Vocational High School Students' Perspectives on Digital Storytelling in Developing Speaking and Writing Skills

By:

Elvina Anggraeni Retno Palupi

Advisor: Ermawati Zulikhatin Nuroh, SS. M.Pd

Pendidikan Bahasa Inggris

Universitas Muhammadiyah Sidoarjo

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Introduction

- The use of technology in education for learning media varies greatly, one of which is for improving reading, writing, and speaking skills. Speaking, in general, can be intended as a skill in conveying one's ideas to others using spoken language (Solichah & Hidayah, 2022).

- Digital storytelling typically consists of a few minutes of narration accompanied by music and visuals that explain concepts related to a particular theme (Robin, 2008; Sadik, 2008).

- Multimedia components in digital stories promote video production and editing abilities, claims Barber (2016).

Introduction

According to the author's pre-observation, the students of SMKN 2 Probolinggo, particularly the TITL 1 students in the 10th grade, were unprepared of the existence of digital storytelling before this.

Research Questions

1. What are the students' perspectives on creating digital storytelling videos?

2. Does digital storytelling assist students in developing their speaking and writing abilities?

Methodology

- **Design**

This research using qualitative research methods

- **Setting**

This research conduct at SMKN 2 Probolinggo

- **Data and Source data**

33 students from class 10 TITL 1 were my research subjects; however, just selected 6 students to focus on more in-depth study.

Methodology

- **Data collection technique**

In-depth qualitative data collection techniques like semi-structured interviews have been widely employed in educational research. Semi-structured interviews were employed in this study for the following reasons: For educational research, semi-structured interviews work well, particularly for case studies. The interviews' semi-structured format made it possible to thoroughly analyse the experience of creating the digital storytelling video.

Findings and Discussions

1. Students' perspectives on creating digital storytelling videos

- Digital storytelling, according to some students, can aid in the development of speaking abilities.

- The students acknowledged that the repetition of sentences in the story improved their speaking during the digital storytelling process, particularly when reading the story repeatedly.

- Students can also improve their speaking abilities with the aid of their environment, family, or readily available apps, like Deep L and Google Translate.

Findings and Discussions

2. How digital storytelling assist students in developing their speaking and writing abilities

- A few students acknowledged that they found it a little challenging to choose words for the story sentence that would work well with the other sentences.

- The students stated that they were able to write better as a result of learning new vocabulary during the process.

- The students were able to harmonize the story's sentences with the use of translator apps like Deep L and Google Translate. In addition to being able to captivate the audience with the tale.

Benefits of Research

- The aim of this study is to present digital storytelling as an educational tool that can enhance students' writing and speaking abilities.

- The beneficial aspect of this research is that it successfully prepares students to use digital storytelling platforms to enhance their writing and speaking abilities.

References

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