



Vocational Students' Engagement In Enhancing Students' Speaking Skill

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Abstract

Although much research in context of Digital Storytelling in English for Foreign Language teaching has extensively been explored, Digital Storytelling as a strategy for engaging students' in enhancing students' speaking skills in social media assisted is rarely mentioned in literature. To fill this void, this study reports findings drawing on a micro-ethnographic classroom research in Digital Storytelling through students' individual video based project in English speaking classroom using Instagram platform as media for teaching. Further, students are follow five stages in creating Digital Storytelling, there are Introduction to the Digital Storytelling, Scaffolded Creation of Digital Stories, Creation of Digital Stories, Presentation of Digital Stories and uploaded to Instagram, and Reflection. Reported by students' interviews, reflective journal, and students' artifacts, students opined that Digital Storytelling in Speaking classroom can engage students while learning English and the Digital Storytelling can enhance students' speaking skills. The other research finding showed that Digital Storytelling in Instagram-Assisted can boosts students' motivation and bring students to high of enthusiasm while learning English speaking skill.

Keywords: Digital Storytelling, Engagement, Instagram, Speaking Skills, Social Media

INTRODUCTION

English speaking skill is very needed to master in this era because almost countries in the world use English as an effective tool of international communication (Morozova, 2013). Learning speaking skill is important in second language learning, it is in line with (Nunan 1995) who stated that learning speaking skill is the most substantial aspect of learning a

second or foreign language. However, many students have difficulties while learning English speaking skill, such as how to pronounce the words, how to start the conversation, and so on. It is in line with (Brown 1994), who stated that labels speaking as the most challenging skill for learners since it consists of the set of features that characterize oral discourse: contractions, vowel reductions and elision; the use of slang and idioms; stress, rhythm and intonation; the need to interact with at least one other speaker. Moreover, another experts stated that a lot of students have spent several years studying English, but they cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006).

Besides that, it is important for English teacher to make speaking materials become more interesting and joyful so that the students can engage themselves in speaking learning. Foreign language classes must integrate such a playful dimension, so that the chance for making the class as an instance of learning and a moment of fun becomes a key element of success in a language class (Kathleen and Nunan).

There are a lot of ways to make the teaching learning become joyful and interesting in speaking classroom, such as using cards, images, and other visual tools. A language teacher uses those visual tools to engage students while learning, so that the teaching learning can be fun. Teacher expects to have exact teaching techniques to provide students with suitable teaching material and it can make a positive classroom environment (Harmer). Therefore, through a suitable teaching techniques and media, the researcher expect the students can engage themselves in the speaking classroom actively.

In 21st century, students are familiar and know to use some digital technology devices, such as camera, hand phone, laptop, internet, and so on. In addition, there are many social media platforms that connected to the digital community and one of them is Instagram platform. The researcher uses Instagram as media to engage students' while learning English speaking skill. Since the Instagram platform gaining more popularity in the world (Smith & Anderson, 2018).

Digital Storytelling refers to a project with collection of images, text, video, audio then the students' produce the project through free available software and students upload the project to Instagram. It is in line with (Robin 2008) who stated that Digital storytelling is the art of combining narrative with digital media such as images, sound, and video to create a short story. Robin (2008) noted that Digital Storytelling offers enormous opportunities for teachers to engage students.

As Hirsch & Macleroy (2019) wrote in their research about Digital Storytelling in East London, they brought poetry to Digital Storytelling used a classroom action research. The research conducted using a workshop approach and focused on group to make poetry and edited it Digital Storytelling. There were 3 steps in the study, namely pre-production, production, and post-production. The research findings found that the collaboration process in creating Digital Storytelling brought students the ability to perform students' language and culture to English classroom.

In addition, Wijayanti (2020) focused on her research about the use of Digital Storytelling in fostering students' Speaking skill in Indonesia. The study took 7 weeks and had 5 steps, there are group divisions, brainstorming, observation, writing the script, creating Digital Storytelling, and story circle. In the study, there were 30 students work in group then they collaborated and discussed each other to find appropriate photograph, captions, developing story draft and the last stage is making the Digital Stories based on the topic chosen. The students were freely to choose application to edit, such as Movie Maker, Microsoft Photo Story, Kinemaster, and so on. Further, the study used observation, interview, and photo documentation to analyze the data. The data was found from the findings that the students were able to use and practice English speaking skill in an authentic situation. Moreover, the findings showed that students were enthusiast in creating Digital Storytelling.

Furthermore, Yang, Chen & Hung (2020) focused on their research about Digital Storytelling in two quasi-experimental groups. The first group were work based DST-instruction, whereas the second group were work based PPP-instruction. Both of the two groups were given the same textbook, same time duration in the classroom, and the students were taught with the same teacher. In the study, the participants were required to work in a pair to make Digital Storytelling project in eight week duration. The study used pre-test and post-test to measure the data by comparing the data from first group and second group. The data was found from findings that participants from first group that used DST-instruction brought a meaningful learning and boosted students' creative thinking and became proficient in speaking English.

In addition, Perez, Martinez & Pineiro (2019) focused in their research about teachers' perception in Digital Storytelling for primary students in Spain. The study used descriptive-quantitative method. The procedures of the study were in six stages, namely project organization, creating community of practice, designing instruments for competences assessment, Digital Storytelling creation, project evaluation, and project evaluation. The primary English teachers were created the Digital Storytelling with the students. Further, the students were work in pair and they can choose the topics and characters as they like. The result finding was found that the teachers' perception in Digital Storytelling could make all participants were significantly increased their oral English competence.

Further, James, Yong, & Yunus (2019) were focused on their study about Digital storytelling that conducted in Malaysia. There are four steps involved in the study, there were planning, acting, observing, and reflecting. The study involved 20 students In Pahang, Malaysia during five weeks and used quantitative data technique. In the study, students were to make Digital Storytelling by using VideoScribe application, and the students make two Digital Storytelling video by adding visual text and images within 4 weeks. The data from the students were gotten from pre-test and post-test. The result finding showed that the students' speaking skill was increased after they created Digital Storytelling by using media (VideoScribe).

Most of previous studies in Digital Storytelling were work in group, and used quantitative data method. Some of them used media to assist the study, such as VideoScribe. The author opine that, media should be added to assist the study because it can boost students' motivation and enthusiasm while learning.

Thus, to fill the gap in Digital Storytelling, this recent study focused on Digital Storytelling in vocational students and explored about how Digital Storytelling enhanced students' speaking skill in English classroom used Instagram platform as a media for teaching

RESEARCH METHODOLOGY

Research Design

Research Design that used in this research is a Classroom Micro-ethnography. Since it is focused with the local and situated ecology between students in face-to-face interactional engagements constituting societal and historical experience. In addition, it is typically work with audio visual tools to investigate in a brief detail what students do in real time as they construct the conversation in everyday life. As such, micro-ethnography proposes a methodology for the investigation of face-to-face interaction and a particular point of view on language use in complex modern societies (Erickson, 1992, 2004; McDermott, Gospodinoff, and Aron, 1978).

Site and Participants

This research held at one of vocational school in Karawang, West Java, Indonesia. The study was conducted there because of these considerations: (1) this school is near with the author location, and (2) when researcher held PLP at this school for two months at October to

December 2020, researcher find out there are three students that really attractive to English. So that, participants of this study belongs to three students of twelve grade of Senior High School students, since the three students feel a lot of fun while learning. Also, this method is interested for them who have the same hobby in creating story through editing application and then posted it to social media.

Instructional Procedures

All the students went through four cycles and five stages of learning activities which adopted from Handoyo (2016) such as : Introduction, Scaffolded Creation of Digital Stories, Creation of Digital Stories, Presentation of Digital Stories and uploaded to Instagram, and Reflection.

1. Introduction

In the introduction stage, before the three students work on Digital Storytelling project that upload to Instagram, the author told the students about the purpose of this study and explained about Digital Storytelling. Also author conduced interview in the beginning of the class that adopted from Converse and Pressers (1986) about their background and insight to Digital Storytelling. The author told students that they were assigned to make a personal Digital Storytelling project based on their interest maximal in a minute duration. The video of DST uploaded to Instagram during a month which they created a video of DST once a week. In addition, the author served an example of Digital Storytelling and also introduced about an application that used for edited the video of DST, namely InShot that they could get freely in their smartphone. Furthermore, the researcher introduced to the students about editing steps include added the music, pictures, texts, effect, and voice recording.

2. Scaffolded Creation of Digital Stories

In this stage, the author demonstrated and guided the students to used InShot application, and explained how to added music, pictures, texts, effect, voice recording and told the students how to saved the video from the application to phone gallery.

3. Creation of Digital Stories

In this stage, the students created Digital Storytelling video based on their personal interests during a month. Further, the students created the DST video once a week. The The author assigned the students to edited the Digital Storytelling video project in InShot application include added the video, music, pictures, texts, effect, and voice recording. They were freely asked to the author when they were confused on creating the Digital Stories. After they were finished creating the DST video, they were assigned to import the file to phone gallery.

4. Presentation of Digital Stories and uploaded to Instagram

In this stage, the author gave the students opportunities to present their video of Digital Storytelling through WhatsApp Group. In addition, after the students presented their video of DST by WhatsApp Group, the students were assigned to upload their video of DST to Instagram. So that, the students conduct student-to-student interaction by giving comments or discussion in Instagram through their posts.

5. Reflection

In the last stage, the researcher provided review and feedback to the students about their video project. It aimed to get a better video of Digital Storytelling in the next cycles. Moreover, in the last cycle the researcher will provide interview with the three students related to engagement in Digital Storytelling in speaking classroom, by using a guidance from Converse and Pressers (1986).

Data Collection

To get the data, the information of this research is collect from the observation of classroom activities. Collecting the data can be done by structured interview, students'

reflective journal, and Digital Storytelling Video or students' artifacts. In this research, researcher collected the data by:

1. Interview

Goals of this research is to find out how do vocational students engage in Digital Storytelling in enhancing students' speaking skill and students' responses towards the use of Instagram-Assisted in speaking classroom. Therefore, interview will use in this research. In this research, the author will use structured interview, this is a kind of interview which author has prepared the questions before going to the class. The interview data are documents. In conducting this interview, the researcher conduct the interview in the end of classroom activity. Researcher adopted the form of questions about engagement from Baranova et al. (2019) and questions about Digital Storytelling uses a guidance from Converse and Pressers (1986). Moreover, it consists of cognitive and effective aspects containing 19 questions. Question number 1-2 are about students' responses and understanding about the course, 3-4 are about students' difficulties, 5-7 are about students motivation, 8-13 are about students' background understanding about Digital Storytelling, 14-19 are for additional information. In addition, this interview is used as main data to gain information for this research.

2. Students' Reflective Journal

A reflective journal means for learners to reflect on their learning experiences in different ways. The researcher applies the reflective journal to the students to find out students response towards Digital Storytelling in Instagram-Assisted in speaking classroom. Digital

3. Storytelling Videos/Artifacts

Through Digital Storytelling video that the students have made, totally there are 12 videos of Digital Storytelling that uploaded on Instagram. These kind of students' artifacts can be used for the author's data related to the study.

Data Analysis

In this research, the author uses a thematic analysis technique to conduct the research. According to Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. According to Braun and Clark (2006) there are 6 stages to carry out a thematic analysis, there are:

- a) Become Familiar with the data

Read all the data obtained from students' interview and students' reflective journal in many times in order to become familiar with the data.

- b) Generate Initial Codes

Read again the data obtained and note some keywords or code that appeared which related to the study and give underlined mark of each keywords.

- c) Search for Themes

Collect every code found and classify the codes into a theme. Similar codes that formed a single theme were put together in the table. Based on initial codes, an initial theme was developed by looking at the similarities of each code.

- d) Review Themes

Read again the codes that have been made into a several themes. All the themes were reviewed to ensure accuracy of the themes developed. This was done by examining the themes (or categories). In this stage, codes and excerpts that did not appear to reflect the theme were moved to another theme. Some themes (or categories) at this stage may be collapsed or segregated, redefined and renamed.

- e) Define Theme

Define the themes (or categories) that has been made. Make interesting name themes and define what makes the theme become interesting.

- f) Write-Up
Define the themes and use all the themes to guide the research's findings. When write the findings, please write by using excerpts, phrases, sentences and paragraphs from the participants.

RESULTS AND DISCUSSION

In this chapter, the author presents the research findings based on data that has been found in one of the vocational school in Karawang, Indonesia. The research questions that have been listed in the first chapter will be discussed to determine students' engagement in Digital Storytelling in enhancing students' speaking skill and students' responses towards the use of Instagram-Assisted in speaking classroom. The data that has been found was analyzed using the thematic analysis of Braun and Clarke (2006). From the data, the author divided in two parts, there are (1) Students engagement in Speaking activity in Digital Storytelling, (2) Students' responses towards Digital Storytelling in speaking classroom.

Findings

In this section, the author discusses the findings obtained from the students' interview, students' reflective journal and students' artifacts. There are two themes and each theme has two sub themes. In the first theme, the finding has *students' active engagement in Giving Text, Images, Music, and Sound Record in Digital Storytelling, and students' engagement to perform on Instagram*. In addition, the second theme also has two sub theme, there are *students' challenging in creating Digital Storytelling and students' advantages in creating Digital Storytelling*

Students' Engagement in Speaking Activity in Digital Storytelling

In the first part, two finding themes were discussed, such as (a) Students' active engagement in giving text, images, music, and sound record in Digital Storytelling, (b) Students' engagement in collaborating to perform on Instagram. The result of the data are explained below:

a. Students' Active Engagement in Giving Text, Images, Music, and Sound Record in Digital Storytelling

Students' make videos of Digital Storytelling in maximum a minute duration once a week during a month. There are four theme of Digital Storytelling video that the students made, the four theme are Love, Goals, Covid-19, and Indonesia The author found that the students' had an active engagement in stage three, namely "Creation of Digital Stories". Students' were active when they gave text, images, music, and sound record to their Digital Storytelling videos. Based on the instrumentation of interview which the author gave to the students, there is a question "From stage one to five, in which stage do feel most interesting?" and below are the answered of the students:

Student 1 :

"In stage three, that is making sentence text and editing video, I feel so interesting in this stage because I am also learning how to make interesting videos that can be enjoy to the general public by adding music, text, and sound recording. When my video is finished, I always feel satisfied because the result are good"

Student 2 :

"I am more interested to the stage three, because I can express my feelings and opinions through text sentences that I make. Besides that, I can choose images that match to the theme of video, choosing an exact music, giving the sound record, and it is my new experience and interesting"

Student 3 :

“In stage three. Because I like being able to make text sentence based on the theme, I also can express my thoughts through video. I love to find images that appropriate to the theme. I love to edit video, so I feel glad I can edit video by combining images, adding music, and giving sound recording”.

Based on the answers above, students’ have perceptions about stage three that they feel so interesting because they can express their feelings, opinions, and thoughts through video. Furthermore, the students enjoy when finding the images that related to the theme, choosing the music, and giving sound record. The students love to match between the theme and images in order to make a good video. In addition, the students feel enthusiast in editing phase since they have opportunity to make an interesting video that can be enjoyed with others. Further, as some evidences, the author has observed the students engagement in speaking classroom based on the students words on their Digital Storytelling videos which they uploaded on Instagram during a month.

For the first student, in first video she used 54 words, in the second video she used 128 words, the third video she used 67 words, and for the last video she used 108 words. The most word used in the first student is in the second video, since she expressed all about her goals such as she want to make her parents proud of her, she want to be successful person, want to have a business, have a settle job, and so on. She really excited to the second theme about “Goals”.

For the second student, in first video she used 46 words, in the second video she used 71 words, the third video she used 106 words, and the last video she used 128 words. The most word used in the second student is in the last video, since she expressed about the wonderful of Indonesia. On the video she told the viewers about the friendly people of Indonesia, the unique cultures, the heritage animal of komodo, and also she told that she want to go to Bali soon. She really adore Indonesia very much.

For the third student, in first video she used 31 words, in the second video she used 103 words, in the third video she used 70 words, in the last video she used 93 words. The most words used in the third student is in the second video about “Goals”. Since she gave advice on the video to the viewers, that people have to reach their goals as high as sky, always keep trying because there is no effort that betray the result.

b. Students’ Engagement in Collaborating to Perform on Instagram

The author found the perception of students towards the students’ engagement in collaborating to perform on Instagram, as it was indicated from their answer of interview:

Student 1 :

“The most interesting is when posting videos to Instagram, because it is a new experience for me. Previously, I was less active using Instagram, after I learned Digital Storytelling method through Instagram, now I am active on Instagram and like to find the latest information through Instagram. Currently, as far as I know Instagram in great demand of teenagers. So I think it is appropriate and very interesting”

Student2 :

“Through this method I can make new friends on Instagram. Further, because I post videos and give hashtags, so many of my video are watched, commented, and a lot of people are following me. From video one to four, we give each other comment on the videos we make. It can make motivation and enthusiasm for learning”

Student 3 :

“In addition, this learning involves the media of Instagram. There, I feel happy because with videos that I post on Instagram and my friends give comments, then I know that support from friends can make me more enthusiast and confident. In fact, the use of media is also very influential, so that the teaching learning is more interesting and not monotonous. At

the third week was the week that made me addicted to speak English through Digital Storytelling method and posting to Instagram. I made a Digital Storytelling video with the theme of Covid-19. Previously, I still didn't understand about Instagram, but in the 3rd week, I was able to understand how to use Instagram. Besides that, I am also happy because my video get lots of views, likes, and comments. It makes me more motivated to make a better and interesting Digital Storytelling videos”.

Based on the answers above, students' have perception that the use of Instagram can be useful for them, because the students can have new friends, can boost their motivation and enthusiasm for learning by receiving comments from others, and also it can make the teaching learning become interesting and not monotonous. The students are active on Instagram and like to find the newest information on Instagram platform. Further, they opined that Instagram is appropriate tool for teaching learning since Instagram is familiar with teenagers. In addition, students feel happy when they get many likes and comments from other people by using hashtags on their Instagram posts.

Furthermore, students were happy because the students' Digital Storytelling video got more likes, and views because they used some hashtags on their video that they uploaded to Instagram. Every students made four video Digital Storytelling. The two video in the theme of “Love” and “Goals” didn't use any hashtag. Whereas, the two video in the theme of “Covid-19” and “Indonesia” used some hashtags. In fact, the video with hashtags got more likes and views compared to the videos which didn't use any hastag.

Students used hashtags related to the topic. For example, in the students' Digital Storytelling video about Covid-19, they used some hashtags such as #LearningEnglish #English #Englishspeaking skill #Covid19 #DigitalStorytelling #Storytelling #School #PJJ. Moreover, for students' Digital Storytelling video about Indonesia, they used some hashtags such as #Learning #Learningenglish #English #Englishspeaking skill #DigitalStoryTelling #StoryTelling #Indonesia #VideoIndonesia #PJJ #BelajarOnline #School #BelajarDirumah. In addition, the author has analyzed about the views development of the students' Digital Storytelling video that uploaded to Instagram:

For the first student, in the first video in the theme of “Love”, student got 223 views and 6 comments. In the second video in the theme of “Goals”, student got 118 views and 7 comments. In the third video in the theme of “Covid-19”, student got 569 views and 38 comments. For the last video in the theme of “Indonesia”, student got 806 views and 75 comments.

For the second student, in the first video in the theme of “Love”, student got 100 views and 6 comments. In the second video in the theme of “Goals”, student got 110 views and 4 comments. In the third video in the theme of “Covid-19”, student got 586 views and 65 comments. For the last video in the theme of “Indonesia”, student got 751 views and 89 comments.

For the third student, in the first video in the theme of “Love”, student got 81 views and 6 comments. In the second video in the theme of “Goals”, student got 55 views and 10 comments. In the third video in the theme of “Covid-19”, student got 368 views and 33 comments. For the last video in the theme of “Indonesia”, student got 789 views and 56 comments.

Students' Responses toward Digital Storytelling in Speaking Classroom

a. Students' Challenging in Creating Digital Storytelling

The author found students' responses toward the challenging in creating Digital Storytelling in Speaking Classroom, as it was indicated from their answer of interview:

Student 1 :

“When editing the videos, it takes some free time. I have to really concentrate in typing the text, it has to be adjusted between the text and the sound of my recording. Although it is difficult, but this challenge is not a problem for me. Because when I saw the results, I was immediately happy and satisfied and addicted to make videos again”.

Student 2 :

“Stage three is an interesting and difficult stage for me. I am happy because I can make text sentences and express my opinion. However, this is also challenging me, because at the editing stage there are parts of unification of text and sound recordings that are not appropriate, the duration is too short which makes it difficult to explore the contents of the text, and also it takes a long time to edit”.

The Digital Storytelling is tied with the editing tools to edit their videos. After conducted the interview, the author found that there are two students who have difficulties when creating the Digital Storytelling video because they have to equalize between the texts and their sound recording. Students have to be concentrate and focus when typing the text in editing Digital Storytelling video.

Moreover, in the phase of editing, the students need some leisure time to edit their videos. The student also opined that the short duration of video, that is only a minute, it makes student feel limited when exploring the meaning of topic. The student hopes that the duration of video is longer, so that student can express more about their thoughts about the topic.

b. The Advantages of Creating Digital Storytelling

Beside on its challenging, the author found students’ responses toward the advantages in creating Digital Storytelling in Speaking Classroom, as it was indicated from their answer of interview:

Student 1:

“At the first time, I was not interested enough in English, but after learning English speaking skill in Digital Storytelling and uploaded on Instagram, I was very interested in English. This is evidenced by my following accounts containing English on Instagram such as @mindset.therapy, @poets, @endpains, @4amtales, @pettyfeelingz and others. By learning to speak English using Digital Storytelling method and using Instagram media, I think it is very interesting and such a new experience for me”

Student 2 :

“Yes, because I get new vocabulary that is easy to use in daily life, and maybe it can be used for college exams, I’m very excited. Previously, I didn’t really like speaking English, and I was shy when speaking English in front of my friends. But, now I feel confident and often slip some English words when talking with my friends. For example: “how are you?” “I want it” “Let me try” “It is delicious”. I said these words when I was in the cafe and eating with friends. It is very fun”

Student 3 :

“Yes, it’s fun to make Digital Storytelling, starting from not being able to, then being guided until I can. Now I am more interested in speaking English. Previously, I was not interested in English videos on YouTube, now I often see English videos on YouTube, that is “English With Max” channel. There, besides being able to learn to speak English fluently, I also saw how to make unique handicrafts that can be done at home during the Covid-19 pandemic. The method used is interesting and not monotonous. Besides that, I am happy because I feel more excited to speak English”

Based on students’ explanation above, students got several advantages in Digital Storytelling speaking classroom. For example, the first student are interest to learn English

speaking skill since she learn in Digital Storytelling in Instagram-Assisted. The students' interest of English speaking skill can be showed by the student' following accounts on her Instagram which follow many English accounts.

In addition, the second student feel excited in learning English in Digital Storytelling method because the student can find new vocabulary that can she uses in her daily activity. Currently, the student likes to slip some English words when she is with her friends.

Further, the third student stated that learning English in Digital Storytelling is fun. After learning English with this method, the student loves to watch English content on the YouTube platform. The student interest to the "English With Max" channel in order to make her fluently in speaking English. In addition, the content is meaningful to watch in the era of pandemic of Covid-19.

DISCUSSION

1. Students' Engagement in Speaking Activity in Digital Storytelling

Students' Active Engagement in Giving Text, Images, Music, and Sound Record in Digital Storytelling

After conducted the interview with the students, the author found such a big impact from Digital Storytelling to the students' English speaking engagement. Since, digital Storytelling is considered capable to involve students' motivation when learning English speaking skill. Moreover, the students can feel new teaching learning environment, and enjoy while learning. As the first student stated that she feels so attractive while learning English speaking skill in Digital Storytelling, especially when the videos are finished in editing, she feels satisfied because the results are amazing. It means that, the students are enthusiast to learn English speaking skill in Digital Storytelling. Moreover, the students feel interesting while learning English speaking skill in Digital Storytelling, since students can express their ideas and experiences to the Digital Storytelling video that uploaded on Instagram. The statement in line with Wijayanti (2020) who stated that students were able to use and practice English speaking skill in an authentic situation and through DST it showed that students were enthusiast in creating Digital Storytelling. Further, students opined that Digital Storytelling in English speaking classroom it can boost the students' motivation to learn more about English. As its evidences, the data from the finding shows that the words usage in the students' Digital Storytelling video is increasing week by week. As Mustakim (2018) declared that storytelling such an important activity in the teaching learning process because it constructs students' motivation to observe well about the story. In addition, the three students enjoy every steps in creating Digital Storytelling, such as typing or giving text, adding music, adding images, and give sound recording to the Digital Storytelling video. As Nassim (2018) stated that Digital Storytelling help the language skill through collaboration, communication, networking and scaffolding. Furthermore, Robin (2016) added that students enjoy while doing every steps of learning process of Digital Storytelling.

Students' Engagement in Collaborating to Perform on Instagram

In this study, students make Digital Storytelling videos during a month and uploaded to Instagram once a week. So that, there are 4 videos that the students make, and totally 12 videos of three students that uploaded on Instagram. Furthermore, on the Instagram, the students tagged 12 videos to @yevielokftn as the author, @elihsutisnayanto as the author's main supervisor, and @fauzimiftakh as the author's second supervisor.

The author choose Instagram to assist this study, since Instagram is appropriate social media platform to teach Digital Storytelling in speaking classroom. The statement in line with Spencer (2012) who stated that there are some various of activities that teacher can apply to

perform Instagram in the classroom: utilizing Digital Storytelling, implementing grammar on photo captions, carrying photo journalism, making photo prompts for themselves, doing an ethnographic study, and expressing their creativity through pictures. Furthermore, as mentioned in James, Yong, & Yunus (2019) who stated that students' speaking skill was increased after they created Digital Storytelling by using media. Thus, through Instagram media it could make students' feel a new teaching learning environment and it could be one of alternative way for teacher to use media especially Instagram to enhance students' speaking skill.

In addition, after conducted the interview with the students, the author found that the students really attract to Instagram because it is interesting and appropriate with their ages. As the student 1 stated that "Currently, as far as I know Instagram in great demand of teenagers. So I think it is appropriate and very interesting". The students' statement in line with Anderson & Jiang (2018) who stated that Instagram has become a very popular tools among teenagers, and they also stated that Instagram is one of quickest social media platform that has increase well.

Further, the students are attractive while learning English Speaking skill in Digital Storytelling in Instagram-Assisted, since the students can make new friends in social media. They are happy because many people like, view, and comment on their Digital Storytelling videos on their Instagram. As stated in the findings that students give some hashtags on their videos on Instagram, so that many people in social media view the students' Digital Storytelling video on Instagram. The hashtags on the students' video make the video get many views, comment, and likes. As Bell (2013) stated about the use of Instagram in language teaching. The activities that can be implemented such as, have students on field trips, have students to make photo or video stories based on curriculum expectation, and have the whole students of the school to take part on Instagram by using global "hashtag" to broad their work with everyone on Instagram. Further, by using some hashtags in the students' video, it can engage people to see and give comment on the students' Digital Storytelling video.

2. Students' Responses toward Digital Storytelling in Speaking Classroom

Students' Challenging in Creating Digital Storytelling

In creating Digital Storytelling, students face challenging in editing the videos. The students must have some leisure time to edit the video, because in editing phase, the students have to equalize the text and their sound recording, choose the exact music, and find some images and video related to the topic. However, besides on its challenging, the students enjoy to the learning process because the students feel satisfied after the Digital Storytelling video already edited. As the first student said in interview "When editing the videos, it takes some free time. I have to really concentrate in typing the text, it has to be adjusted between the text and the sound of my recording. Although it is difficult, but this challenge is not a problem for me. Because when I saw the results, I was immediately happy and satisfied and addicted to make videos again". It is in line with Yang, Chen & Hung (2020) who mentioned that participants that used DST-instruction brought a meaningful learning and boosted students' creative thinking and became proficient in speaking English.

Furthermore, based on student's statement above, Digital Storytelling can create students' motivation to learn English, because the student has motivation to make videos again. As J Ohler (2018) mentioned that Digital Storytelling bridges the students to increase the students' creativity to solve problems in innovative method. Another researcher Richards et al (2002) declared that the Digital Storytelling is an effective pedagogical tool that can enhance students' motivation, and sets the students with a conducive learning environment in creating the stories through interpersonal intercourse, collaboration, and reflection.

The Advantages in Creating Digital Storytelling

In creating Digital Storytelling video, students get some advantages, such as, they are more attractive to learn English. As the first student said “At the first time, I was not interested enough in English, but after learning English speaking skill in Digital Storytelling and uploaded on Instagram, I was very interested in English. This is evidenced by my following accounts containing English on Instagram such as @mindset.therapy, @poets, @endpains, @4amtales, @pettyfeelingz and others. By learning to speak English using Digital Storytelling method and using Instagram media, I think it is very interesting and such a new experience for me”.

After the author checked about those Instagram’s accounts, in fact those accounts are containing topic which express about feeling, it can be love feeling, sad feeling, and happy feeling. Furthermore, Bashir (2011) stated that Speaking is a productive skill in English language teaching through the oral way, and also it has purposes to express and comprehend the meaning or feeling. Furthermore, the student applied some English words on students’ daily activities. As the student 2 mentioned in the student’ interview, who stated that “Yes, because I get new vocabulary that is easy to use in daily life and maybe it can be used for college exams, I’m very excited. Previously, I didn’t really like speaking English, and I was shy when speaking English in front of friends, now I feel confident and often slip some English words when talking with my friends. For example: "how are you?" “I want it” “Let me try” “It is delicious”. I said these words when I was in the cafe and eating with friends. It is very fun”. It is in line with As Hirsch & Macleroy (2019) who stated that the collaboration process in creating Digital Storytelling brought students the ability to perform students’ language and culture to English classroom. In addition Perez, Martinez & Pineiro (2019) also stated that the teachers’ perception in Digital Storytelling could make all participants were significantly increased their oral English competence.

Moreover, the student think that learning English through Digital Storytelling is fun. As the student 3 mentioned on the interview, who said that “Yes, it’s fun to make Digital Storytelling, starting from not being able to, then being guided until I can edit the video. Now I am more interested in speaking English. Previously, I was not interested in English videos on YouTube, now I often see English videos on YouTube, that is "English With Max" channel”. The third student really attractive to English since she learn English speaking skill in Digital Storytelling. After the author checked the “English With Max” channel, the channel has one hundred fifty six subscribers, and the channel contains topic related to English skills such as, English vocabulary, Tips and Trick in enhancing English skill and so on.

In addition, from the explanation above, the author considers that Digital Storytelling is an appropriate teaching method in English speaking classroom. As Winstanley et al (2018) suggested that it is need to determine strategies for students to deal with speaking difficulties, so that students can more masterly to speak English.

CONCLUSION

This research aims to find out how do vocational students engage in Digital Storytelling in enhancing students’ speaking skill and to investigate about students’ responses on the use of Instagram-Assisted speaking classroom. This research was conducted in one of vocational school in Karawang, Indonesia that involved three participants. The first finding in this study discuss about students’ engagement in speaking activity in Digital Storytelling, in facts, students were active in giving text, images, music, and sound record in creating Digital Storytelling and students’ were active to perform in Instagram. Digital Storytelling is considered capable to involve students’ motivation when learning English speaking skill. Moreover, the students can feel new teaching learning environment, and enjoy while learning. In addition, Instagram such an appropriate teaching learning media to engage students in

enhancing students' speaking skill in Digital Storytelling since students really attract to Instagram because it is interesting and suitable with their ages as teenager. The second finding in this study discuss about students' responses toward Digital Storytelling in speaking classroom, in record, students faced challenging in creating Digital Storytelling and students found some advantages in creating Digital Storytelling. Students need some leisure time to edit the video, and also the students have to equalize the text and sound recording. Besides on its challenging, the students enjoy about the learning process because the students feel satisfied after the Digital Storytelling video already edited. It is in line with Robin (2016) who stated that students enjoyed while doing every steps of learning process of Digital Storytelling. Furthermore, in creating Digital Storytelling video, students got some advantages, such as, they to learn English and they opined that Digital Storytelling is a fun teaching method

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