Secondary Students' Experiences in Learning Speaking through Digital Storytelling Project

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Abstract:

The present interview study reports on two secondary students of the implementation of Digital Storytelling (DST) in learning speaking. The research question was: what is students' experiences in learning to speak through DST? The research was conducted in the Secondary High School in Cikampek-Karawang in which two students with different levels of English proficiency participated in this study. The data of the research were collected from open-ended questionnaires and interviews. The result shows that there is an improvement in the students' speaking skills after the creation of digital storytelling and students had positive experiences of digital storytelling. Furthermore, the author suggests that DST is beneficial for learning.

Keywords*: Digital Storytelling, speaking skills, experience*

INTRODUCTION

In the field of education, the countries in the Asia-Pacific region using the Presentation-Practice-Production (PPP) approach or also considered as a traditional approach in their learning process of language learning. For instance, the learning instruction "is mostly based on large-group, teacher-dominated grammar-translation methods, and exam-oriented textbook-based lectures"(Hwang et al., 2014, p. 216). Then, in Indonesia, some teachers used a traditional method that made the classroom atmosphere seems monotone(Efrizal, 2012). Therefore, it caused the students to have low motivation to speak and being afraid to deliver their ideas using English.

Whereas, speaking ability is a necessary skill that learners have to mastery in learning a foreign language. Since, "language is a means of

communication or speaking" (Akhyak & Anik, 2013, p. 18). However, learn a foreign language is like being reborn as a baby who learns the first language. Furthermore, Hughes (2006) stated that speaking is the first mode acquired by children in language, it is the most language activity that people do in their daily involvement with linguistic activity, and it is the prime motor of language change. Therefore, foreign learners have to orientate themselves to listen and communicate with others.

Furthermore, telling a story is being a human behaver these days. People can tell anything to anyone and in any way, both directly or indirectly. Digital Storytelling (hereafter DST) in a language course is largely used to the fact that storytelling itself is fundamentally the presentation of personal narrative, students' language used is involved to express meanings in oral, written, and/or visual form. Therefore, telling a story could be a good way to train learners speaking skills since it can guide them to increase their sensitivity to recognize pronunciation errors, extend vocabulary, make a good sentence in a very well-structured way, and fluent to speak in concrete content (Akhyak & Anik, 2013). In addition, DST can be a trigger to the students' awareness that technology has impacted the lives of the current generation of students in a ubiquitous way (Thang et al., 2014).

Many previous studies observing how to improve speaking skills through digital storytelling. For instance, James et al (2019) demonstrated the use of DST to enhance speaking skills. Then the finding showed that DST can be a medium to enhance students' speaking skills. Furthermore, Kocaman-Karoglu (2016) examines the use of DST in a University course and pre-service teachers' perfections of their learning experiences of the use of DST. Then, the study indicated that the study is very useful for learning. After that, Thang et al (2014) used DST to

enhance 21st Century skills by observing Malaysian teachers and undergraduates. The study shows that both teachers and students responded positively toward the implementation of the DST project in the ESS course. In addition, Razmi et al (2014) reported the use of DST in EFL classroom (Oral presentation of the story): A Pathway to improve oral production reveal, then the study shows that technology of DST brings about new ways of thinking about and organizing materials and as a result, increases students' motivation.

Most of the previous researches tend to concern on students' learning outcome or positivist point of view. Meanwhile, this present study will focus on exploring students' experiences in learning speaking through the DST project. This current study aims to teach secondary students to speak English through the DST project and investigate students' response to the use of the DST as a learning medium in learning speaking. Since learning speaking through DST project was their first experience in learning a foreign language as long as they learn English in the classroom.

RESEARCH METHOD
Research Design

An interview study is a research that conducted data by doing an interview where the knowledge is constructed in the interaction between the interviewer and interview (Kvale, 2007). Furthermore, the author as an interviewer encourages the students to describe as precisely as possible what they experience, feel, and how they act during learning speaking through the DST project.

Site and Participants

This study takes place in one of the secondary high schools in Cikampek. Therefore, the participants of this current study are two students with different levels of language proficiency. The students were selected based on recommendations from the teacher who teach English subject.

Kocaman-Karoglu (2016) recommends conducting a larger group of students and in different educational levels to further investigate DST on students' success in learning.

Instructional Procedure

There are four stages of this research procedure that adapted from (Kearney, 2011)

Table 1. Research Procedures adapted from (Kearney, 2011)

Task Purposes	Activities
Pre-production	
1. **Building Knowledge of The Field**	• The author told the participants what is DST • The author told the students what the purpose of DST • The author gave an example of DST
2. **Development of ideas**	• The author remained the students of the important thing to make a DST is the story • The participants made their own stories about their learning experiences during pandemic Covid-19
3. **Creation of storyboard/script**	• The participants brainstorm their ideas through a mind mapping • The author assessed participants' mind maps before filming and if needed, editing it
4. **Media Preparation**	• The participants prepared the script, videos, photos, voice programs, and hardware were selected.
Production	
1. **Recording of narration**	• The participants digitalized their stories • The participants recorded the narration and planned annotation that added in DST
2. **Editing**	• Videos, photos, and audio were combined
Post-production	
1. **Reflection and discussion of participants' stories**	• Each Participant watched and assessed others' stories • The author gave a formative assessment and graded the stories
1. **Internal presentation**	• Each participant presenting their story to other
2. **Wider dissemination**	• Each participant posts their story to their social media (Instagram is recommended)

The Instruments

In this study, the author collected the data with an Open-ended questionnaire and interview. The open-ended questionnaire is elected "to elicit the participants' thoughts about their DST development experiences and their learning experience" (Kocaman-Karoglu, 2016). They were asked to respond to some questions adopted from Kocaman-Karoglu (2016). Then, a semi-structured interview is used to add the miss data from the questionnaire. Furthermore, this process is also recorded by a tape recorder or handphone.

Data Analysis (Macro and micro-steps)

The data analysis procedure of this study is a thematic analysis adopted from (Braun et al., 2008). Braun et al (2008) explained that thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data" (Braun et al., 2008, p. 79). Then, there are six-phase to analyze the data. The first phase is familiarizing with the data, in this phase, the author transcribed and read the data which gained from open-ended questionnaires and interview several times. The second one is generating initial codes,

the author identified and underlined the ideas, views, and or concepts of the data. Then the third one is searching for themes; in this phase, the author arranged the initial codes before and looking for the similarity of each code then developed it into a theme by put it together in one table. The fourth phase is reviewing themes, the author made sure that all the codes truly representing the main concept of each theme. Furthermore, the fifth phase is defining and naming the themes, naming the theme of several codes which entered in the same table. Then the last one is producing the report, in this phase. the author reported the result of the data or the finding.

RESEARCH RESULTS AND DISCUSSION
Research Result

One theme was identified from the open-ended questionnaire and interview:
1) The advantages of using DST in learning speaking.

The students respond positively to the use of DST in learning speaking. Both participants claimed that learning speaking through DST is more fun and DST arouses the interest of students in learning speaking.

Participant (1)
"The learning method is fun and can increase my enthusiasm to learn. Because usually the teacher only asks me (the student) to read a text while learning speaking. Meanwhile, by this learning method I not only can read the text but also know how to make a story, and one thing that makes me more enthuse is when I make Digital storytelling."
Participant (2)
"This learning method is good to learn and add new vocabularies, learn how to make a good sentence, learn how to pronounce a word, and many more. Then, it is interesting because usually I only learn

speaking by reading a conversation text."
Besides that, both participants also explained that DST is a useful media to increase students' speaking.
Participant (1)
"At first, I couldn't pronounce English words, but now I can pronounce several words fluently. Not only can pronounce the words I also know the meaning of some (new) words."
"At the beginning, I confused and have trouble when I looking for an appropriate sentence to start the script (story), but then I reread the mind mapping to remind me about the main topic. After I found one good introduction, then there is no other problem I faced, so I can make a good story."
Participant (2)
"My pronunciation skill was increased and DST also can add my vocabulary knowledge."
"Firstly, I confuse (how to make a story) but then I search to google about how to make a good digital narrative, and then I can make a DST nicely."
Furthermore, the participants also find that DST develops their technology literacy, especially in using an editing application. They stated that they currently can use some features in editing applications more fluently than before.
Participant (1)
"I couldn't use that application (Kinemaster) before, but then I can use it fluently after I made a DST."
Participant (2)
"By making a DST, I can improve my editing skill. For example, I can add 2 sounds into my DST project and I can adjust the duration of a picture with the audio of the story I've been recorded."
Based on the result, the author concludes that learning speaking through making a DST can help the students

improve their speaking skills and technology literacy. It is similar to the findings of James et. al (2019) DST is useful means to improve their speaking.

DISCUSSION

The preliminary finding of the research project revealed that both participants responded positively toward learning speaking through DST. The participants indicated that the learning benefits they harnessed from their participation in the DST project is helping them increase their speaking skills especially in recognize the pronunciation error and know some new vocabulary. The improvement of students' speaking skills is proposed in their DST project result because before they produce the DST, they both collected the recording audio first to the author. and then the author review and give feedback to their recording audio. After they revised the audio, then they made a DST video by combining their recording audio with some pictures to support their story. Therefore, the benefits of learning through DST correspond as James et al (2019) explained that learning speaking through DST motivates them to self-check and correct themselves to speak fluently without any hesitance.

In addition, the role of digital and technology help the participants increase their vocabulary knowledge because they can illustrate the vocabulary through a picture in their DST video. Accordingly, James et al (2019) reported that DST gives students the freedom to express themselves with multimedia and it makes the students eager to speak. The freedom of creating a unique DST helps the students easier to understand the story and remember each word properly.

CONCLUSIONS

DST allows people to express narrative stories using pictures, music, personal voice, and Video and it makes people can express their feeling deeply. This study explores students' experiences with the use of DST to learn speaking skills. The result of this study shows a more student-centered learning environment. Since students were made a story about their learning experience during a Pandemic Covid-19. Besides that, students contributed to give feedback to each other on DST projects.

Both participants are evaluated positively to the used of DST in learning to speak. They feel enthusiastic about learning speaking through this learning method. This study revealed that DST is valuable in that it is an easy way to share ideas and feelings. Furthermore, another important finding is students reported that by making a DST video they can improve their speaking skills especially their ability to pronounce and understand some English words. DST is an authentic learning activity that allows the storyteller to be reflective and creative. Then, DST also helps both students and the pre-service teacher to enhance their technological skills.

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