

DIGITAL STORYTELLING: EDUCATIONAL TECHNOLOGY TO TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: *In recent decades, technological developments have made a significant contribution to the teaching of languages. The modernization of the world and advances in technology need students to take their learning to another level and not only speak but also utilize English effectively. To provide students with learning material more creatively, by use of appropriate teaching media capable of boosting pupils' interest and helping them to understand the content easily, teachers need to be more creative in their work as facilitators. A teacher or other narrator will narrate a story in an educational context using the classic technique known as storytelling aloud. Digital storytelling is another method of conveying a story using websites and the internet. Digital Storytelling is an essential tool for teaching and learning that has been developing over the past several years, engaging teachers and students. The purpose of the literature review was to examine 15 articles retrieved from Google Scholar to respond to the research question about the function of digital storytelling in teaching and learning English as a foreign language. The majority of these articles highlight the use of digital storytelling as a cutting-edge teaching strategy. These articles demonstrated how educators could utilize digital storytelling as a helpful tool while teaching and studying English as a foreign language at different levels of education. Most of the writers of these research studies offered empirical data to support the benefits of using digital storytelling in the classroom to improve students' ability to communicate and speak English.*

Keywords: *Digital Storytelling, Teaching, Learning, Technology, EFL students*

INTRODUCTION

Technological advances have played an essential role in language teaching in recent decades. Even though technology may necessitate developing new skills, such as technical understanding, many of the skills we already use in traditional literacy activities, such as reading and writing tasks based on paper, can be used for digital literacy tasks (Bloch, 2008). Digital literacy is a newly developed literary activity in which students use various technology tools to critically comprehend, research, analyze, and produce information (Koltay, 2011).

The result of flexibility in the teaching and learning of languages is one of the main aims of any language organization or institute, intending to give students greater independence and be able to learn themselves. They are striving to apply technology to achieve this objective. In order to overcome the constraints of time, space, and conditions in teaching, teachers should be able to promote their content using modern devices such as; computers, the internet, mobile phone learning, reverse learning, or teachers to become familiar with these concepts, they should actively implement them, and attention must consider the professional development of teachers, especially the practical issues related to integrating technology in and outside the classroom. Due to the lack of widespread use of computers in many schools, teaching has traditionally been carried out by conventional methods. The frontal way of teaching, which involves sufficient interaction between the teacher and the students, is the most common. Lack of student participation and inability to

learn at your own pace are two disadvantages of this form of learning. We have students in our class who have a variety of knowledge and need to pay more attention to those who understand the content more thoroughly than others or are doing better than average. The process of teacher evaluation and how knowledge can be shared among a group of students with varying skill levels are frequently barriers to this distinction.

According to Prensky (Prensky, 2001), today's students are the first to have grown up with digital technology all around them. These students are regularly exposed to computers, video cameras, video games, digital music players, and cell phones daily. Instant messaging, emails, web surfing, blogs, wiki tools, portable music, social networking, and video sites are all a part of their daily lives (Prensky, 2001; Lea & Jones, 2011; Sternberg et al., 2007). By pressing a few buttons, they can instantaneously speak with one another and obtain any information from almost anywhere (Autry & Berge, 2011).

Digital storytelling (DST) should be most beneficial for teaching and learning in classroom settings. Digital storytelling (DST) is an excellent method for EFL students to practice their language and literacy skills in authentic settings while also learning how to connect and interact with other English speakers in online and offline situations. According to Robin (2008), "As a convergence of affordable technologies interacts with a contemporary agenda for today's classroom, we are currently witnessing dramatic growth in the educational use of digital storytelling" (p. 222). Although it is still a relatively new technique, DST has gained widespread acceptance as a helpful tool for fulfilling the language and literacy needs of students in EFL education. As a result, teaching EFL students requires increasing knowledge of digital storytelling (DST) techniques. The following is the key research question: How can digital storytelling be beneficial to teaching and learning English as a foreign language?

LITERATURE REVIEW

Digital Storytelling

Storytelling is an ancient art form; digital storytelling is its modern manifestation. Storytelling has been utilized throughout history to convey knowledge, understanding, and values. Stories come in a wide variety of formats. From the campfire circle to the silver screen to the computer screen today, stories have been adapted for each new media that has evolved (The Digital Storytelling Association). A digital story is a multimodal presentation of a story that combines sound, text, and images. Digital stories are multimedia storytelling that uses audio, video, text, and music (Hronova, 2011, p. 27). A happy learning environment was developed by using digital stories as the media. The image or visual that digital storytelling offers may stimulate students' curiosity. In order to make the best use of user-generated content in the classroom, digital storytelling is a technology tool that supports instructors in overcoming some of the barriers that get in the way of their ability to do so. At its foundation, digital storytelling allows computer users to tell stories creatively by following the standard procedures of choosing a subject, researching, creating a script, and creating an engaging plot. This content is combined with various forms of media, such as computer graphics, audio recordings, computerized text, video clips, or music, to enable computer playback, website uploading, or DVD burning.

Muller, cited in Yunuz et al. (2013:116), argues that the use of film, graphic images, and video supports students in strongly visualizing the literary theory in the book. The illustrations in the digital story help the children understand since they can see what is happening in the text. In line with that, Digital stories can also encourage conversation on the topics discussed in a story and make abstract or conceptual content easier to understand (Robin, 2006, p. 3). Therefore, using digital stories as educational technology may help students understand the subject.

A type of digital story used in education is "Digital Storytelling." There are numerous applications for digital storytelling in education. Teachers can use digital storytelling as an effective teaching technique, claims Robin (2006:3). When presenting new content, teachers often use digital stories as a powerful instructional tool. The children can become interested in and remain focused on this activity. Digital storytelling can provide teachers with a powerful tool for classroom assessments, claims Robin (2006:3). Students learn new material more effectively and remember it longer when presented digitally. The researcher decides to employ digital storytelling to give teachers a helpful instructional tool.

Types of Digital Stories

Different forms of digital storytelling were explained by Abdel-hack and Helwa (2014):

1. Photo Stories:
Photo stories are a combination of text and still images. The only skills that students need to master are taking photos and creating PowerPoint presentations, where the photos are combined with the script.
2. Video Words:
In order to make a quick presentation or a film, words are used to combine words, phrases, and visuals. When students bring photos, the teacher might instruct them to match the phrases to the images.
3. Presentations
The most common approach for telling stories is through a PowerPoint presentation. To present a specific topic, a presentation combines text and images. The students must collect and present the essential ideas in a specific order. They need to be knowledgeable about more material than just what is provided in the presentation's text. Students should be able to speak without notes, adequately express their thoughts, and maintain eye contact with the audience.
4. Staging
it is a presentation, but the students must find a way to express their feelings, actions, situations, statements, etc., rather than focusing on facts. The students should present the things that are familiar to them.
5. Video clips
The final digital storytelling kind is a video clip. Students create video clips that combine images, text, audio from recorded interviews or narrations, and music to tell a meaningful story that includes all previously mentioned digital stories. A video clip discusses a specific subject familiar to the storyteller and expresses his or her viewpoint.

The Elements of Digital Storytelling

For compelling digital stories, which are frequently regarded as a perfect moment to start using them, Lambert in Robin (2008) specifies seven characteristics of digital storytelling. The point of view is the first component. It describes the story's aim and the perspective from which it is told. The next element is a dramatic question, which will be resolved at the end of the story. It builds the story's tension by highlighting problems that must be overcome. Next, emotional content connects the story to the viewer by bringing serious concerns to life in a reliable and personal way. Through common subjects and emotions, it brings the audience along.

The next step is to personalize the story so that the audience may better appreciate the significance of the images and the whole context. Next, the soundtrack's strength comes from the music or other audio components that empathize while supporting and enhancing the story's flow. It establishes the narrative's tone. Next, the economy integrates the meaning's auditory and visual sources. Without burdening the audience, it only uses the elements that need to be present to tell the story. Finally, pacing maintains the audience's interest by establishing and adjusting the story's rhythm. It manages how quickly or slowly it progresses.

Digital Storytelling in English Education

The use of digital storytelling in educational learning activities is nothing new. It could be incorporated into the curriculum as a teaching strategy or a student development tool. The first two may be preferred by confident educators, who use them to introduce new content to their students. In this study, "digital storytelling" refers to the educational technology teachers use in the classroom. Burmark (2004) discovered that pairing written content with visual aids improves and expedites student understanding. For gathering, producing, analyzing, and fusing textual material and visual pictures, digital storytelling is a particularly effective technological tool. A versatile and adaptable technology, digital storytelling may be used in virtually all courses taught and can meet most purposes.

Robin (2008) implies that digital storytelling is a medium to connect and collaborate with teachers and students in education. Using technology relevant to how people live in the current world enables them to harness the power of speech and imagery. It might be used to improve current classes as a more significant unit component, encourage conversation on the subjects covered, and simplify or clarify abstract or conceptual material.

It can also be utilized as an anticipatory set or hook to attract students' attention and enhance their enthusiasm for exploring new topics. He continues by explaining how digital storytelling enables instructors and students to develop their collaboration ability and capacity for information collection and problem-solving.

METHOD

A literature review is a critical synthesis and evaluation of the pertinent research and non-research literature published on the subject under study (Hart, 1998). A competent literature review collects data about a specific topic from various sources.

Several criteria were established for inclusion in the research for the proper selection of the literature, including a specific time period, source type, and subject appropriateness. These criteria are shown below. All documents were eliminated from the study if they failed to conform to these any-inclusive conditions.

- All of the literature was chosen from the results of the search formula, which were found in the Google Scholar databases.
- Only articles published in article format were chosen; all other documents (books, book chapters, conference proceedings, contributions, etc.) were not included.
- All publications from the 2013–2023 interim period.
- Research on digital storytelling concerning the educational field.

The researcher included all papers whose subjects addressed our goals and research questions.

FINDINGS AND DISCUSSION

Findings

In this section, the research papers' findings will be thoroughly reviewed. Fifteen articles were chosen for this literature analysis of selecting eligible articles for evaluation due to the nature of the investigations. The greatest and most influential of the numerous research studies on the use of digital storytelling in the teaching and learning English as a foreign language are summarized in Table I below.

Table I. Main characteristic, perspective and perception of Digital Storytelling

| | Authors | Territory | Study Purpose |
|----|---|--------------|---|
| 1. | Seyed Jalal Abdolmanafi-Rokni, Masoud Qarajeh (2014) | Iran | This mixed-methods study aims to determine how two storytelling types impact the speaking skills of Iranian EFL learners. |
| 2. | Haifa Mohammed Al-Amri (2020) | Saudi Arabia | To learn how the participants felt about digital storytelling in the English language classroom and how much their group's collaborative production of digital stories improved their communicative skills. |
| 3. | Muhammad Fajri Hamdy (2017) | Indonesia | To find out how implementing a digital storytelling technique affects students' listening and reading comprehension. |
| 4. | Juan Arrobaa, Hazel Acostab (2021) | Thailand | Learn how students can improve their speaking skills through realistic digital |

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| | | | storytelling and how teachers and students see different communication strategies. |
| 5. | Naoko Kasami (2021) | Japan | To determine the potential worth of a digital storytelling assignment to boost the learning drive of Japanese students who are not majoring in English but need help with the language. |
| 6. | Dr. Eman Mohamed Abdel-Hackl and Dr. Hasnaa Sabry Abdel-Hamid Ahmed Helwa (2014) | Egypt | To determine whether teaching digital storytelling and blogs may help EFL majors at the Faculty of Education become better writers and thinkers. |
| 7. | Eka Puteri, Yusuf Al Arief, Rizky Amelia, Inayati Fitriyah Asrimawati (2022) | Indonesia | To learn how to employ digital storytelling in speaking classes to improve students' speaking abilities. |
| 8. | Betlem Soler Pardo (2014) | Spain | By including them in a digital project that combines traditional and digital narratives, we can help students improve their written and spoken communication abilities while supporting their learning of English as a Foreign Language. |
| 9. | Mila Febriyanti, Susanto (2017) | Indonesia | Study the effects of digital storytelling narrative text on tenth-grade SMAN 2 Bandar Lampung students' speaking skills. |
| 10. | Hilwa Alfiani Fitri; Mahani Mohamad; Ika Harianingsih; & Ari Safar Wadi (2022) | Malaysia | To investigate the ESL students' perspectives on using an assignment based on digital storytelling. |
| 11. | Ellen Ek & Tea Holmgren | Swedia | To emphasize educational growth while focusing on some of the most recent research on using videos and digital storytelling in EFL classrooms and their implications on learner motivation. |
| 12. | Yentri Anggeraini, Nurul Afifah (2017) | Indonesia | To create digital storytelling for the English education study program at the University of Baturaja to teach reading short stories. |

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| 13. | Ulhaq Zuhdi (2017) | Indonesia | To gain knowledge in developing and applying Digital Story Telling medium to PGSD (Elementary School Teacher Candidate) speaking skills. This study aimed to educate PGSD students on the development of digital storytelling media. |
| 14. | Syafryadin, Haryani, Salniwati, Ainur Rosyidah Azmie Putri (2019) | Indonesia | To understand how digital storytelling in different text genres, not only in education but also in the technological industry, affects students' oral communication skills. |
| 15. | Imam Sudarmaji, Agus Mulyana Karsiyah (2020) | Indonesia | To determine whether digital storytelling has any discernible impact on students' visual memory and writing ability, to identify which is more predominant among students' visual memory and writing ability, and to determine how digital storytelling affects students' learning motivation and classroom environment. |

Discussions

Research question: How can digital storytelling be beneficial to teaching and learning English as a foreign language?

The findings of the previous empirical research will be further discussed in this part, along with their instructional ramifications. We will also discuss some of the studies under review's shortcomings. First and foremost, the research findings on the use of digital storytelling in teaching and learning English as a foreign language are congruent. The use of digital storytelling in teaching and learning English as a foreign language has been proven to be advantageous.

The chosen medium's appropriateness and specificity should be considered when the notion of employing new technologies to produce a story in the educational area emerges, with the enhancement of the quality of the teaching-learning process being the ultimate goal pursued [1]. Many studies have looked into the use of digital storytelling in language learning over the last ten years. One alternate approach to teaching English that makes it more fascinating is through digital storytelling. It allows students to improve their knowledge, abilities, and educational standards [2]. One way that the technology is used is through digital storytelling. Digital storytelling, according to Robin (2011), is the process of employing computer-based tools to tell stories [3].

According to a significant amount of research examined in this study, using digital storytelling when teaching and learning English as a foreign language has been shown to improve students' integrated abilities. Of the four integrated skills—reading, writing,

speaking, and listening—digital storytelling uses speaking the most frequently for topic studies.

[4] The use of digital storytelling as an instructional tool significantly impacts students' motivation for language acquisition in general and their ability to speak in particular, in addition to improving learners' speaking abilities. According to the author [5], students feel that using digital storytelling-based projects increases their enthusiasm to learn while enabling them to generate ideas and work with other students. Additionally, because digital storytelling combines computer technology and the art of storytelling, it encourages students to actively practice speaking while allowing them to create their own stories using various digital images, a song of their choice, and the storytelling style they prefer [6]. In other words, digital storytelling-based tasks successfully increase ESL students' enthusiasm for speaking in class. According to the author's findings [7], almost half of the survey participants said they hardly ever utilize web-based software tools that let them record and listen to their voices, including audio, video, and text, in order to improve their speaking abilities. Because it is crucial to developing students' oral abilities, teachers should use technology through realistic digital storytelling in their lesson plans. Teachers are not always prepared to use technology tools to help students identify areas of strength and improvement in their speaking performance.

Some researchers employed digital storytelling in writing skills as their focus of study in addition to speaking skills. According to [8], no statistical difference exists between the control and experimental classes. However, digital storytelling can add to the experimental class. The student survey results demonstrate how well-motivated students were to learn, which helped foster a positive learning environment in the classroom. Most students are engaged in the teaching method and actively participate in the learning process when digital storytelling is used. In other words, the application of digital storytelling to writing abilities has yet to be able to improve or be advantageous significantly. However, digital storytelling positively impacts the other author [9]. Eight students claimed that the experience had been beneficial to them. They all claimed that their desire to study more had grown. Seven students stated that the discussion of different points of view helped them write more thoughtfully and that they had improved as a result of frequently contributing to blogs.

Reading and listening, those last two skills were also applied to their subject-matter study. According to the author [3], after using generated resources for digital storytelling in the classroom, students' reading scores for short stories improved, with 64% scoring in the excellent category on the post-test and 36% in the good category. "I am so excited that I know how to use the technology to improve my EFL narrative writing and critical thinking skills," one of the students exclaimed. In other words, creating the materials helps improve their scores and may increase their desire to read short stories. The experimental group outperformed the control group regarding post-test results, with a mean of 59.83 versus 54.40. A significant distinction was evident when the two means were compared [10]. As a result, it was decided that the difference in means between the post-test results of the two groups represented the impact of the treatment's implementation on listening abilities.

Along with enhancing students' English abilities, digital storytelling in education offers several advantages. The findings indicated that most pupils had increased their motivation to learn. Working on their digital narrative allowed several students to express themselves in

English satisfactorily [11]. When using a digital storytelling narrative text in the classroom, kids are more engaged, motivated, and interested in their studies. It has been demonstrated that the pupils have gained more self-assurance, talk clearly, and produce more vocabulary and move-correct sentences [12]. Digital storytelling has proven to be more beneficial and engaging for pupils than traditional speech instruction, controlled by teachers and some talented learners. Unlike traditional education, students had to speak during Digital Story Telling, which tended to favor some students over others because most students find public speaking embarrassing.

Additionally, it has been demonstrated that using digital storytelling encourages students to speak English actively [13]. Motivating elements include individual characteristics, learning objectives, and target language attitudes [14]. Teachers should also make sure that the essential software and hardware are available and that the internet is available. Equally important is teachers' awareness of students' language skill levels and using this knowledge to inform the activity's design. Depending on the participants' level of digital competency, different contexts allot different amounts of time for the activity's steps [15].

CONCLUSION AND SUGGESTION

This literature review analyzed fifteen articles on the role of digital storytelling in teaching and learning English as a foreign language, and it has been shown that digital storytelling has a variety of characteristics, advantages, and features essential for improving students' English abilities. In order to highlight the significance of digital storytelling as an innovative teaching methodology that plays a crucial role in enhancing the English skills of students from various levels of education, a large number of researchers who have conducted studies using a variety of methodologies were reviewed. By learning how to express themselves, ask meaningful questions, share their opinions, build narratives, and comprehend the value of stories and audio-visual information, students who create digital stories can enhance their integrated abilities. Based on multiple research findings, it is reasonable to state that digital storytelling can enhance English proficiency among students of all ages and from every aspect of life.

Digital storytelling can be utilized in education in a variety of ways. However, one of the most crucial factors to examine before introducing it into a course of study involves whether teachers can use digital stories. Digital storytelling as a teaching tool for English language acquisition could benefit teachers. It is one of the methods that maintain students engaged and promote conversation, providing them with the chance to improve their English. Additionally, it can entertain students and keep their attention. Lastly, Digital storytelling is something that educators need to consider including in the classroom.

The researcher makes the following suggestions:

1. Because digital storytelling is a successful method for enhancing students' English-language proficiency, it is advised that English teachers use it while teaching and presenting the material. The stories can give students plenty of knowledge, experience, and learning.

2. It is advised that the following researcher, who is working on a project similar to this one, implement more thorough research using multiple frameworks and situations to further knowledge and the teaching and learning of English.

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