, no. 1 (2021): 3, <https://doi.org/10.24071/uc.v2i1.3240>.

situation, many students believe their language skills are poor. This suggests that teachers should pay close attention to developing their students' confidence. Therefore, in order to create the students' confidence, the teacher must also learn from both theoretical and real-world examples.

5) Lack of motivation

Numerous studies have shown that students who are highly motivated to succeed may persevere in their studies and get higher test scores than students who are less motivated to succeed, demonstrating the critical need for teachers to increase their students' enthusiasm for learning. For instance, boring instruction restricts students from being motivated to learn. Teachers ought to be passionate, creative, and interested in their students. In other words, how effectively teachers educate actually affects how motivated students are. Teachers can engage in actions like raising students' understanding of the value of English, enhancing students' interest in English, and fostering their confidence to overcome students' lack of motivation.¹⁹

d. Teaching Speaking

Teaching speaking involves a wide range of components, including intonation, pronunciation, speech rhythm, fluency, lexical collocation, and speech progression. These components all aid students in building a knowledge structure that reflects their cognitive ability and sociocultural awareness.²⁰ In order to discover suitable media for speaking classes, Brown suggests certain design principles for speaking skills. The guiding principles are as follows:

- 1) Making use of methods that take into account the wide range of learner needs, from linguistic clarity to message-based engagement, interpretation, and fluency.

¹⁹Ahmed Maher Mahmoud Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 101–4, https://www.academia.edu/37631869/Problems_and_Difficulties_of_Speaking_That_Encounter_English_Language_Students_at_Al_Quds_Open_University.

²⁰Haoda Feng and Hongqian Liu, "International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing," *Journal System* 98 (2021): 2, <https://doi.org/10.1016/j.system.2021.102467>.

- 2) Offering creative and challenging plans.
- 3) Promoting the practical application of natural language.
- 4) Providing and receiving feedback and insightful comments.
- 5) Making the most of the natural speaking-listening relationship.
- 6) Allowing students to communicate verbally.
- 7) And, supporting communication strategy development.²¹

In light of the above explanations, speaking instruction should be based on the characteristics of the students in order to be meaningful. One of the things that Kayi supports to encourage speaking is storytelling. Students can either create their own stories to share with their classmates or briefly explain a narrative or story they have already heard from someone. Telling stories encourages original thought.²² Additionally, it assists students with expressing concepts at the beginning, middle, and end of a story, along with the necessary characters and scenes.

2. Digital Storytelling

a. Definition of Storytelling

Before dealing with digital storytelling, it is necessary to understand what storytelling is. According to Pravamayee Storytelling, one of the earliest forms of art, used to entail reciting a tale from memory rather than just from a book. The first teaching strategy, storytelling, can help students gain emotional intelligence and provide them with an understanding of human behavior.²³

According to Wilson, storytelling is an activity that may be very simply defined as that which is done by storytellers. Humans commonly share their stories with one another. They share their thoughts, feelings, opinions, and even their personal experiences with others. Telling a story to

²¹H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Longman, Second Edi (San Francisco, California: Pearson Education, 2000), 275–76.

²²Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language,” *The Internet TESL Journal* XII, no. 11 (2006): 3, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.

²³Pravamayee Samantaray, “Use of Story Telling Method to Develop Spoken English Skill,” *International Journal of Language & Linguistics* 1, no. 1 (2014): 40, https://ijllnet.com/journals/Vol_1_No_1_June_2014/5.pdf.

someone else is as easy as saying what's on your mind.²⁴ In the context of the educational field, storytelling may be used as a tool to increase students' motivation. Even students who lack enthusiasm and exhibit poor academic abilities prefer to listen to storytelling.

According to Emily, there are common reasons for choosing storytelling as follows:

- 1) Stories and storytelling are universal features of human communication: connecting individuals across cultures and time.
- 2) Cultural heritage sharing through storytelling: stories serve as "artefacts" since they are held in human memory and passed down through generations.
- 3) Storytelling for literacy: the National Curriculum fosters the development of literacy through storytelling.
- 4) Storytelling to inspire curiosity and learning across the curriculum: a good storyteller may pique students' curiosity and excitement for a variety of disciplines, including English literature, drama, religious studies, and history.
- 5) Storytelling may expand people's emotional, cultural, and moral responses to a range of situations and promote a questioning attitude, which can lead to changes in values and attitudes. The detached setting of a story can make it possible to study and think about delicate subjects.
- 6) Storytelling for increased self-confidence: participants may learn how to tell stories from a storyteller. There is evidence that sharing stories helps students gain self-confidence.
- 7) Storytelling for inspiration and creativity: Many storytellers provide workshop sessions where participants can learn how to tell stories or engage in creative activities related to the stories, such as using characters, music, theatre, art or technology.

²⁴Deborah Soule and Daniel G Wilson, "Storytelling in Organizations: The Power and Traps of Using Stories to Share Knowledge in Organizations," *LILA Harvard Graduate School of Education* 53 (2014): 4-5, https://www.researchgate.net/publication/242189756_Storytelling_in_Organizations_The_Power_and_traps_of_using_stories_to_share_knowledge_in_organizations.

- 8) Storytelling for performance: a performing arts event can be made to feel more like a literary experience by listening to an engaging storyteller.²⁵

b. Elements of storytelling

Every story will always have these four fundamental elements. Depending on the context and goal of the story, these elements can be combined, applied, and used in a variety of ways, including:

1) The message

When using storytelling to convey a message, it's necessary to use a reflective story. The development of a simple, well-defined message is essential. There simply isn't any reason to tell the story without a message.

2) The Conflict

Any story can be made interesting through conflict, which will grab the audience's interest. A compelling story must have conflict, without conflict, there is no narrative. Every good story revolves around the effort to achieve, defend, or reestablish equilibrium. Conflict is not always bad in stories. It is a basic aspect upon which the narrator can express his opinions regarding right and wrong.

3) The Character

Each character in the narrative has a definite role to play, and together they all complement one another and make up the story's active part. This predetermined framework is how stories are constructed.

4) The Plot

The audience's experience depends heavily on how the story and its events flow. The order of the circumstances must be carefully considered because we can only convey one thing at a time, and a story only exists as a series of events over a specified period of time. A conventional story can be divided into three distinct sections: the opening, the middle, and the end.²⁶

²⁵Emily Johnsson, *A Guide to Developing Effective Storytelling Programmes for Museums*, ed. Claire Adler (London: London Museums, 2006), 6, <http://www.museumoflondon.org.uk/files/4413/7468/3728/Telling-Tales.pdf>.

²⁶Fyolin T Maatota, Joyce Lopian, and Maria V J Tielung, "Content Analysis of Storytelling Elements and Brand Archetype of LinkedIn Ad Campaign," *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan*

c. The Advantages of Storytelling in Speaking

According to Ana Gimeno, some of the advantages of using stories are related to the fact that it can facilitate the development of connections between students' new information and prior knowledge and enhance memory, making it simpler and more enjoyable for students to remember information and comprehend the information and message being conveyed by the story.²⁷

In order to teach students the value of stories, the teacher can do so if the teacher tells the valuable story at the beginning. The students' experiences would last a lifetime. Another advantage of storytelling is that it makes it simple for students to sum up a story, encourages creative thinking, and enables them to convey ideas in the form of a beginning, middle, and conclusion of a story, as well as the characters and setting that every story needs.²⁸ The use of storytelling to communicate ideas and express one's experiences is obvious. People tell each other stories all the time. Furthermore, telling stories is a useful way to hone students' speaking skill.

d. Digital Storytelling

The term of digital storytelling refers to the use of technology to tell a story. The advancement of instructional technology has made life easier for students. Instead of using pen and paper, nowadays, students prepare presentations and projects using a range of software and tools. The classroom environment is improved, and the teaching-learning process is made more interesting by the use of digital learning tools

Akuntansi 7, no. 4 (2019): 5645,
<https://ejournal.unsrat.ac.id/index.php/emba/article/download/26401/26021>.

²⁷Ana Gimeno-Sanz, "Digital Storytelling as an Innovative Element in English for Specific Purposes," *Procedia - Social and Behavioral Sciences* 178 (2015): 111, <https://doi.org/10.1016/j.sbspro.2015.03.163>.

²⁸Jundullah Faris Mu'tashim and Ahmad and Syafi'i, "The Power of Story Telling in Teaching Speaking," *English Education Journal* 3, no. 1 (2018): 3, <https://doi.org/10.29407/jetar.v3i1.11758>.

and instructional materials.²⁹ Digital storytelling encourages students to participate actively in their education.³⁰

A learning tool called digital storytelling encourages students' creativity and promotes "learning by doing" in them. Digital storytelling, in general, is a brief type of digital film-making that enables students to retell a tale associated with their topic of study. Its foundation is the concept of fusing the craft of storytelling with various forms of digital multimedia, including photos, audio, and video.³¹

Digital technologies are a valuable tool that can enhance education in a number of ways, including by making it more straightforward for teachers to create instructional materials and by giving individuals new ways to study and communicate. With the Internet's global reach and the development of connected, intelligent technologies, a new era has begun. Consequently, it will be up to instructional designers and education specialists to take advantage of the potential of improved digital technology to revolutionize education so that accessible, high-quality education is available to everyone, everywhere.³²

According to David Kent, digital storytelling is the art of expressing a story using a combination of digital visuals, text, audio narration, video, and music. Thus, the story is hence mostly primarily visual.³³ Digital storytelling exists to convey narratives that are often centered on a single theme or subject and incorporate a particular point of view. The majority of digital tales are quite brief, ranging in duration from 2 to 10 minutes, and saved in a digital format that may be viewed on a computer or other device that can

²⁹Abid Haleem et al., "Understanding The Role of Digital Technologies in Education: A Review," *Journal of Sustainable Operations and Computers* 3 (2022): 275–76, <https://doi.org/10.1016/j.susoc.2022.05.004>.

³⁰Deoksoon Kim, Drina Kei Yatsu, and Yan Li, "A Multimodal Model for Analyzing Middle School English Language Learners' Digital Stories," *International Journal of Educational Research Open* 2 (2021): 1, <https://doi.org/10.1016/j.ijedro.2021.100067>.

³¹Gimeno-Sanz, "Digital Storytelling as an Innovative Element in English for Specific Purposes," 110.

³²Haleem et al., "Understanding The Role of Digital Technologies in Education: A Review," 277.

³³David Kent, *Digital Storytelling*, First Edit (Sydney: Pedagogy Press, 2016), 2.

play video files. Digital stories are also frequently published online, where they can be accessed using any well-known web browser. Digital stories come in a wide variety of forms, including:

- 1) Personal narratives are recounts of memorable events in a person's life
- 2) Historical documentaries: narratives of important historical incidents that shed light on the past
- 3) As well as narratives that educate or instruct the audience on a specific idea or method.³⁴

Numerous studies that have been conducted by educational researchers have indicated that digital storytelling, as a new pedagogical tool, has many positive benefits that may be applied and adopted for expanding and deepening learning at all educational levels and across all fields of study. According to empirical evidence, including digital storytelling in the learning process aids students in developing their technological and academic literacy as well as their willingness to learn and exercise their service resources.³⁵

Also, digital storytelling gives students the freedom to express their creativity through ideas, images, and stories while also innovatively evaluating their learning. It makes it easier for students to connect deeply with complex ideas that can be arranged locally or globally. Additionally, it encourages deep and individualized learning about certain subjects, developing understanding and meaning from situations that are relevant to people's interests, inspirations, and previous experiences.³⁶ The main challenge that digital storytelling presents to teachers is how to get students

³⁴Wahyu Wardani, *Writing Recount Text Using Digital Storytelling Project to Promote Student Engagement*, 16th ed. (Yogyakarta: Jogja English Teachers Association (JETA), 2019), 121, <https://www.researchgate.net/publication/336086006>.

³⁵Hary Soedarto Harjono and Mujiyono Wiryotinoyo, "Exploring the Benefits of Digital Storytelling for Enhancing Teaching and Learning," *Advances in Engineering Research Journal* 205 (2021): 262, <https://doi.org/10.2991/aer.k.210825.047>.

³⁶Saptiwi Rohayati, Nur Arifah Drajiati, and Joko Nurkamto, "Digital Storytelling as a Meaningful Learning Strategy in Online Learning," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 3 (December 25, 2021): 2258, <https://doi.org/10.35445/alishlah.v13i3.537>.

actively involved in using digital storytelling for communication and self-reflection.³⁷ Additionally, students are encouraged to reflect more deeply on their learning by having the time and opportunity to share their experiences through digital storytelling.

According to Tecnam's research, there are six characteristics that set conventional oral storytelling and digital storytelling apart. Below is a table that displays the differences:

Table 2.1. The Differences Between Traditional and Digital Storytelling

Items	Traditional Storytelling	Digital Storytelling
Time of approach	Thousands of years ago	Started by Atchley and Lambert in 1994 at the Center for Digital Storytelling.
Primary style type	Human expression and movement	Components of multi-media, including sound, picture, and video.
Offering content	Verbal communication	Through electronic devices like a computer and a smartphone.
Forms of data	Ordinarily, painted or printed papers	Saved in database in digital form.
Learning strategy	One-way speaking and listening with a focus on verbal delivery	Delivery in multiple ways, interaction, and cooperation.
Primary figure	Primarily verbal and coupled with facial expressions and movements.	To transform a highly sensory experience into reflecting understandings using a narrative voice, visuals, sound, and music. ³⁸

³⁷Kent, *Digital Storytelling*, 2.

³⁸Wan Izzati W Ahmad and Hamidah Yamat, "Students' Perception on Learning English Language Through Conventional and Digital Storytelling," *International Journal of Academic Research in Business and Social Sciences* 10, no. 2 (February 26, 2020): 489, <https://doi.org/10.6007/ijarbss/v10-i2/6945>.

e. The Advantages of Digital Storytelling

When it comes to using digital storytelling for educational purposes, the instructor serves as a facilitator, giving the students the knowledge they require to reflect on the process and come up with their own perceptions concerning what goes into making digital storytelling.³⁹ Digital stories have several advantages and have been successfully used in educational settings in recent years.

By providing a challenge, igniting interest, and empowering students to take responsibility for their education, digital storytelling can improve student motivation. As they work through technical difficulties and participate in self-paced learning, digital storytelling can also assist students in developing their cognitive (such as organizing and evaluating information) and metacognitive (such as planning and monitoring) skills. Due to these abilities, they can choose and edit meaningful materials, including pictures, music, transitional effects, and narrative. Digital stories have also been demonstrated to improve self-reflection and personal growth, encourage deep learning, and increase engagement. Digital stories aid in the development of digital literacy and second language literacy for English language learners. Additionally, telling digital stories improves speaking abilities and fosters an enthusiasm for learning.⁴⁰

When students view other students' digital stories, they can get new insight and advance their understanding. The creation and arrangement of digital stories help students reflect on their knowledge and experience.⁴¹ Digital stories are centered on the personal experiences of the students because the creation of the videos depends on the rich personal settings and feelings that the students bring. There, new learning starts, firmly rooted in the knowledge and experiences of each student's own culture, and it is negotiated in the context of tasks that call for intercultural cooperation

³⁹Gimeno-Sanz, "Digital Storytelling as an Innovative Element in English for Specific Purposes," 111.

⁴⁰Kim, Yatsu, and Li, "A Multimodal Model for Analyzing Middle School English Language Learners' Digital Stories," 2.

⁴¹Ying-tze Chen, Min-ju Liu, and Ying-yao Cheng, "Discovering Scientific Creativity with Digital Storytelling," *Journal of Creativity*, 2022, 6–7, <https://doi.org/10.1016/j.yjoc.2022.100041>.

and a command of both academic and social discourses.⁴² To sum up on some explanation above, the benefits of implementing digital storytelling can enhance student motivation, self-reflection and personal growth, engagement, and last but not least, sharing digital stories can enhance speaking skills and encourage a desire to learn.

f. The Procedure of The Use Digital Storytelling in Teaching Speaking

There are certain goals of storytelling in the education of English proficiency when it comes to speaking. The development of problem-solving abilities, the teaching of narrative structure and practice in the description, the trying to shed inhibitions, the creation of interest and the development of listening comprehension, the improvement of pronunciation and intonation, the improvement of connecting to content, relating to learners, and model construction, the creation of fluency in speaking, and the ability to think critically.⁴³

There are three phases of teaching through digital storytelling, including:

- 1) Setting up digital storytelling in preparation
 - a) Stories that are appropriate for the abilities or characteristics of the students
 - b) Capable of understanding the plot points of the story
 - c) Select a creative imagination that can create an atmosphere
 - d) Select and practice intonations
 - e) Create a dialogue for the conversation.
 - f) Timed perfectly
- 2) When implement the storytelling
The utilization of resources and media might increase students' excitement and use of understandable language.
- 3) After the lesson has ended

⁴²Kim, Yatsu, and Li, "A Multimodal Model for Analyzing Middle School English Language Learners' Digital Stories," 3.

⁴³Samantaray, "Use of Story Telling Method to Develop Spoken English Skill," 41.

When the lesson is finished, the teacher is required to be able to evaluate the story that was presented and what can be learned from the story.⁴⁴

3. Students' Perception

a. Definition of Perception

In order to make sense of the world and to feel safe and secure, we must analyze the information we receive from the physical outside world as we interact with it. We can perceive the outside and be aware of what is going on because human beings have the capabilities of hearing, seeing, smelling, touching, and tasting. Our perception completes the process of sensing the outside world. The Longman Dictionary of Contemporary English defines perception as:

- 1) The way you think about something and your sense of what it is like
- 2) How you see things with your senses of hearing, sight, etc.
- 3) And the innate capacity for fast comprehension or observation.

Perception is defined in philosophy, psychology, and cognitive science as the process of becoming aware of or comprehending sensory information. The word "perception," which denotes "receiving, collecting, activity of taking possession, and apprehension with the mind or senses," is derived from the Latin words *perceptio* and *percipio*.⁴⁵ According to Adnan, perception, also known as a sensory process, is the act of an individual receiving a stimulus through their senses. However, the process does not end there; the stimulation continues, and the perception process follows.⁴⁶

The mechanism of perception consists of three stages; selection, organization and interpretation. The first step in the perception process is selection, during which we

⁴⁴Sefti Anggrelin, "The Effect of Digital Storytelling on Students' Speaking Skill at State Senior High School Rupit" (State Islamic University Sulthan Thaha Saifuddin, 2022), 10, <http://repository.uinjambi.ac.id/10955/>.

⁴⁵O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language Journal* 15, no. 4 (2017): 18, <https://doi.org/10.3968/10055>.

⁴⁶Adnan Achiruddin Saleh, *Pengantar Psikologi* (Makassar: Penerbit Aksara Timur, 2018), 79.

modify environmental stimuli into meaningful experiences. The second step is organization, during which we need to identify some meaningful patterns, and the third and final step is interpretation, which refers to the process of giving the selected stimuli meaning.⁴⁷

b. Types of Perception

The outcomes of perception can be classified into two categories once the person interacts with the viewed object:

- 1) Positive Perception
Perceptions that describe all forms of knowledge and responses that are followed by efforts to utilize them.
- 2) Negative Perception
Perception describes all knowledge and responses that are considered not in accordance with the object being perceived.

Therefore, it is true that a person's actions will always be influenced by their views, both positive and negative. And how the person defines all of their information about the viewed thing determines whether positive or negative perceptions manifest.⁴⁸

The present research is intended to identify the perception of students toward the use of digital storytelling. Depending on the students' experiences utilizing digital storytelling and their perception after using it, the perception of the students may be positive or negative.

B. Theoretical Framework

Speaking is one of the four skills that students need to develop and comprehend the most in language learning. Students' ability to communicate in English will advance if they can master these speaking skills. As a language of communication, English is important. The majority of the world's population speaks English as a second language. In Indonesia, English is unavoidable. Even children in elementary school are introduced to English.

⁴⁷Qiong, "A Brief Introduction to Perception," 18–19.

⁴⁸Amin Aminudin, "Persepsi Masyarakat DKI Jakarta Tentang Pemberitaan Penanganan Wabah Covid-19 Di Wilayah DKI Jakarta," *Journal Ilmiah Fakultas Ilmu Komunikasi Universitas Islam Riau* 9, no. 2 (2022): 266–67, <https://journal.uir.ac.id/index.php/Medium/article/view/8881/3950>.

However, it might be very challenging for students in Indonesia to communicate in English. Students frequently struggle with problems including poor grammar, vocabulary, incorrect pronunciation, motivation, and lack of confidence when speaking English. The teaching environment can now be evaluated and modified. The various elements of teaching and learning, comprehension of students' existing circumstances, and the nature of education being offered were all taken into account.

Due to this, the teacher must be able to make English classes exciting and more meaningful, which includes using a variety of teaching tools. Here, digital storytelling is referred to be a form of learning medium. With this medium, the teacher can utilize stories to teach a subject, which will motivate the students to use English as they try to comprehend the story. Students might enjoy learning by utilizing this storytelling strategy.

This research used a qualitative approach. The researcher focuses on the topic of students' perceptions on digital storytelling for improving their speaking skills. The subject of this research is the students, especially the eighth-grade students of one of an Islamic secondary school in Pati. The purpose of this study is to explore the implementation of digital storytelling as an active learning tool that can help students build up their speaking proficiency. Besides, the challenges experienced by students in using digital storytelling also play an important part in the research.

C. Review of Previous Studies

There are some studies discussing the related topic to this research were conducted by other researchers. The previous studies below are to give gaps and differentiation with the upcoming research.

1. Ioanna Tyrou, *Undergraduate Students' Perceptions and Attitudes About Foreign Language-Related Digital Storytelling*.⁴⁹

The study aimed to reveal that digital storytelling effectively engages students to dynamically express their ideas in technology integration. The case study determines the perception and attitude of undergraduate students about digital storytelling in a foreign language. The findings confirm that digital storytelling enhances the authenticity of communication and

⁴⁹Ioanna Tyrou, "Undergraduate Students' Perceptions and Attitudes About Foreign Language-Related Digital Storytelling," *International Journal of Education (IJE)* 10, no. 1 (2022): 41–50, <https://doi.org/10.5121/ije.2022.10104>.

activities, engages in a variety of skills and types of literacy, improves teaching practices, the interest in foreign language learning, communication skills, pronunciation, creativity, and expressiveness in reading.

The difference between this research and upcoming research is the research variable regarding foreign language related to digital storytelling, while upcoming research focuses on speaking skills related to digital storytelling, so the point of view is more specific on speaking skills as one of the language skills. Besides that, there are also differences in the object of research. The study by Ioanna Tyrou was conducted on undergraduate students, while the upcoming research conducted on a portrait of an Islamic secondary school in Pati. The similarities between this research and upcoming research are that both studies discuss digital storytelling in the field of education.

2. Shahala Nassim, *Digital Storytelling: An Active Learning Tool for Improving Students' Language Skill*.⁵⁰

The study aimed to explore the integration of technical tools to motivate students to improve their language skills and creativity. The study also aims to give a better understanding of the usage of multimodal approach like digital storytelling in language learning classrooms. The study found the effectiveness of digital storytelling as a medium for enhancing student involvement in the learning process and able to improve their language skills.

The difference between this research and the upcoming research is the focus of the study. The study by Shahala Nassim is focused on the effectiveness of digital storytelling as an active learning tool for improving students' language skills (general language skills). While the focus of the upcoming research is the students' perception on digital storytelling as an active learning tool for improving speaking skill (specific language skill). The similarity between this research and the upcoming research is that both of the studies discuss digital storytelling for improving students' language skill.

3. Syafradin, *Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*.⁵¹

⁵⁰Shahala Nassim, "Digital Storytelling: An Active Learning Tool For Improving Students' Language Skills," *International Journal of Teaching, Education and Learning* 2, no. 1 (2018): 14–27, <https://doi.org/10.20319/pijtel.2018.21.1429>.

The study was conducted to investigate the impact of digital storytelling on Senior High School students' speaking ability in various text genres and analyze to what extent it works effectively. The methodology of the study used action research and random sampling technique. The steps in this design are planning, acting, observing, and reflecting. Overall, this research reveals there are significant influences of digital storytelling methods on Senior High School students speaking ability.

The difference between this research and the upcoming research is the variable of students' speaking ability in various text genre, while the upcoming research focuses on the students' perception related digital storytelling for improving speaking skill. The similarity between this study and the upcoming study is that both studies discuss the implementation of digital storytelling for improving students' language skills.

4. Sri Wahyuningsih, *The Use of Video to Enhance Speaking Proficiency in Broadcasting: Perception of Undergraduate Students*.⁵²

The study aimed to investigate the perceptions of undergraduate students from the Islamic Broadcasting Communication Department at the State Institute of Islamic Studies (IAIN) Kudus to the use of video in improving their broadcasting speaking abilities. This study was conducted as qualitative research. The result shows that most of the students in Islamic Broadcasting Communication Department at the State Institute of Islamic Studies (IAIN) Kudus agree that video helps them broadcast in English. They are more likely to believe that video can inspire them to speak English, encourage them to be confident when speaking English, and improve their appearance or performance when they broadcast in English, as evidenced by their positive attitudes toward using video and high percentages of perceptions to that effect.

⁵¹Syafradin et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," *International Journal of Recent Technology and Engineering (IJRTE)* 8, no. 4 (2019): 3147–51, <https://doi.org/10.35940/ijrte.D8002.118419>.

⁵²Sri Wahyuningsih, "The Use of Video to Enhance Speaking Proficiency in Broadcasting: Perceptions of Undergraduate Students," in *Proceeding of International Conference On Linguistics (ICLing)*, 2018, 82–90, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=lz7Tvm0AAAAJ&citation_for_view=lz7Tvm0AAAAJ:hqOjcs7Dif8C.

The difference between this research and the upcoming research is the variable of video and digital storytelling, the previous study by Sri Wahyuningsih used video media in a general form, while the upcoming research used video media more specifically directed at storytelling videos. Besides, there are also differences in the object of the study. The study by Sri Wahyuningsih was conducted on undergraduate students from the Islamic Broadcasting Communication Department at the State Institute of Islamic Studies (IAIN) Kudus. While the upcoming research conducted on a portrait of an Islamic secondary school in Pati. The similarity between this research and the upcoming research is that both studies discuss students' perceptions about the use of video media to enhance students' speaking skills.

5. Khasturi Ramalingam, Yeo Kee Jiar, and Siva Mathiyazhagan. *Speaking Skills Enhancement Through Digital Storytelling Among Primary School Students in Malaysia*.⁵³

In order to improve speaking abilities, the study's objective is to use digital storytelling as a pedagogical strategy in speaking classes in national primary schools. To assess the effectiveness of digital storytelling in improving students' speaking abilities, a collaborative quasi-experimental action research approach was used. The findings revealed that after participating in the digital storytelling sessions, students' comprehension, vocabulary, and fluency aspects of their speaking skills all significantly improved. The study concludes that digital storytelling may be a useful pedagogical strategy for improving students' speaking skills in the classroom.

The difference between this research and upcoming research is the research's point of view on students' perceptions. The upcoming research focuses on student perceptions regarding digital storytelling to improve speaking skills. In addition, students' perception is very important to ensure students understand the material, as well as reflection and evaluation for better learning. In addition, there are also differences in the object of research. The study by Khasturi Ramalingam et al. was conducted on primary school students in Malaysia, while the

⁵³Khasturi Ramalingam, Yeo Kee Jiar, and Siva Mathiyazhagan, "Speaking Skills Enhancement Through Digital Storytelling Among Primary School Students in Malaysia," *International Journal of Learning, Teaching and Educational Research* 21, no. 3 (March 1, 2022): 22–35, <https://doi.org/10.26803/ijlter.21.3.2>.

upcoming research conducted in one of an Islamic secondary school in Pati. The similarities between this research and the upcoming research are that both studies discuss digital storytelling to improve speaking skills.

