

USING DIGITAL STORYTELLING: IDEAS TO BOOST STUDENTS AUTONOMOUS LEARNING

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ABSTRACT

Autonomous learning now becomes a prominent issue in English language teaching. The concept of this learning model is to make the students use most of their potential to boost the learning outcome. Digital storytelling is relatively new in education, in which we use digital tools to tell a story. This technique combines both technology and learning to make students explore their digital literacy and express their language ability. The present paper explains in detail how storytelling can be used for instructional purposes, both from literature and research perspective. Then, it will list some ideas, which can be utilized to apply this technique in English language classroom and to make students be more autonomous in learning. A Sample of lesson plan will be given to make this paper share more practical benefit for the readers. Finally, it is expected that this article can give some insights for teachers to bring joyful and innovation in their teaching practices.

Keywords: *Digital Storytelling, Autonomous Learning, Teaching Ideas*

INTRODUCTION

Technology gives power to most aspects of life, including education. It opens up new possibility to boost the learning outcome. Before, learning and teaching process was limited to face-to-face meeting or homework and teacher becomes the most resourceful person in the classroom. Nowadays, technology allows teacher to deliver lesson out of the class even the students can discover the teaching materials themselves. This concept, then, introduces us to a term in teaching and learning called autonomous learning. Autonomous learning refers to a condition in which the learners take the responsibility for learning (Model & Model, 2014). Autonomous learning grow to be important topic in education because the learning outcome will be much better when the students can discover the knowledge themselves.

Autonomous learning can be developed when we use students-centered approach, in which the students become the most active subject in the teaching and learning process. According to Nunan (1980) there are nine steps to build learners autonomy, such as:

- 1) Make instruction goals clear to learners,

- 2) Allow learners to create their own goals,
- 3) Encourage learners to use their second language outside the classroom,
- 4) Raise awareness of learning processes by giving the opportunity to decide what to learn,
- 5) Help learners identify their own preferred styles and strategies,
- 6) Encourage learner choice,
- 7) Allow learners to generate their own tasks by giving the chance to adapt and change the tasks,
- 8) Encourage learners to become teachers, and
- 9) Encourage learners to become researchers.

Besides, Thanasoulas (2000) also listed seven attributes for autonomous learning, including:

- 1) Autonomous learners have insights into their learning styles and strategies;
- 2) take an active approach to the learning task at hand;
- 3) are willing to take risks, i.e., to communicate in the target language at all costs;
- 4) are good guessers;

- 5) attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- 6) develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- 7) have a tolerant and outgoing approach to the target language.

Based on those criteria, it seems that there are a lot of things needs to do to make the students possess autonomous learning skill. However, the presence of technology now can help learners to be more autonomous since abundance of knowledge now have been provided in everyone hand. The students can access everything they want to know just by typing the keyword on Google, for instance, and it will show up million of data related to the topic. Some apps also are available freely, in which the students can download and learn themselves at home. Therefore, the teacher creativity to design a lesson integrating technology will beneficially effective to help them gain better learning outcome.

One of popular media nowadays is digital storytelling. Digital storytelling combines video, pictures, and voice to retell a story. Like traditional storytelling, digital story telling offers the beauty of delivering message through interesting delivering so

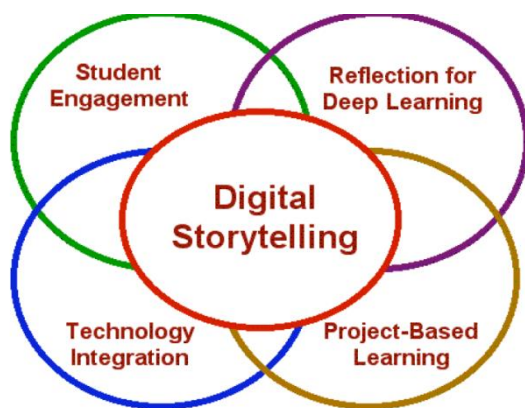


Figure 1 Elements of Digital Storytelling

In addition, digital story learning is also supported by constructionism. This theory believes that the construction of knowledge is in the world rather than in mind. It means that students will learn more when they are immersed in a meaningful and sharable activity. Digital storytelling meets this requirement because for making the media the students need to

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everyone want to hear, but digital storytelling has more modern touch because of the help of digital media. The present paper, then, attempts to review literature and research perspective about this media and how it can be used for language classroom. A sample of lesson plan will also be presented so readers can adopt or adapt the technique for implementation. A record of students' responses is also displayed so they will get picture of how interesting digital story telling will be when it is applied in the classroom.

LITERATURE PERSPECTIVE

This part is intended to dig up the definition of digital storytelling and theories support the use of digital storytelling for teaching and learning. Digital story telling means the art of telling story by combining three elements: narrator, story, and audience (Carvalho & Cibrão, n.d.). Story actually has been used for a long time as an effective means for transferring information and knowledge. The word digital makes it sounds more modern because in digital storytelling we use digital technology to create media-rich stories.

According to Barret (2006), digital storytelling is effective because it embraces four elements for students-centered learning, including students' engagement, reflection for deep learning, technology integration, and project-based learning. The relation between each element can be seen in Figure 1.

understand the story, engage with their friends to create it, and share to the world the result. In addition, stories have also been believed as an memorable and entertaining means in the history of our ancestors communication (Barrett, 2006). Digital storytelling can be used to deliver instructional content such as presentation of idea, illustration of procedure, reinforcement of understanding, and a review of material (Wang & Zhan, 2010). Therefore, according to the literature perspective, digital storytelling can be used effectively for teaching and learning and promoting autonomous learning.

RESEARCH PERSPECTIVE

Some previous research discover that digital storytelling can beneficially help teachers to achieve instructional objectives. Abdulmanafi-Rokni (2014) observed how digital storytelling can improve students' oral performances. He

compared both traditional and digital storytelling in sharing students' speaking skill. He collected data from 42 undergraduate students in Iran. He found that digital storytelling has more impact on increasing the students' oral performances. Next, Wang & Zhan (2010) investigated the integration of digital storytelling in their undergraduate and graduate classes. They described the benefits and challenges of using this media as a means for engaging the students. They experimented the use or development of digital storytelling to various classes and most of the result yielded positive impact. According to the findings, they said that the inclusion of digital storytelling was not only helped the students to master the subject, but also sharpened their technology skills, learning interest, and problem-solving skill.

Anggeraini & Afifah (2017) conducted an R&D research related to digital storytelling for teaching reading. They detailed the process by mentioning step-by-step technique for creating one. The first process was to collect short stories from internet and followed by creating video and adding music instruments. After that an expert validation was carried out so they could get feedback from them. They also experimented the digital storytelling to a group of subjects. The result showed that the students' reading ability significantly increased after they used the product. This research also made them able to find out that effective digital storytelling needs to be easy to operate and have more choices for voice and sound. Then, digital storytelling is also effective for improving students' communicative skill (Mokhtar, Halim, & Kamarulzaman, 2011). They found that digital storytelling assisted students to develop their vocabulary and learn when and where to use new words and phrases.

Enokida (2016) implemented digital storytelling by using graded readers and smartphone for her EFL reading course. The digital storytelling was used as out-of classroom activity. She assigned the students to exploit their smartphone for creating a video based on the story they had read. In then conclusion, she said that most of students admitted that the project was new, but very interesting for them. Furthermore, Robin (2016) made a summary of skills that the students can gain after they participated in the digital storytelling implementation, such as digital literacy, global literacy, technology literacy, visual literacy, and information literacy. He also gives some

recommendation for those who are interested in applying digital storytelling for teaching and learning. The recommendations are written in 12-step for application:

- 1) choose a topic by considering the purpose and the audience.
- 2) conduct research on the topic by browsing in the internet or reading in the library.
- 3) write the first draft of the script.
- 4) receive feedback on the script by letting others to read and give suggestions for improvement.
- 5) revise the script.
- 6) find, create, and add images by employing online search tools for images.
- 7) respect for copyrights by using only materials whose Creative Common license.
- 8) create a storyboard so we have detail plan on what to include.
- 9) record audio narration by using microphone or your smartphone.
- 10) add background music.
- 11) select a software tool to create the digital story.
- 12) publish the digital story at online location, such as Youtube.

Based on the research findings, we can conclude that study related to digital storytelling has been widely carried out, even in various kinds of research design. We also can highlight that digital storytelling has positive impact on most of the research result above. Digital storytelling is not only useful for teaching speaking but also can be implemented for promoting students' reading, vocabulary, and some 21st century skills.

LESSON SCENARIO AND STUDENTS' RESPONSES

One of the authors has implemented digital storytelling once when he taught extensive reading at Islamic State University of Antasari, Banjarmasin. The complete lesson scenario is provided in Table 1.

Table 1 Sample of Lesson for Digital Story Telling

Activity	Description	Time Allotment
Pre activity	Introducing Digital Storytelling <ol style="list-style-type: none"> The teacher digs up students' background knowledge about narrative text by asking questions, for example: <ol style="list-style-type: none"> Have you ever heard the story of Malin Kundang? What is it about? Who are the characters? What do you learn from the story? Have you ever seen a film or a play about Malin Kundang? After that, the teacher explains that Malin Kundang is an example of Narrative Text. He also explains the features of narrative text from the Malin Kundang's story. The teacher tells the students that they are going to make a digital storytelling based on their selected narrative text Show an example of digital storytelling Divide the students into group of three or four and invite them to discuss the elements in the digital storytelling they have watched. 	60 minutes
Main activities	Planning the project <ol style="list-style-type: none"> In groups, the students work and discuss together to choose the narrative text, comprehend the story, and decide their roles (narrator, researcher, and editor) The teacher explains and negotiates the criteria of assessment/ assessment rubric The students discuss in group to determine how the project will be done, they make the schedule, and list things they need. The students consult their project plan with the teacher. Creating the digital storytelling <ol style="list-style-type: none"> The students choose their own narrative text The students read and comprehend the narrative text The students write a script based on the narrative text The students share their script to other group and ask for feedback The students revise the script and start to create the video Presenting the project <ol style="list-style-type: none"> The students present their digital storytelling in front of the class Other groups give comments and suggestions Reflection <ol style="list-style-type: none"> The teacher and the students reflect the teaching and learning activities they have learnt and the product they have done 	2 meetings
Post activity	<ol style="list-style-type: none"> The teacher asks the students to make a conclusion about what narrative text is and what the features of narrative text are. 	15'

Most of the students said that this activity is new for them and they love it. Herly (pseudonym) said that the activity was interesting since she enjoyed reading stories and working together with her friends to create the video. Aha says "*Finishing this assignment help me to gain some new vocabulary from the students as well as to learn*

about video editing." Other students also mentioned the same opinion with him that this activity is very useful because give them opportunity to explore video editor apps. Moreover, Ani said that this activity made her more active because everyone had their own role. In addition, the classroom atmosphere was more

fun, especially when they were asked to watch and give comments to other group video. All of these comments meet the previous research findings that digital storytelling is an interesting activity, which triggers to be more active, gain new vocabulary, increase their motivation, and create an enjoyable learning atmosphere. This activity also allow the teacher to be a facilitator in the classroom who helped the students to plan their digital storytelling project. Such activity makes the students be more engaged and active

CONCLUSION

Digital storytelling offer benefits for language teaching. It provides opportunity for the students to build their autonomy in learning since the activity requires students to be responsible on their own role and to plan the project in group. The role of teacher is to facilitate the students by giving feedback and suggestions for improvement. Based on the previous research, digital storytelling has been approved to be effective for teaching reading, speaking, and vocabulary. Digital storytelling also matches with the constructionism theory in which the students should participate in meaningful and shareable activity to boost the learning outcome. When this technique implemented in the classroom, most of students agreed that this activity was interesting and gave them experience in exploring video digital apps. Therefore, this activity is recommended to be implemented in English language classroom.

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