

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is the core of this research. The answers to the research questions are provided in this chapter. The researcher conveys the research findings and discussions to make it clearer for the readers.

A. Research Results

1. The Implementation of Digital Storytelling as an Active Learning Tool for Improving Speaking Skill

This research was conducted by the researcher from March 28th to April 28th, 2023. Based on interviews with the English teacher, the implementation of digital storytelling in teaching speaking encourages students to be more active and enthusiastic. As stated by the English teacher:

When I teach using digital storytelling, the students look more enthusiastic and excited. Like most teachers, the teaching method using storytelling techniques has been very familiar from ancient times. Initially, from the storytelling method, which was then transformed into a video, digital storytelling here is not only storytelling videos that tell old tales but also videos explaining learning material in class, videos conveying opinions or personal experiences, or it can also be vlogs. By learning to use video displays, students are not only more enthusiastic, but they can also more easily understand what is being conveyed, because when we watch a video, we not only see but also hear and read the captions and subtitles in the video, and it really helps their comprehension. We can repeat explanations via video.¹

In the implementation of the learning process using digital storytelling, there are several stages carried out by the English teacher, including:

a. The Planning Stage in The Implementation of Digital Storytelling

The planning of using digital storytelling in teaching speaking to the eighth-grade students aims to ensure that the implementation of learning goes smoothly and that these activities may be accomplished effectively. JR as an English

¹JR as English teacher, Interview by researcher, Interview 1, transcript, April 15th, 2023.

teacher, said that the preparatory stage in implementing digital storytelling in teaching speaking was as follows:

1) Made a lesson plan

A lesson plan is a guide for teachers to carry out learning activities in the classroom. The making of a lesson plan is an essential part of teaching preparation. It involves preparing material and a suitable method for the students so that learning activities in the classroom are more systematic and directed. As the English teacher said:

I usually use video media or digital storytelling for material whose competence directs students to listen, speak, read, and write. Just like for the eighth-grade material when learning about narrative texts. So I give an example of digital storytelling. And before I implemented the digital storytelling, I also prepared a lesson plan.²

2) Setting up digital storytelling as the learning material

The learning material used must be adjusted to the ability and character of the students. Learning material in accordance with the character and ability of students will be easier for them to understand. JR as an English teacher, chooses stories that are appropriate for the abilities or characteristics of the students.

In order for students to better understand examples of digital storytelling and be more appropriate to their abilities, choosing an appropriate story is also important.³

The story entitled "The Island of Feelings" was chosen by the English teacher. This story has enough aspects that must exist in storytelling, namely the message, the conflict, the character, and the plot. Additionally, this story uses common terminology and is the kind of short story that can be read or finished in one sitting, which is relatively easy for students to understand. The story of "The Island of Feelings" is a modification of the story from "Time and Love," which

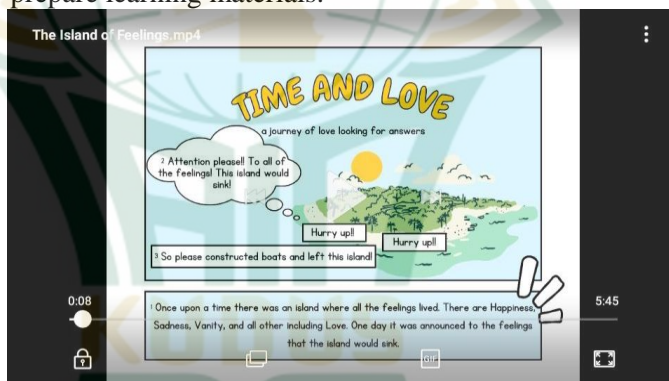
²JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

³JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

can be accessed on the *kidsworldfun* web page.⁴ JR as an English teacher, creates digital storytelling with phone and mobile applications. Canva for the appearance and Capcut for the editing video process. Canva is a graphic design application that can be used to create social media posts such as presentations, posters, videos, logos, and more. And Capcut is a simple video editor and video maker application that already has a variety of features that make it easy to create videos. Both are popular applications and easy to use for editing and developing stories, like digital storytelling, with complete features and available templates that simplify the creation process.

Making digital storytelling can also be done with a smartphone and simple applications such as Canva and CapCut.⁵

The following is a display of digital storytelling and mobile applications used by JR as an English teacher to prepare learning materials:

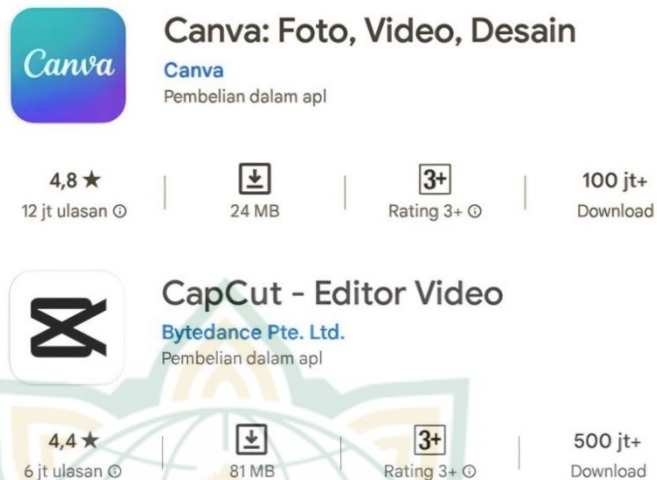


Picture. 4.1. Digital Storytelling By English Teacher⁶

⁴Kids World Fun, “Love and Time – Short Story”, accessed April 20th 2023, https://www.kidsworldfun.com/shortstories_loveandtime.php

⁵JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

⁶Documentation of Digital Storytelling, Documentation by researcher, Documentation 1, April 4th, 2023. <https://drive.google.com/drive/folders/1NKdaG9SixZy-sTTCLUW9Rj4i7aKP7pQY>



Picture. 4.2. Applications that the English Teacher Used to Create Digital Storytelling⁷

3) Setting up a projector and sound system.

The teacher typically prepares the tools that are needed for learning activities before starting the learning process, such as a projector, laptop, and sound system. In the implementation of digital storytelling, JR as an English teacher, also added the tools of the storyboard. The storyboard is optional. It is used to teach students the steps for creating digital storytelling and to attract their attention to the plot of the story. The materials for making a storyboard consist of printed-out pictures of the storyline, styrofoam, and double-tip or push-pins. The tools that they need are supported by the school.⁸ Based on the interview with JR as an English teacher.

The school also supported all the equipment necessary to carry out the learning activities.⁹

⁷Documentation of Digital Storytelling, Documentation by researcher, Documentation 2, April 4th, 2023.

⁸Observation of the Implementation of digital storytelling, Observation by researcher, Observation 1, April 4th, 2023.

⁹JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

b. The Practical Stage in The Implementation of Digital Storytelling

At the practical stage, there are three activities, namely, the opening activity, the core activity, and the closing activity. The details of the activities are as follows:

1) Opening activities

The researcher observed that before starting the lesson, the English teacher entered the class with a greeting by saying, “*Assalamu’alaikum Warahmatullahi Wabarakatuh*”. Then, the teacher asked the students about their conditions, and after that, she checked the student attendance data and read Basmalah together to start the learning process. JR as an English teacher, uses digital storytelling as a warm-up and motivation before starting the class, with the aim of focusing students' attention on following the learning process. She gives a warm-up of digital storytelling to the students for fifteen minutes. She uses digital storytelling as an example and media practices so that students can improve their speaking skills.¹⁰

Digital storytelling is helpful for engaging students in the subject matter. The students look more motivated and excited.¹¹

2) Core activities

After opening the class, the English teacher reviews a brief explanation of the narrative text. The implementation of digital storytelling in the core of activities starts with the English teacher giving an example of narrative text with digital storytelling and explaining how it relates to the learning material. After that, JR as an English teacher, played digital storytelling about "The Island of Feelings" and ordered the students to watch.

¹⁰Observation of the Implementation of digital storytelling, Observation by researcher, Observation 1, April 4th, 2023.

¹¹JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.



Picture. 4.3. The Implementation of Digital Storytelling by English Teacher¹²

After students watched the video, JR as an English teacher asked them to repeat and interpret it together, also concluded what the video told or explained. At the time of observation, it was seen that the students were enthusiastic about participating in activities delivered by the teacher. The question asked by the teacher are often answered and become interesting discussion activities. Some students who understood the storyline but were still confused about the meaning of some vocabulary also ask question. Some of the vocabulary questions asked by students are "Vanity", "Sink" and "Sunk", and the difference between "Boat" and "Vessel". JR as an English teacher also give vocabulary clues and how to pronounce it together with students. After that, the students were invited randomly to come forward to compile a storyboard.

¹²Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 3, April 4th, 2023.



Picture. 4.4. Student's Participation in the Learning Process¹³

A storyboard is a design draft that is nicely organized and has a sequence that follows the story script in order to make the provided script's plot easier to understand.¹⁴

In order to assess their comprehension of storylines, I challenge students to compile a storyboard, as you saw in class yesterday so that they will remember the storyline again. This storyboard includes steps for creating digital storytelling.¹⁵

Then, JR as an English teacher explains the use of storyboards in digital storytelling and the steps for making digital storytelling as follows:

¹³ Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 4, April 4th, 2023.

¹⁴ Observation of the Implementation of Digital Storytelling, Observation by researcher, Observation 2, April 4th, 2023.

¹⁵ JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

- a) Generating ideas about what will be conveyed with digital storytelling.
- b) Write a script or storyboard to explain how the digital story will unfold.
- c) Create digital stories that may need the collection of images or video clips, recording voiceovers, selecting music, and adding sound effects as directed by the script or storyboard.

The English teacher guides students in creating digital storytelling with the steps above and introduces some simple applications that students can use. Students are divided into several groups to practice conveying narrative texts through digital storytelling. JR as an English teacher, then gives students time to discuss. In the discussion session, the English teacher also gave initiative questions to direct students, "What kind of story idea will it form?", "What theme do they want to raise?" and "What application will be used?". The English teacher instructs and recommends, so the students can collaborate in groups to choose concepts and discuss what the storyboard will be like, what applications will be used, and what the division of tasks will be like. Furthermore, students will have the opportunity to improve their pronunciation, intonation, tone, articulation, and fluency in order to improve their speaking skills.¹⁶

I give instructions to students for the tasks they will complete, namely creating digital storytelling. I do this by dividing the jobs into groups so that students can divide the tasks, starting with choosing a story to create, writing the script or storyboard, and choosing the visuals, such as looking for pictures. Photo or video clips that support the story, sound recording, as well as creative editing. As a result, they will all learn together, and their speaking skills will also improve since students will learn how to tell stories effectively through the creation of digital

¹⁶ Observation of the Implementation of digital storytelling, Observation by researcher, Observation 2, April 4th, 2023.

storytelling, including proper pronunciation and intonation.¹⁷

3) Closing Activities

At the end of those learning activities, JR as an English teacher, reassured students that they understood by asking if there was anything they wanted to ask. The teacher asks questions about the material that has been delivered with the aim of knowing how much students understand after following the lesson. The teacher motivated students to keep the spirit of learning. JR as an English teacher, also announced assignment due dates during this closing stage before ending by saying greetings.

At each stage, motivation is needed. God willing, the motivation from the teacher will be balanced with the results of the students' work.¹⁸

c. The Evaluation Stage in The Implementation of Digital Storytelling

The teacher provides an evaluation at the next meeting after the students have collected their homework. Evaluation is carried out at the last stage after the teaching and learning activities are over. The evaluation helps to see how far the success rate of digital storytelling has been applied to teaching speaking. The teacher is required to be able to evaluate the story and what can be learned from it.¹⁹

After the assignments are collected, I will assess them as well as provide reflection and evaluation, as well as positive affirmations for their assignments, so that they are even more motivated to learn.²⁰

Based on the results of interviews with the English teacher, the researcher found that several aspects were used as an assessment by the English teacher to evaluate the students' speaking skills, as follows:

¹⁷JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

¹⁸ JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

¹⁹Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023.

²⁰JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

- 1) Pronunciation, or how students were able to pronounce English words correctly.
- 2) Fluency, or the extent to which students are able to speak fluently without any doubts.
- 3) Vocabulary, or the students' ability to choose words.
- 4) Comprehension, or the extent to which students understand phrases and sentences from the story.
- 5) Grammar, or the extent to which students can arrange sentences with proper grammar.

From the digital storytelling project, the teacher can assess aspects of speaking mastered by students and provide feedback if there are aspects that are felt to have not been improved. There are important notes that the teacher gives, such as pronunciation errors or a lack of ability to pronounce English vocabulary clearly. The teacher advises students to improve their English speaking skills by practicing as often as possible by listening to examples of English pronunciation on Google Translate or from things they like, such as English videos like digital storytelling.

I evaluate the students' speaking skills by evaluating pronunciation first, then fluency, ability to choose vocabulary, then comprehension, and finally grammar.²¹

As a group project, students submit their digital storytelling in different stories. The first group talked about "What is Digital Storytelling". The story is summarized in the proper order of explanation, which introduces digital storytelling as a modern medium that can be used as an alternative to learning English. The narration is short, with pastel backgrounds and moving text. The Picture of how to make digital storytelling was downloaded from the internet and fits perfectly with the text narrative. It looks attractive with color video slide transitions and background music. There are no grammatical errors. The narration was conveyed fluently, and there were only a few pronunciations that received feedback from the teacher, namely the

²¹ JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

pronunciation of "The" before a vowel becomes "Thee", with the "ee" sound (as in meet).²²



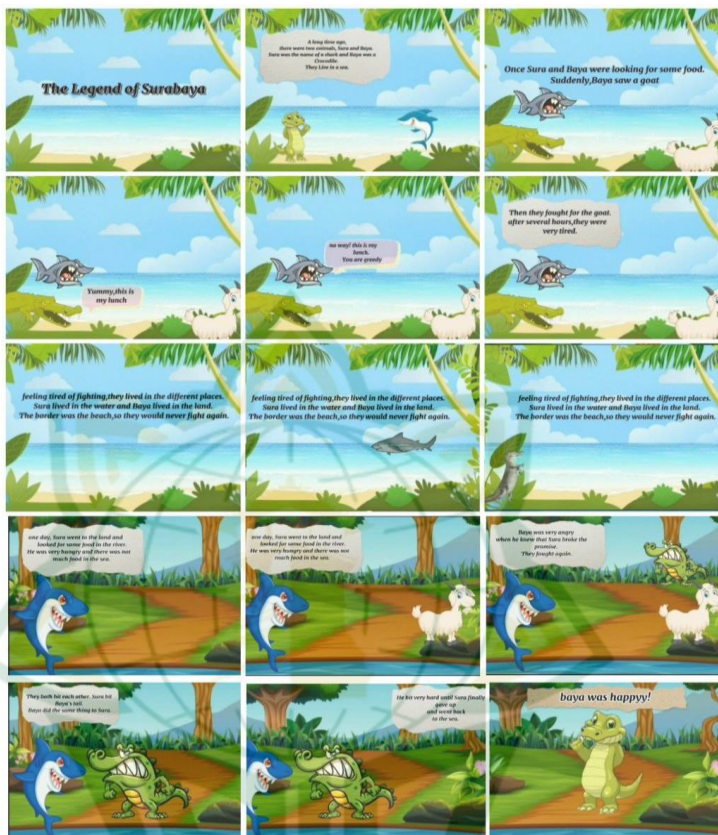
Picture. 4.5. Student’s Digital Storytelling (What is Digital Storytelling)²³

The second group developed a fairy tale entitled "The Legend of Surabaya". The narrative is long, telling a memorable story from a Surabayan folk tale about a shark and crocodile fight. This digital storytelling is supported by colorful pictures and characters. It is narrated in the simple past tense without grammatical errors. The addition of appropriate background sounds and conversation clouds for each character makes this digital storytelling even more interesting. The storytelling is good. It was conveyed with clear pronunciation and good intonation.²⁴

²² Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023

²³ Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 5, April 11th, 2023. <https://drive.google.com/file/d/1HdLpCbHxz5X2DRY1BCzd7xWEcxcRRiu1/view?usp=drivesdk>

²⁴ Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023.

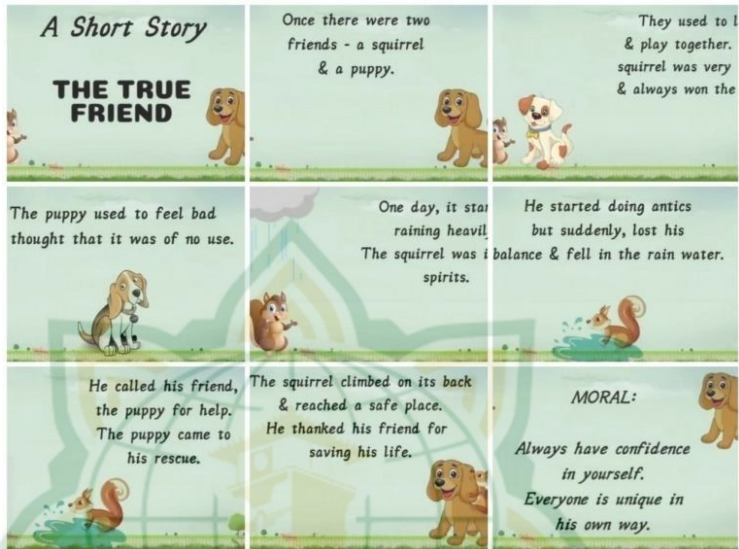


Picture. 4.6. Student's Digital Storytelling (The Legend of Surabaya)²⁵

The third group presents another story with the type of fable, which is entitled "The True Friends". The narrative is quite simple. The appearance of digital storytelling was downloaded from the internet, and it looks attractive with video slide transitions and background music. There are no grammatical errors. The story is well summed up with a moral lesson, which tells about the journey of friendship between a squirrel and a puppy who teaches about helping friends in need. But, overall, more practice with

²⁵Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 6, April 11th, 2023. <https://drive.google.com/file/d/1Hk9NfsEKEVUk-yMnpO6wepsDc3ACH2M5/view?usp=drivesdk>

pronunciation and intonation is needed because there is several words were not delivered clearly.²⁶



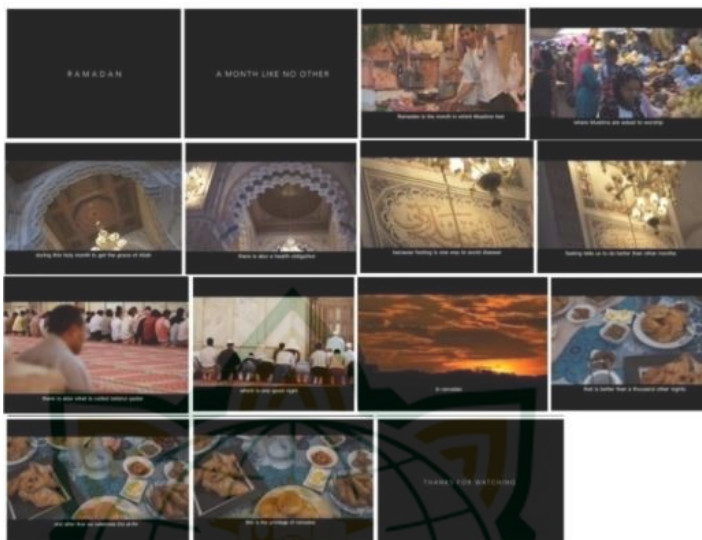
Picture. 4.7. Student’s Digital Storytelling (The True Friend)²⁷

The fourth group developed a story that included half of the original story, which is entitled "Ramadhan." The story is well summed up with a moral lesson, which tells about the privileges of the month of Ramadhan, from its benefits to health, physical and spiritual. The narration is quite simple, matched with a beautiful set of video clips and impressive transitions. Additional captions and back sound also add to the understanding and make digital storytelling more interesting. The narration is delivered quite well, but maybe it needs to increase the voice power and intonation so that it can be heard more clearly.²⁸

²⁶ Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023.

²⁷ Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 7, April 11th, 2023. <https://drive.google.com/file/d/1HmXGWS8isjB9SHYzL3Fbgh15sJDmYw5i/view?usp=drivesdk>

²⁸ Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023.

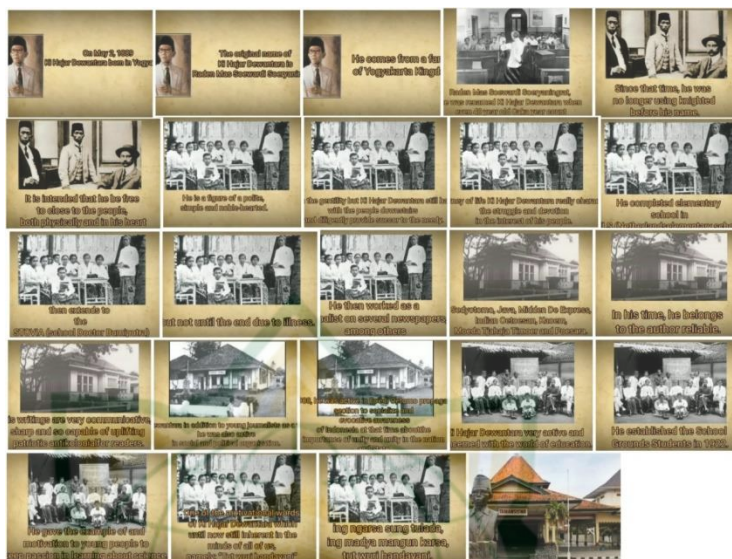


Picture. 4.8. Student's Digital Storytelling (Ramadhan)²⁹

The last group presented a story entitled "Ki Hajar Dewantara." The story is summarized in the correct order of explanation and closes with a moral message. This digital storytelling tells about the life journey of Ki Hajar Dewantara, an inspirational figure who, although of noble descent, still associates with the lower society and is truly struggling and devoted to the interests of their nation. Ki Hajar Dewantara is very active and cares about the world of education. He set many examples and motivated young people to continue to be passionate about learning about science. One of the words of motivation from Ki Hajar Dewantara that is still attached to all of us today is "Tut wuri handayani", or the original: *ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani*. A vintage video with transitional displays of historical photos and narration related to Ki Hajar Dewantara. Delivered with clear pronunciation and good intonation.³⁰

²⁹ Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 8, April 11th, 2023. <https://drive.google.com/file/d/1HI9Yj3fUcIB2519rRexR2VAMN2j-CE7/view?usp=drivesdk>

³⁰ Observation of the Implementation of digital storytelling, Observation by researcher, Observation 3, April 11th, 2023.



Picture. 4.9. Student’s Digital Storytelling (Ki Hajar Dewantara)³¹

All of the students’ digital stories presented above were short, which lasted for 2-5 minutes, but students tried to capture the message of the story properly. Digital storytelling was well received by the students who used it in their learning process. The teacher also does not forget to give appreciation to all groups because they are responsible for completing the assignments given. The teacher shows appreciation for their enthusiasm to improve their speaking skills by saying very good, good job, awesome, and so on. By using these words, students will feel that their work is valued by the teacher, which can arouse enthusiasm for learning.

From the implementation of digital storytelling, the researcher discovered a sense that suggests that using digital storytelling to improve students' speaking abilities has some effect. Digital storytelling gives some advantages in the fields of technology and education. Digital storytelling in

³¹Documentation of Digital Storytelling Implementation, Documentation by researcher, Documentation 9, April 11th, 2023. <https://drive.google.com/file/d/1HdSpOKg1ryKgTJlKgyS4rtUO1--bqhI/view?usp=drivesdk>

education could be utilized by teachers as a pedagogical tool to teach speaking ability.³²

2. Students' Perception on Digital Storytelling as an Active Learning Tool for Improving Speaking Skill

Every human being has their own perception. This part deals with the students' perception regarding the implementation of digital storytelling in English learning activities for improving speaking skills. From the ten students interviewed, the results were as follows:

a. Students are Interested in the Use of Digital Storytelling for Improving Speaking Skill

The answers of the students were very positive. They stated that digital storytelling was very interesting and made it easier for them to understand because it was explained with pictures and sound, so it was easier to learn English, memorize vocabulary, foster creativity and imagination, and was not boring. They explain that answer below. Student 1 said that:

Digital storytelling makes me easier to understand, it's been explained with pictures and sound, so it's easier to learn English. I also understand better what is being conveyed.³³

Student 2 also explained that:

Interesting, in terms of story and appearance. Besides seeing, we can also listen to what is being said. So it's more fun than just reading, which can get boring.³⁴

On the other hand, student 3 explained that:

Good, quite interesting. The story continues, then makes us more imaginative, and there is also text with pictures so we can get a better understanding. There is also sound, so everything is clearer.³⁵

From several students' explanations about their perception on digital storytelling above. We could see the students expressed their interest due to the explanation of

³²Observation of the Implementation of digital storytelling, by researcher, Observation 3, April 11th, 2023.

³³S1, Interview by researcher, Interview 2, transcript, April 12th, 2023.

³⁴S2, Interview by researcher, Interview 3, transcript, April 12th, 2023.

³⁵S3, Interview by researcher, Interview 4, transcript, April 12th, 2023.

visuals and sounds in digital storytelling, the students find it simpler to learn English and understand the information provided. It is more interesting and enjoyable than reading. As the story develops and the material becomes clearer, students find it more engaging and imaginative.

b. Students Regard Digital Storytelling as A Learning Tool that Helps Them to Practice Speaking

Furthermore, there are several students who regard the use of digital storytelling as a learning tool is “helpful” to improve their speaking skills. As student 3 stated:

It really helps. After learning digital storytelling, I have more practice telling stories in English, so my speaking can also be better.³⁶

Student 5 also explained that:

It's pretty helpful. From digital storytelling, I can easily remember new vocabulary, and it also helps me to know how to pronounce it in English.³⁷

On a different day, student 6 explained that:

I think this is very helpful because it can train us to become better speakers, and with media such as digital storytelling, it will make learning more enjoyable.³⁸

From the quotation above, we could see that the students expressed their perception of how digital storytelling helped them in the process of improving their speaking skills. The statement above indicates that the use of digital storytelling has the potential to facilitate learning. Additionally, digital storytelling has a positive impact on students. Using digital storytelling can be an interesting teaching strategy and maintain students' attention so they are motivated to learn.

c. Digital Storytelling Increases Self-Motivation in Learning to Speak

The teacher may influence student motivation during the learning process by using digital storytelling. Interview results from several students' perceptions were presented to describe student motivation. Student 1 said that:

³⁶S3, Interview by researcher, Interview 4, transcript, April 12th, 2023.

³⁷S5, Interview by researcher, Interview 6, transcript, April 12th, 2023.

³⁸S6, Interview by researcher, Interview 7, transcript, April 13th, 2023.

I feel motivated. We can learn through stories, which are also easy to remember. And what makes me more motivated is the process of making the video. Even though I have to practice reading it repeatedly, I still enjoy it. And after the video is finished, I can repeat it over and over to watch and listen to it again. And there is a certain satisfaction.³⁹

In line with the opinion of student 1, student 9 revealed that:

It's quite motivating, sis, because we also practice making digital storytelling.⁴⁰

In a different place, student 10 stated:

When looking at digital storytelling, we are more motivated to learn English fluently, like in the storytelling. Therefore, digital storytelling is very useful for us to be even more enthusiastic about learning English.⁴¹

With the raised of student learning motivation, students and teachers can both be engaged in learning and teaching language successively through the real, meaningful, and interactive process of digital storytelling.

d. Digital Storytelling Increases Pronunciation in Students' Speaking Skills

According to students' interview results, they learn to see examples of correct speech and pronunciation, which they can learn and imitate from digital storytelling. The reason why students think digital storytelling can improve their pronunciation skills is because digital storytelling has a caption or script. If they don't understand some words, they can repeat the digital storytelling several times and see how the vocabulary is written. Student 4 said that:

I like to watch digital storytelling more than once to pay attention to how to pronounce words, through digital storytelling, we also learn how to speak English well and interestingly.⁴²

Student 7 also explained that:

By looking at digital storytelling, it can make it easier for us to understand the storyline and foster an

³⁹S1, Interview by researcher, Interview 2, transcript, April 12th, 2023.

⁴⁰S9, Interview by researcher, Interview 10, transcript, April 13th, 2023.

⁴¹S10, Interview by researcher, Interview 11, transcript, April 13th, 2023.

⁴²S4, Interview by researcher, Interview 5, transcript, April 12th, 2023.

understanding of vocabulary and how to pronounce it.⁴³

In line with the opinion of student 7, student 8 revealed that:

It's interesting and understandable because there are pictures, captions, and sound. I'm also getting to know new vocabulary and how to pronounce it.⁴⁴

Along with this project of digital storytelling, the students shared what they learned from it. Through digital storytelling, they get a fun learning experience because they can be creative while learning. Creating digital storytelling with their classmates can also become memories that they can watch over and over again, so the lessons are more memorable. Their positive learning experiences inspire them to learn more, including how to talk and tell stories in English, tell good stories to attract an audience, learn new vocabulary and how to pronounce it, and feel challenged to create digital storytelling. They view digital storytelling as a medium for practicing English because there are so many English learning materials that they need to practice to remember. By always exploring new things, learning English becomes enjoyable and exciting.

Additionally, the English teacher of MTs Manahijul 'Ulum Plaosan also expressed her hopes for innovative teaching media related to digital storytelling. Through the use of digital storytelling, she hopes the students are becoming more and more engaged in English and the students will have better speaking, good listening, good writing, and good reading skills, so all four skills can be covered.⁴⁵

3. The Challenges Experienced by The Students in Using Digital Storytelling

There are challenges or difficulties encountered during the learning process. Based on the results of the interviews, the students expressed a range of opinions regarding the challenges they face in using digital storytelling. The researcher notices that there are three challenges explained by the students.

⁴³S7, Interview by researcher, Interview 8, transcript, April 13th, 2023.

⁴⁴S8, Interview by researcher, Interview 9, transcript, April 13th, 2023.

⁴⁵JR as English teacher, Interview by researcher, Interview 1, transcript, April, 15th 2023.

a. Students Feel Challenged in How to Tell The Story in English

The first challenge is that students feel challenged in how to tell the story in English. In addition, student 1 and student 2 interviewees had the same answer about one of the challenges they faced, namely how to tell a story in English. They explain the answer below. Student 1 said:

The delivery is in English, and I'm a bit slurred. So it takes more time for me to practice telling the story, and learning the correct pronunciation from Google Translate also takes time because I usually listen to them one by one if something is difficult. Apart from editing and looking for material for the video, usually my friends and I see the tutorial first.⁴⁶

Furthermore, Student 2 explained:

It isn't easy in terms of speaking or telling stories in an interesting way, so we have to practice it over and over again. Editing is pretty easy because I'm used to editing videos like in Capcut.⁴⁷

According to the student's explanation above, they revealed that they faced challenges in their struggle with English delivery due to unclear speech, which required more practice and learning of pronunciation as well as how to tell interesting stories.

b. Students Feel Challenged in The Process of Creating Digital Storytelling

The second challenge is the process of creating digital storytelling. As several students said:

It's challenging to edit, and it takes quite a bit of time. Practice pronunciation first, and then look for the materials. Sometimes I've found them, but I'm still looking for something more suitable, so the process takes time.⁴⁸

Student 5 added that:

The challenge is that we need to learn more about editing, looking for material one by one, then making

⁴⁶S1, Interview by researcher, Interview 2, transcript, April 12th, 2023.

⁴⁷S2, Interview by researcher, Interview 3, transcript, April 12th, 2023.

⁴⁸S4, Interview by researcher, Interview 5, transcript, April 12th, 2023.

sound recordings that sometimes need to be repeated until they sound good.⁴⁹

Reinforced the statement, student 6 said that creating digital storytelling also tests their creativity:

The challenge is that when looking for materials such as pictures and video clips, digital storytelling also tests our creativity.⁵⁰

Student 7 also explained that:

The challenge is when looking for ideas, and during the editing process, we have to explore how to make it interesting.⁵¹

Lastly, in the digital storytelling editing section, students also have a challenge with how to make a sound clear. As student 8 said:

When recording our voice, besides having to practice pronunciation beforehand, we also have to find a quiet place so that the sound is clear.⁵²

From several students' explanations about their challenges in creating digital storytelling above, the researcher notices that the complicated process of creating digital storytelling is a challenging task that requires practice, time, and creativity. Students face challenges in editing, finding suitable materials, and creating sound recordings. Additionally, students need more struggle to make their voices clear, as they must practice pronunciation and find a quiet place to record their voices. Overall, digital storytelling is a challenging and rewarding experience for students.

c. **Students Feel Challenged to Create Digital Storytelling in Group**

Lastly, students feel challenged to create digital storytelling in groups, such as when they collaborate on assignments and share their ideas and creativity. As student 9 and student 10 explained:

Because Mrs. JR makes digital storytelling assignments in groups, sometimes there are

⁴⁹S5, Interview by researcher, Interview 6, transcript, April 12th, 2023.

⁵⁰S6, Interview by researcher, Interview 7, transcript, April 13th, 2023.

⁵¹S7, Interview by researcher, Interview 8, transcript, April 13th, 2023.

⁵²S8, Interview by researcher, Interview 9, transcript, April 13th, 2023.

challenges or obstacles when dividing assignments with friends.⁵³

As well as student 9, who felt challenged to discuss it with her group. Student 10 said that:

The challenge is, when creating the digital storytelling concept, what we want to fill it with, what story, how it will be plotted, and the editing process depends on our creativity.⁵⁴

Despite that, there was a student who said that they did not feel challenged by learning English through digital storytelling. As student 3 explained:

I don't think there's a challenge, it's easy to find, and there are lots of examples on YouTube and Google. Editing can also be simple, depending on creativity.⁵⁵

To respond to the challenges of learning English using digital storytelling, the teacher's position also faces several challenges, but the teacher can deal with them by trying several attempts, as explained by the English teacher, starting with choosing examples of digital storytelling or stories that are suitable for their students' abilities, giving instructions what is clear is the most important, especially about how the technique for creating digital storytelling projects carried out by groups, tells applications that can be used and easy to apply such as Capcut, Canva, and materials for making digital storytelling can also be obtained from Youtube and Google or original video clip recordings that they can make it by themselves. Meanwhile, to overcome students' difficulties in reciting or telling stories in an exciting way, the teacher provides explanations and exercises so that students really understand. The rest English teacher always motivates students in the learning process.⁵⁶

⁵³S9, Interview by researcher, Interview 10, transcript, April 13th, 2023.

⁵⁴S10, Interview by researcher, Interview 11, transcript, April 13th, 2023.

⁵⁵S3, Interview by researcher, Interview 4, transcript, April 12th, 2023.

⁵⁶Observation of the Implementation of digital storytelling, by researcher, Observation 3, April 11th, 2023.

B. Discussion

In this chapter, the researcher reviews the results of interviews and observations that have been described in the previous sub-chapter. The researcher divides the discussion into three parts based on the research questions.

1. The Implementation of Digital Storytelling as an Active Learning Tool for Improving Speaking Skill

Digital storytelling is typically video that combines audio, images, and video clips to tell a story. Digital storytelling uses multimedia tools to bring narratives to life. Digital stories are versatile and can cover a wide variety of topics, such as explaining a concept, reflecting on a personal experience, retelling a historical event, or making an argument. Digital storytelling is an active learning tool that boosts student motivation and creates a learning environment that is meaningful to story through collaboration and reflection. It also helps students develop their speaking skills and creativity. Along with it, based on study conducted by Gimeno-Sanz, a learning tool called digital storytelling encourages students' creativity and promotes "learning by doing" in them.⁵⁷

According to the study conducted by Anggrelin, there are three phases of teaching through digital storytelling. The first is preparing digital storytelling as a plan, which takes the form of preparing stories based on students' abilities or characteristics, comprehending the main points of the storyline, selecting imaginative choices that can create an enjoyable atmosphere, practicing intonation, creating dialogue for conversation, and setting the time. Regarding the second, when implementing digital storytelling, the utilization of resources and media to communicate stories while using understandable language can boost student engagement. And finally, after the lesson is over, the teacher must also be able to assess the lessons that may be drawn from the stories that were told or what can be learned from the stories.⁵⁸

⁵⁷Ana 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>.

⁵⁸Sefti 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/>.

The finding of the study conducted by Anggrelin above is in line with the use of digital storytelling, which was applied by JR as an English teacher. The English teacher involves three stages of activities in the learning process. Starting with planning, practice, and evaluation. As follows:

a. The Planning Stage in The Implementation of Digital Storytelling

To accomplish the objectives of a class, preparation or planning is essential. The implementation of digital storytelling is quite optimal. It begins with the English teacher setting up digital storytelling in preparation, starting with making a lesson plan, setting up digital storytelling as the learning material, and setting up a projector and sound system. With proper preparation, the classroom learning process can proceed as planned. This is in line with the study conducted by Marzuki, good teacher preparation, high student motivation, and adequate instructional materials can all contribute to a successful teaching-learning process.⁵⁹

b. The Practical Stage in The Implementation of Digital Storytelling

At the practical stage, there are three activities:

1) The opening activity

In the opening activity, the English teacher uses digital storytelling as a warm-up and motivation before starting the lesson to engage students and improve their speaking skills. She uses digital storytelling as an example and media practices to engage students and create an engaging learning environment. Based on the study conducted by Kabaran and Duman, digital storytelling is a method that encourages the students' engagement in the learning process, makes it fun and brings an experience directly.⁶⁰

⁵⁹Abdul Gafur Marzuki, "Developing Speaking Skill through Oral Report in an EFL Class in Indonesian", *Al-Ta'lim Journal* 24, no.3 (2017): 244,https://www.researchgate.net/publication/326796504_Developing_Speaking_Skill_through_Oral_Report_in_an_EFL_Class_in_Indonesia/link/5b63f544458515298ce0da7d/download

⁶⁰Guler Gocen Kabaran and Bilal Duman, "The Effect of Digital Storytelling Method on Learning and Study Strategies," *International Journal of Technology in Education (ITJE)* 4, no. 4 (2021): 683, <https://doi.org/10.46328/ijte.83>.

2) The core activity

The core activities involve the teacher providing an example of narrative text with digital storytelling. Teacher guiding students through the steps of creating digital storytelling. The teacher introduces simple applications and encourages students to collaborate in group discussions. The teacher also provides initiative questions to guide students in choosing concepts, themes, and applications. The teacher divides tasks into groups, allowing students to choose a story, write a script, and choose visuals. This collaborative learning process improves pronunciation, intonation, tone, articulation, and fluency. The teacher also reassures students about their understanding and announces assignment due dates. In line with the study conducted by Yigit, digital storytelling allows students to collaborate, share, focus on knowledge, create, design, and present. As a result of this connection, learning occurs, and the challenges that students face help them learn more as problem solvers.⁶¹

3) The closing activity.

In the closing activity, the English teacher reassured students by asking questions about the lesson, aiming to assess their understanding. The teacher's motivation and guidance are balanced with the students' work, ensuring a successful learning experience.

c. The Evaluation Stage in The Implementation of Digital Storytelling

At the end of the stage, the English teacher does an evaluation. The evaluation helps to see how far the success rate of digital storytelling has been applied to teaching speaking. The English teacher assessed students' speaking skills using various aspects, including pronunciation, fluency, vocabulary, comprehension, and grammar. The teacher assessed the mastery of speaking skills through the digital storytelling project and provided feedback for improvement. This is in line with the speaking assessment conducted by Brown, there are several aspects to assess students' speaking

⁶¹E. Ozlem Yigit, "Digital Storytelling Experiences of Social Studies Pre-Service Teachers," *International Journal of Technology in Education (ITJE)* 3, no.2 (2020): 71, <https://doi.org/10.46328/ijte.v3i2.25>

skills, such as pronunciation, grammar, comprehension, fluency, and vocabulary.⁶²

As a group project, students submitted their digital storytelling in different stories. Students' digital stories were short, which lasted for 2-5 minutes, but students tried to capture the message of the story properly. There are those who tell about the meaning of digital storytelling, fairy tales, historical stories, and also their own ideas about the month of Ramadan. They make digital storytelling with only smartphones, editing applications, and their creativity. This is in line with the study conducted by Wardani, which shows that most digital storytelling is 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 play video files. 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.⁶³

Digital storytelling was well received by the students who used it in their learning process. The narration of their digital storytelling was conveyed fluently, with clear pronunciation and good intonation. There were only a few pronunciations that received feedback from the teacher. Furthermore, more practice with pronunciation and intonation is required to increase their speaking ability. This is in line with the study conducted by Wahyuningsih, which found that certain measures to improve students' ability to speak English are desperately needed. One of them is by designing a medium to improve the effectiveness of language teaching and learning through the project of making videos.

⁶² H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (New York: Longman, 2004), 174.

⁶³ Wahyu 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>.

By creating a video, students will hopefully be able to speak up in English with confidence.⁶⁴

Digital storytelling, as a novel pedagogical tool, has been shown in numerous studies by educational researchers to have many good effects that may be implemented and adopted for enhancing and deepening learning at all educational levels and across all fields of study. According to empirical data, the inclusion of digital storytelling in the educational process helps students improve their technology and academic literacy, as well as their willingness to learn.⁶⁵ Digital storytelling has certain specific objectives in education when it comes to speaking English fluently. The improvement of pronunciation and intonation, the creation of speaking fluency, the ability to think critically, the teaching of narrative structure and practice in the description, the attempt to let go of inhibitions, the creation of interest and the development of listening comprehension, and the improvement of connecting to content, relating to learners.⁶⁶

From the implementation of digital storytelling, the researcher discovered a sense that suggests that using digital storytelling to improve students' speaking abilities has some effect. There are benefits to digital storytelling for both technology and education. Digital storytelling in education could be utilized by teachers as a pedagogical tool to teach speaking ability. Learning activities using digital storytelling try to raise enthusiasm and encourage students to become active in learning.

Based on study conducted by Haleem, digital technologies are a valuable tool that can enhance education in many ways, including by making it easier for teachers to

⁶⁴Sri Wahyuningsih, "The Use of Video to Enhance Speaking Proficiency in Broadcasting: Perceptions of Undergraduate Students," in *Proceeding of International Conference On Linguistics (ICLing)*, 2018, 84, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=lz7TvmOAAAAJ&citation_for_view=lz7TvmOAAAAJ:hqOjcs7Dif8C.

⁶⁵Hary 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>.

⁶⁶Pravamayee Samantaray, "Use of Story Telling Method to Develop Spoken English Skill," *International Journal of Language & Linguistics* 1, no. 1 (2014): 41, https://ijllnet.com/journals/Vol_1_No_1_June_2014/5.pdf.

generate instructional materials and giving students new ways to study and communicate. It can also be utilized as a dynamic tool for distance education. Therefore, it is believed that digital storytelling may improve the learning process. With digital storytelling, there are no time or space constraints.⁶⁷

2. Students' Perception on Digital Storytelling as an Active Learning Tool for Improving Speaking Skill

Speaking is one of the language skills utilized in daily life, which involves two or more people sharing ideas in various contexts while using verbal and nonverbal cues, to ensure that the listener is paying attention to what is being said and that the speaker's ideas are understood. The researcher underlines the extent to which digital storytelling affects students' speaking skills and their perception. As follows:

a. Students are Interested in the Use of Digital Storytelling for Improving Speaking Skill

Students found digital storytelling to be interesting and easy to understand due to its use of pictures and sound. This approach helps students learn English, memorize vocabulary, foster creativity, and be more imaginative. Students found it more enjoyable than reading and found the story and material more engaging as it developed. Overall, digital storytelling is a valuable tool for students to enhance their English language skills and creativity. Based on the study conducted by Kusumastuty, valuable media that is currently growing can make students more engaged in learning, and the present manner of learning has helped many of them enhance their speaking skills through digital technology.⁶⁸

b. Students Regard Digital Storytelling as A Learning Tool that Helps Them to Practice Speaking

Digital storytelling is a valuable learning tool for improving speaking skills. Students report that it enhances practice, vocabulary retention, and makes learning more

⁶⁷Abid Haleem et al., "Understanding The Role of Digital Technologies in Education: A Review," *Journal of Sustainable Operations and Computers* 3 (2022): 277, <https://doi.org/10.1016/j.susoc.2022.05.004>.

⁶⁸Kusumastuty et al., "Students' Perceptions of Using TED Talks to Improve EFL Speaking Skill," *UHAMKA International Conference on ELT and Call*,5(3), (2019):7. <https://journal.uhamka.ac.id/index.php/uicell/article/download/3972/1239>

enjoyable. Digital storytelling has a positive impact on students, making it an interesting teaching strategy that keeps them engaged and motivated to learn. Overall, digital storytelling has the potential to facilitate learning and make it a valuable tool for students. The advancement of instructional technology has made easier for students in learning to speak. The classroom environment is improved, and the teaching-learning process is made more interesting by the use of digital learning tools and instructional materials.⁶⁹ Digital storytelling encourages students to participate actively in their education.⁷⁰

c. Digital Storytelling Increase Self-Motivation in Learning to Speak

From the research results, the students stated that using digital storytelling could motivate them to enhance their speaking skills, and all interviewees concurred that using digital storytelling increased their enthusiasm and motivation for speaking English. Fluency in speaking among students has improved as a result of the approach, and it was supported by their digital storytelling project.

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 well teachers educate students actually affects how motivated they are. Teachers can engage in actions like raising students' comprehension of the importance of English, enhancing students' interest in English, and fostering their confidence to overcome students' lack of motivation.⁷¹

⁶⁹Abid 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>.

⁷⁰Deoksoon 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>.

⁷¹Ahmed Maher Mahmoud Nakhlah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open

Due to this, motivation plays the main role in all aspects of learning. With good motivation, the better goal of learning is possible to achieve. The motivation can be external, such as the teacher's teaching methodology, the students' families, to whom the student makes a friend, and so on. While internal motivation is something that students hope for, it has a significant impact on the student's environment. In other words, it depends on the student's attitude toward the subject matter rather than the circumstances.

d. Digital Storytelling Increases Pronunciation in Students' Speaking Skills

Students believe digital storytelling improves their pronunciation skills by providing examples of correct speech and pronunciation. This is due to the use of captions and scripts, which help students understand words and their pronunciation. Students like watching digital storytelling to learn English pronunciation, understand storylines, and expand their vocabulary knowledge. Additionally, digital storytelling is interesting and understandable due to its pictures, captions, and sound, making it an effective tool for language learning. According to the study conducted by Wahyuningsih and Afandi, pronunciation is one of the important aspects contributing to speaking fluency. In terms of interpersonal competency, phonological proficiency, and comprehensible output are essential for successful spoken engagement.⁷²

The statement above suggests that the use of digital storytelling has the potential to facilitate learning. Additionally, digital storytelling has a positive impact on students. Along with the project of digital storytelling, the students shared what they learned from it. Through digital storytelling, they get a fun learning experience because they can be creative while learning. Creating digital storytelling

University," *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 104, https://www.academia.edu/37631869/Problems_and_Difficulties_of_Speaking_That_Encounter_English_Language_Students_at_Al_Quds_Open_University.

⁷²Sri Wahyuningsih and Muhammad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Education Research* 9, no. 3 (2020): 971, <https://doi.org/10.12973/eu-jer.9.3.967>.

with their friends can also create memories that they can watch repeatedly, so the lessons are more memorable. Their positive educational experiences motivate them to pursue further education, which includes learning how to converse and tell stories in English, tell good stories to attract an audience, learn new vocabulary and how to pronounce it, and take on the challenge of developing digital storytelling.

The eighth-grade students view digital storytelling as a medium for practicing English because there are so many English learning materials that they need to practice to remember. By always exploring new things, learning English becomes fun and fascinating. They also added that digital storytelling was very interesting and made it easier for them to understand because it included both images and audio, making it simpler to learn English, memorize vocabulary, and foster creativity. Based on the students' explanations about their perception on digital storytelling above, they believed that digital storytelling was an active learning tool that helped them improve their speaking skills.

According to the study conducted by Syafryadin, digital storytelling introduces some steps that call for students to use their critical thinking skills. It also generates students' curiosity and improves their speaking abilities. By using an attractive medium, students became more confident in their speaking.⁷³ In various contexts, studies on digital storytelling show a strong tendency towards positive findings in enhancing the learning process, outcomes, and learner motivation to participate in learning activities. The Global Sharing Pedagogy (GSP) approach discovered through qualitative research that digital storytelling strongly supports the development of 21st-century skills, particularly when digital storytelling is used in a collaborative learning context.⁷⁴

⁷³Syafryadin 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): 3150, <https://doi.org/10.35940/ijrte.D8002.118419>.

⁷⁴Soedarto Harjono and Wiryotinoyo, "Exploring the Benefits of Digital Storytelling for Enhancing Teaching and Learning," 263.

3. The Challenges Experienced by The Students in Using Digital Storytelling

According to the researcher's observations, the majority of the eighth-grade students felt that it was challenging for them to learn English using digital storytelling. The students expressed a range of opinions regarding the challenges they face in using digital storytelling. The researcher notices that there are three challenges explained by the students. The first challenge is that students feel challenged about how to tell the story in English, the second is how to create digital storytelling, and the last is how to create digital storytelling in groups.

a. Students Feel Challenged in How to Tell The Story in English

The first challenge, about how to tell a story in English, mainly deals with the students' English proficiency. Based on the research observations, the eighth-grade students admitted that the lack of language proficiency, such as vocabulary, grammar, and pronunciation, was regarded as the obstacle to speaking that they faced. They also admit that it takes more time for them to practice telling the story and learning the correct pronunciation when speaking or telling stories in an interesting way. In order to improve students' speaking skills, vocabulary, grammar, and pronunciation are crucial components that need attention. Vocabulary plays an essential 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.⁷⁵

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. Likewise, with grammar, every language has a system of grammatical guidelines that assist speakers in understanding the context of their sentences. For instance, it will be used to arrange sentences in English that are present, past, and future, and to retell a story, past tenses are

⁷⁵Sri Wahyuningsih and Fifi Novita, "Incorporating English Vocabulary Through the Use of Poster Media for Elementary School Students," *Edulingua: Jurnal Linguistics Terapan Dan Pendiidikan Bahasa Inggris* 8, no. 2 (2021): 14, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=Iz7Tvm0AAAAJ&csstart=20&pagesize=80&citation_for_view=Iz7Tvm0AAAAJ:HoB7MX3m0LUC.

commonly used so that listeners may grasp what the speaker is truly saying. And the last one of the speaking components that need more attention is pronunciation. The production and understanding of sounds, intonation, and stress patterns are all important aspects of English pronunciation.⁷⁶ Without good pronunciation, the listeners cannot understand or could misunderstand what the speaker is saying. Therefore, pronunciation has a central role in retelling a story.

b. Students Feel Challenged in The Process of Creating Digital Storytelling

The second challenge experienced by the students in using digital storytelling is the process of creating digital storytelling itself. As several students explained that it is challenging in the editing process, and it takes quite a bit of time to practice pronunciation and look for materials that are suitable to the story. In order to make it interesting, they also need to learn more about editing, which also tests their creativity. According to the study conducted by Nassim, even though the students faced technical challenges while recording and creating the digital storytelling, it provided them a chance to advance their technical skills. Students also proved their talents through their creativity, artistic skills, and music selection. Each group told stories in a unique style that set them apart from one another. The students' excitement at seeing their artwork gave them a boost and increased their self-confidence and motivation.⁷⁷

c. Students Feel Challenged to Create Digital Storytelling in Group

Lastly, students feel challenged to create digital storytelling in groups, collaborate on assignments, and share their ideas and creativity with friends. In line with the study conducted by Stacey and Hardy, the group considered their motivation to create a digital story and take part in the storytelling process. The desire to take advantage of the chance to reflect on their experiences seems to be the main motivation. Although they realized the challenges of this,

⁷⁶Harold S. Madsen, *Techniques in Testing*, ed. Russell N Campbell and William E Rutherford (New York: Oxford University Press, 1983), 57.

⁷⁷Shahala Nassim, "Digital Storytelling: An Active Learning Tool For Improving Students' Language Skills," *International Journal of Teaching, Education and Learning* 2, no. 1 (2018): 26, <https://doi.org/10.20319/pijtel.2018.21.1429>.

they also saw its advantages, believing that their ability to reflect deeply was the reason for this. They felt the digital storytelling process would enable them to maintain an awareness of challenges and encourage them to improve their speaking proficiency.⁷⁸ Even though creating a digital story could be challenging at times, it gave students a new opportunity to express themselves while utilizing multimedia technologies.⁷⁹



⁷⁸ Gemma Stacey and Pip Hardy, “Challenging the Shock of Reality through Digital Storytelling,” *Nurse Education in Practice* 11, no. 2 (2011): 161, https://www.academia.edu/1877277/Challenging_the_shock_of_reality_through_digital_storytelling

⁷⁹Deoksoon Kim, Merijke Coenraad, and Ho Ryong Park, “Digital Storytelling As A Tool for Reflection in Virtual Reality Projects,” *Journal of Curriculum Studies Research* 3, no. 1 (June 6, 2021): 112, <https://doi.org/10.46303/jcsr.2021.9>.