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## PREPARING DIGITAL STORYTELLING IN STUDENT'S SPEAKING AND WRITING OF VOCATIONAL HIGH SCHOOL

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**Abstract.** *The purpose of this study to investigate how using digital storytelling can help students in vocational high schools become more proficient writers and speakers. With the quick advancement of technology, learning is now easier to do and more advanced in the educational process. The participants in this study were vocational high school students in the tenth grade. This study employs a qualitative research methodology that centers on case studies. Data is gathered through students' interviews, student speaking and writing skills, and analysis of learning videos. The results obtained are an analysis that the method used is able to make a good contribution to students' intellectual skills, the effectiveness of digital storytelling videos on the development of speaking and writing skills, and the preparation of digital storytelling in English language learning.*

**Abstrak.** *Penelitian ini bertujuan untuk mengeksplorasi dampak dari penerapan digital storytelling dalam meningkatkan kemampuan berbicara dan membaca bagi para siswa di Sekolah Menengah Kejuruan. Semenjak perkembangan teknologi yang semakin pesat, proses Pendidikan menjadi lebih maju dan pembelajaran memiliki akses yang mudah dijangkau dan dilakukan. Dengan adanya media digital storytelling ini mampu memberikan pengaruh kepada perkembangan kemampuan berbicara dan menulis. Pada penelitian ini dilakukan terhadap siswa kelas 10 SMK. Metode yang dilakukan dalam penelitian ini adalah kualitatif yang terfokus pada study case, dengan pengambilan data dengan wawancara siswa, keterampilan berbicara dan menulis siswa, dan video siswa yang sudah dibuat. Hasil yang didapat adalah analisis bahwa metode yang digunakan mampu memberikan kontribusi yang baik terhadap keterampilan intelektual siswa, efektivitas video digital storytelling terhadap pengembangan keterampilan berbicara dan menulis, dan persiapan pendongeng digital dalam pembelajaran bahasa Inggris.*

**Kata Kunci** - Digital storytelling, kemampuan berbicara, kemampuan menulis

### I. INTRODUCTION

Entering the 21st century, technological advancement and development has been very rapid. Social life is now easily accessible and infinite between distance and time. Today's society is familiar with technological advances by starting to recognize the existence of gadgets and the internet, not only young people but also parents and children have begun to recognize and can operate gadgets and other electronic goods. Existing technology also plays an important role in education to improve the quality of the implementation of learning activities. According to Tom Cutchall, educational technology is a research and application of the science of behavior and learning theory using a systems approach to analyze, design, develop, implement, evaluate, and manage the use of technology to assist in solving learning problems [1]. The main goal is to utilize technology to help solve learning and human performance problems. With all the advantages possessed by current technology, all learning materials can be accessed easily and without limits. As educators, we must be able to adjust the way we educate students according to the way of life in the digital age and prepare them to face future challenges. Although the determinant of success in education is not the teacher, the learning process is the qualification and central point of education and a mirror of quality.

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Learning media of [3] the increase in [ ] into [ ]

The use of technology in education for learning media varies greatly, one of which is for improving reading and speaking skills. Speaking, in general, can be intended as a skill in conveying one's ideas to others using spoken language [ 2 ] . In the implementation of this speaking skill, students can start by training themselves to tell stories and present an event that they have experienced themselves or an event that has occurred with the knowledge of the students. The results of the stories conveyed can be through media intermediaries that can be read by them. Reading is an integrated activity that involves several activities such as recognizing letters and words and connecting them with sounds which are then concluded with the purpose of the reading. In the application of learning about past stories both fiction and non-fiction in grade 10 students in vocational high schools, educators still use textbook media tailored to learning needs. The use of technology is used in this case, but it is still not maximized and needs to be explored more deeply so that students get a good opportunity from the application of technology in learning. Although technology is being used in this instance, its potential needs to be further investigated in order to provide students with the best possible learning experience. The School Literacy Movement (GLS) is an extensive endeavour aimed at transforming schools into a lifelong learning institution through public engagement. Thinking critically, problem solving, knowledge development, and the production of work are all products of literacy culture. Reading and writing are the first steps in this process. Students are encouraged to write what they see, hear, and think about during learning activities, which helps ideas surface and develop into more advanced forms of literacy. This allows a culture of literacy to grow. The goals of literacy exercises during the habituation stage are to enhance reading enjoyment outside of the classroom, boost reading comprehension abilities, boost reader confidence, and encourage the use of a variety of reading materials. Because students primarily rely on textbooks and teachers' oral explanations, their process of identifying and expressing problems is deemed to be minimal, contributing to their weak comprehension of literacy skills. In line with the School Literacy Movement (GLS) program, one of its programs focuses on activities to increase the understanding of students, teachers, and education personnel to understand, access, use, and process digital media and communication tools [ 3 ] . A new concept in learning is the integration of technology with previously used learning models. One of the updates in delivering learning materials, particularly in English lessons, is the introduction of learning methods using digital storytelling media. Digital storytelling (DST) is one of the many artistic mediums that have been adapted for use in a research setting. A digital storytelling video is one that conveys a story's emotional impact so that the audience can relate to it. Digital storytelling, according to, enables students to make effective use of new technologies, particularly when they interact with digital resources and editing tools that help produce high-quality stories [4]. The art of telling stories using digital components, such as text, audio, and video, is known as "digital storytelling" [5]. Digital storytelling typically consists of a few minutes of narration accompanied by music and visuals that explain concepts related to a particular theme [6]. Multimedia components in digital stories promote video production and editing abilities, claims Barber [7]. To produce video clips for digital storytelling activities, students can acquire video editing skills [8]. They are also capable of presenting ideas and creatively sharing them with others through a variety of media and formats. Students are said to benefit from digital storytelling.

This research has differences from previous research. The applications used to create digital storytelling media were overly numerous in earlier studies. This study produces high-quality learning media using only two applications, which is a more practical implementation than the four applications used previously to assist in the creation of media. The tool that researchers use is called Canva. It is used to make videos one at a time, which are then combined using the Cap Cut application. Canva is also used to record sounds, add background effects, and put previously created video slides together. In this study, vocational students in the tenth grade are given improved speaking and reading skills through the use of digital storytelling media. Another way that research on digital storytelling in vocational high schools differs from earlier studies is how it is conducted. The purpose of this study is to determine how vocational high school students view and respond to the use of recount text materials in digital storytelling in the classroom. One type of text that high school or vocational students' study in class is a recount text. Telling someone about something that happened in our lives—typically referred to as a past story or an event that has already happened—is known as recounting. It might be about our weekend activities or something that happened when we were on vacation the previous year. Recount texts are also written to assess and interpret the meaning and significance of historical events in a particular way, in addition to recounting them. Giving the audience a general idea of what happened and where it happened is crucial. This research initiatives to evaluate the

extent to which the implementation of digital storytelling techniques can influence students' comprehension of career-related material, foster their creative faculties, and motivate them to engage in active learning. Furthermore, based on their knowledge of the subject and their experience producing digital storytelling media, this study will look into how well students feel that digital storytelling can be used in a professional setting. Therefore, the primary goals are to support the development of more effective learning strategies that make use of recent technological advancements and are pertinent to students' needs, as well as to provide a thorough understanding of how students perceive the application of digital storytelling in English language learning (EFL).

### Research Question

1. How does the influence of digital storytelling in student's speaking skill at vocational high school?
2. How do students characterise the digital writing process and its effects on them personally?

## II. METODE

This study employed a qualitative research methodology. As per Gerring, the present study investigates the incorporation of digital storytelling within the framework of English language acquisition [9]. In this study, a case study design was combined with qualitative research methods. 10th grade students majoring in TITL 1 from SMK Negeri 2 Probolinggo, in all 33 students participated, 6 of whom were involved with the research subject. The researcher used direct observation during the data collection process to look at how the students interacted with the digital storytelling-presented content. 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.

The four primary steps of the research process in qualitative research are data collection, data categorization, data display, and conclusion drawing. A variety of techniques, including in-depth interviews, document analysis, and observation, were used to collect data. The researcher constantly referred to the voice from the field during the interactive data analysis process to ensure validity. In order to find meaning in the data, the analysis involved grouping and categorizing the data, and conclusions were made using the data analysis. This research is expected to contribute to students' understanding of how digital storytelling can influence learning English in vocational schools, providing a foundation for the development of more effective and relevant technology-enhanced learning strategies at the vocational level.

## III. FINDINGS AND DISCUSSION

### 1. FINDINGS

Digital storytelling has the potential to improve students' communication and critical thinking abilities in vocational education. Because of this, vocational high schools should provide their students with a foundational understanding of information and communication technologies so that they can use digital storytelling effectively. In this case, vocational high schools can teach students the foundations of ICT and demonstrate to them the applications of digital storytelling in a range of fields, such as business, social science, and natural science. The development of foundational information and communication technology skills is one of the most important steps in preparing vocational students for the use of digital storytelling. Students can learn the principles of information and communication technology, including how to use software apps, and internet networks, at a vocational high school.

The purpose of this research is to teach students how to use storytelling technologies, understand stories in terms of their meaning and context, use English as a storytelling tool, and engage in multimodal activities. Students have gathered this information, shared story drafts, and created digital stories. In addition to using various video creation platforms and editing apps, students can learn about stories and prepare to create interactive stories based on their own experiences. Teachers have also increased students' knowledge about digital stories, which are creative mash-ups of text, voice, images, music, and/or sound that are usually presented as short films. Students may be given new opportunities to write a wide range of story texts if they are able to demonstrate their growth through the use of digital stories. Through the use of apps on smartphones and other electronic devices, students also receive instruction on creating digital stories. In other

words, during the knowledge development stage, students have participated in the creation of digital narratives. Enabling others to take part in the production means arming students with a variety of skills, such as language resources, editing software, storytelling, and extra technical support tools (like telephones or cameras).

Note that a variety of data sources, such as songs and images, have an impact on the digital story's overall meaning and implications. The teacher guides the class in using a variety of online language resources, such as smartphone apps and electronic translators, while they are producing digital stories. Students are also free to use audio, video, and image content that is protected by copyright as long as the source is properly cited or acknowledged (they learn literacy to avoid plagiarism and respect copyrighted content). Additionally, they were told to use the camera on their cell phones to snap images of the objects they were seeing. After acquiring knowledge, students participate in writing a narrative about the object they have observed. During a field trip, the conditions surrounding the school are visited and examined, leading to the creation of this story. According to every participant, none of them had ever received instruction on how to use these digital devices to write stories. With no regard for the technology surrounding them, they simply wrote stories. In an in-depth story that they had never heard before, every student reported receiving new instructions. The students realized that thinking about how to create digital stories was prompted by intellectual exchange and collaborative story-telling. Students can now follow the story text development and story circle through organized learning activities. Every student admitted that they had never received instruction on how to use this digital device to write stories. They wrote stories without considering the surrounding digital technology. Every student reported that they were receiving one-on-one instruction in a detailed narrative that they were unfamiliar with. They realized that thinking about how to create digital-based stories was influenced by exchanging knowledge and crafting stories with one another. At this point, learners are prepared to follow the story text development and story circle through structured learning.



Figure 1. Provide an explanation of digital storytelling

The first student, a 16-year-old male student leading class 10 TITL 1, is skilled in using technological applications. He stated that he had never created a digital storytelling before. He used to think that writing stories involved just writing them the conventional way—that is, on paper, typing them into Microsoft Word, and then reading them aloud to the class or just gathering them up and giving them to the teacher. Having studied digital storytelling learning materials, he stated that the use of readily available and readily available digital media and technology can make the storytelling process more engaging and expressive. During the interview, he mentioned that digital storytelling media is a relatively recent development. As a result of the thorough explanation provided, Student 1 claimed to have gained new and valuable knowledge about digital storytelling, having previously known nothing about it. Student 1 said that:

*"In response, I can now finally understand what digital storytelling is like and how to make it that way after learning about it initially... Very beneficial, as we also discuss historical events or personal experiences... Very helpful, made my English more fluent"*

Canva and CapCut are two of the editor programmes used in the process of creating digital storytelling videos in order to support the best video results. This application was chosen because of its many features and ease of use. Some features are free of charge, but their quality may not be as high as they could be. In addition, many features require payment. Student 1 reported that as he worked on digital storytelling materials that required him to write and speak, his speaking and writing abilities gradually got better.

Digital storytelling is new and amazing, according to Student 2, male, 16 years old, possessing the capacity to use media technology. This is the first time he has discovered an engaging learning resource in his years of studying English. During the interview, student 2 clarified that he was unfamiliar with the concept of digital storytelling and found it to be somewhat challenging. In digital storytelling, the first step is choosing a story to write. Next, the text of the story is translated using the app DeepL, which also helps with word pronunciation. Student 2 then went on to explain that, once the story's text was in English, he used Canva to create video slides and decorate them in accordance with the theme. Next, he moved to CapCut to combine the video slides, his own voice, and the appropriate background music. Student 2 reported that throughout the process, he felt that his writing and speaking abilities had improved, with the discovery of new vocabulary being the primary factor in his improvement in speaking. Student 2 said in his interview;

*"When I learned this, I responded by saying that I had learned something new and that it was also a little challenging... I also struggled with the pronunciation at first, just the pronunciation part.... Very helpful, especially when there are new vocabulary words in the story"*

Digital storytelling is also a novel concept, as student 3, who are both 16 years old and have used editing software before clarified in this interview. Experience and knowledge that will enable him to keep innovating. The third student reported that everything went well while creating the video. He stated that the video editing process came first in the process, followed by the selection of the story. On the other hand, he claimed that he was able to finish the digital storytelling video solely with the aid of the Canva application. Then, student 3 stated that Google Translate was useful at that time for both sentence pronunciation practice and as a translation tool for the story he writes. And at that point, pupil number three reported feeling as though his writing and speaking abilities had improved. Additionally, he emphasizes that he had no problems at all while creating the video and that the series had gone through him without any issues. Student 3 explained who can view his digital storytelling video and stated that it is available for viewing by all ages. And student 3 said;

*"Knowledge of it still lacks an understanding of what digital storytelling was in the past... Experience in addition to gaining a heightened comprehension of the English language... I feel that my English skills during digital storytelling are still normal like before... And I think that in order to use digital storytelling as a teaching tool to enhance my writing and speaking abilities, I need to practice on a regular basis"*

The fourth student was interviewed next, 16 years old, almost 17 years old, male. This time, he spoke well of digital storytelling, which he considered to be a recent development. He asserts that his understanding of digital storytelling is distinct from his prior assertion that he was well-versed in storytelling. Student 4 made a good impression with her understanding of digital storytelling, and he expressed a desire to learn more and improve her English. Student 4 gave an explanation of his process for creating his digital storytelling media. He stated that he encountered no difficulties at all while creating his video. Whether in the writing, speaking, or video production process. Additionally, Student 4 explained how he was able to read the story text with fluency. According to him, in order to acquire a clear and intelligible voice, student 4 read the story text two or three times over during the process. Student 4 claimed to have used the editing programmers Canva and Cap cut to support the best video results. And student 4 mentioned using Google Translate as his aid to help him pronounce words clearly and read stories aloud. It is stated that the results of his digital storytelling video are intended for audiences that include junior high school students and older. During his interview, student 4 said;

*"While I was aware of conventional storytelling, I was unaware of digital storytelling at the time... Yes, at first I looked for references on Google, then wrote the story in Indonesian first and continued to Google Translate to translate it, then edited it in Canva and then put the audio in Cap Cut... Though I still need to learn more, I believe I've made some progress"*

Student 5 differed from the other five students in both thought process and approach. Digital storytelling is a relatively new invention, according to Student 5, and it can be used as a learning aid for people who wish to improve their English. He clarified that digital storytelling is an excellent example of technological advancement that is available to everyone, everywhere, a process that uses digital technology to create a product with educational value. Student 5 described in his interview how he went about creating his digital storytelling video with assistance from his loved ones. He produced the digital storytelling video effortlessly and without any problems by using the Canva and Cap Cut applications. Student 5 did, however, mention that he struggled to write a story for his digital storytelling video; he received assistance from his sister and uncle in crafting a compelling tale. During the process, student number five described how he struggled to read the story but was able to succeed with the support of those around him. Student 5 added that he received assistance with pronunciation from Google Translate in addition to his sister and

uncle. Student 5 further elaborated that he felt the process had been very helpful in enhancing his writing and speaking abilities, which were given priority. It's also said that the outcomes of his digital storytelling video are excellent for all demographics. On the occasion of his interview, student 5 said;

*"Digital storytelling seems like a recent development... I used Canva to create the PowerPoint presentation first, and Cap Cut was used to edit the video after I begged my sister for assistance.... Even though it took some time and assistance from my sister and Google Translate, I felt that my speaking and writing abilities improved during the process of making the digital storytelling video"*



Figure 2. Students interview

During the interview, student 6, male students, no older than seventeen, with aptitude for technology. Clarified that despite knowing very little, he was aware of digital storytelling. Student 6 also mentioned that he learned more after reading a thorough explanation of digital storytelling, which is defined as a digital technology that can be an engaging teaching tool. Student 6 took advantage of the opportunity to practice and share the knowledge he had learned by creating a digital storytelling media video. With the definition and other information in hand, student 6 produced his video with ease. He described the process, which started with selecting an appropriate topic for a digital story, was written using the Google Translate app to translate it, and was finished with the Canva app to support the outcomes of engaging digital storytelling videos that matched the narrative. Student 6 used the Cap Cut application to mix his voice with other songs or sounds that could create melodies that matched his digital storytelling video for the voiceover and back sound addition. Student 6 stated that he had trouble speaking in English, so throughout the process, he claimed to be very helpful and motivated to improve his speaking skills. Student 6 also provided an explanation of the content of his video, stating that it is appropriate for viewers who enjoy adventure or recreation because he picked the subject matter based on his passions. In his interview, student 6 said

*"Digital storytelling, in my opinion, is a new science... Got started with Canva and produced his own text, which he then translated using Google Translate to replace his voice in Cap Cut... My writing and speaking abilities have both improved, even though they are still a little shaky, thanks to digital storytelling and the process of creating it"*

Table 1. Students' interview analysis

	Media and digital software used	The reason for using digital media	Results obtained during the digital storytelling process
Student 1	Slides (Canva) to show the story, editing video and sounds (Cap Cut), translator for the story (Deep L)	The software that is being used is user-friendly and offers a tonne of free features.	Expanded vocabulary and developed speaking and writing skills.
Student 2	Slides (Canva) to show the story, editing video and sounds (Cap Cut),	Simple to use and produces results with good accuracy.	Enhance his writing and speaking abilities and get Deep L's assistance

Student 3	translator for the story (Deep L) Slides (Canva) to show the story, translator for the story (Google Translate)	There is a vast array of power point slides available on Canva, and Google Translate apps are user-friendly.	with proper pronunciation. Expanded vocabulary and developed speaking and writing skills.
Student 4	Slides (Canva) to show the story, editing video and sounds (Cap cut), translator for the story (Google Translate)	Canva and Cap Cut produce visually appealing and high-quality results.	Advancements in speech with Google Translate assistance for training pronunciation.
Student 5	Slides (Canva) to show the story, editing video and sounds (Cap cut), his older sister and uncle assisted with the story's translation.	There is less difficulty and use of the application because it is simple to use and highly familiar with its features.	Encouraged to improve their writing and speaking abilities while creating the video.
Student 6	Slides (Canva) to show the story, editing video and sounds (Cap cut), translator for the story (Google Translate)	Use the app frequently for video editing and assignment completion.	Claimed to be very helpful and motivated to improve his speaking skills.

## 2. DISCUSSION

In the current digital era, there is a wealth of digital content produced specifically to aid in students' learning. The analysis's numerous findings continue to show that the amount of local wisdom values in digital media is still quite small [10]. The learning materials that incorporate customs or culture into the media content produced, along with fictional narratives that primarily draw inspiration from foreign narratives, comprise the content of local wisdom under consideration [11]. Because of the incompatibility of daily routines in the social environment, students' ability to reason creatively is somewhat hindered. Teachers can create learning materials based on digital media by, for instance, incorporating content into digital stories [12]. When it comes to the application of speaking and writing skills, educators can use digital media to deliver learning through narrative stories or fictional story material [13]. Students can practice public speaking by first expressing themselves in writing, and then they can make a digital story video, present the story or event in front of the class, or both. This little activity can help students become better tutors through oral communication.

The improvement of speaking and writing skills for students by using digital storytelling raises many other motivations and ideas that will be developed over time, as the structure of digital storytelling develops in the future creative ideas that will be developed by students over time, as the structure of digital storytelling develops and the technology supporting the process of making digital story media in the future. The development that can be done by students is about the content of the theme and plot in the story, animation and features that are more active, moving images, audio accompaniment that is more interesting and in accordance with the theme of the story, and increasing the development of this media on other learning materials [14]. From the research that has been carried out, researchers also distribute the results of learning media that have proven their effectiveness to students in vocational high schools. Researchers provide knowledge about digital storytelling, the process of making digital storytelling as an alternative in learning media.

This learning animation video has a significant effect on student learning outcomes [15]. Other research also shows that the use of media in learning can improve student learning outcomes or achieve the desired goals [16]. The media to be used is the most important part in the learning design process [17]. The improvement of speaking skills for students by using digital storytelling media raises a lot of motivation and creative ideas that will be developed by students over time, as the structure of digital story media develops and the technology supporting the process of making digital story media in the future. The development that can be done by students is regarding the content of the theme and plot in the story, more active animations and features, moving images, audio accompaniment that is more interesting and in accordance with the theme



of the story, and increasing the development of this media on other learning materials [18]. From the research that has been carried out, researchers also distribute the results of learning media that have proved their effectiveness to students in vocational high schools. Researchers provide knowledge about digital storytelling, the process of making digital story media as an alternative in learning media. The use of learning media was chosen in this study because it can build the initial teaching skills needed by educators in addressing larger gaps and practical issues that often cannot be taught openly to the general public [19].

The research's implications indicate that using digital storytelling materials can help students become more proficient speaking and writing abilities in students attending vocational high schools. Students' verbal and nonverbal skills can benefit from this, and it can help them get ready for social situations where they will need to write and converse. Since junior high school students participated in this study, it is possible that the findings have direct application to higher education levels. By using the supporting materials that students utilised to create digital story media, it is possible to examine differences in speaking and writing abilities.

#### IV. CONCLUSION AND SUGGESTION

Based on the findings presented in this study, students can be taught how to use digital storytelling materials in a variety of subject areas, particularly English, to hone their speaking abilities. Several students found using digital storytelling as their learning medium to be highly beneficial while conducting research on the application of storytelling to enhance speaking abilities in students. They become enthusiastic about presenting their stories in the best possible way and with satisfying outcomes when they are required to tell stories in digital storytelling videos using their own voices, various translation applications, or the assistance of people in the surrounding area. Reading the story aloud repeatedly helps them become more fluent speakers so they can adapt to the tool's or other people's ways of speaking while they support their arguments. When children continue to use words and sentences in the stories they create, learning new vocabulary can also help them become better speakers.

Digital storytelling media is the primary factor driving students' increased writing-related learning motivation during the process of developing their writing skills. Some students acknowledged that their continued inability to grasp the conventions of English writing contributed to their poor writing abilities. While providing punctuation that can bring the story to life, they struggle to decide which sentences would work best as a reference story that the listeners would find engaging. Even with the assistance of multiple translation apps, like Google Translate and Deep L, some of them still believe they lack the knowledge necessary to create narratives that elicit responses and interactions from viewers of their videos. Some students acknowledged that their writing skills gradually improved as a result of the development of digital storytelling media. The students reported that they encountered no difficulties while writing stories and that they learned a lot of new vocabulary that improved their ability to write stories.

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