

Teachers' Perception in Implementing Digital Storytelling of Junior High School

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Abstract. *This study aims to determine the perception of teachers in implementing Digital Storytelling at Junior High School (SMP). This research is a descriptive qualitative research. The participant in this study who became an informant was a grade nine teacher. This study found that the implementation of Digital Storytelling in the classroom helps teachers increase their confidence in using technology and can improve students' writing skills. This research proves that Digital Storytelling can be used as an English learning tool. In addition, this research proves that Digital Storytelling is a tool that influences students' ability to think creatively and imaginatively, as it allows students to combine text, images, sound, and other media interactively.*

Keywords- *Digital Storytelling, Teachers' Perception, Junior High School, English.*

Abstrak. *Penelitian ini bertujuan untuk mengetahui persepsi guru dalam mengimplementasikan Digital Storytelling pada Sekolah Menengah Pertama (SMP). Penelitian ini merupakan penelitian kualitatif deskriptif. Partisipan dalam penelitian ini yang menjadi informan adalah seorang guru kelas Sembilan. Penelitian ini menemukan bahwa pada penerapan Digital Storytelling di kelas, membantu guru meningkatkan rasa percaya diri dalam menggunakan teknologi dan dapat meningkatkan keterampilan menulis siswa. Penelitian ini membuktikan bahwa Digital Storytelling dapat digunakan sebagai alat pembelajaran bahasa Inggris. Selain itu, penelitian ini membuktikan bahwa Digital Storytelling merupakan alat yang mempengaruhi kemampuan siswa untuk berpikir kreatif dan imajinatif, karena memungkinkan siswa untuk menggabungkan teks, gambar, suara, dan media lainnya secara interaktif.*

Kata Kunci- *Bercerita Digital, Persepsi Guru, Sekolah Menengah Pertama, Bahasa Inggris.*

I. INTRODUCTION

As technology advances in the 21st century, it has profoundly changed the world and continues to move forward at a rapid pace. From the industrial revolution to today's digital age, each new innovation brings hope, challenges and unexpected transformations to humanity. It not only connects individuals, but also facilitates a revolution in education. The rapid development of information technology in the current era of globalization / digital era is inevitable in its influence on the world of education [1]. The integration of technology in the language classroom is facilitated by the abundance of computer tools available in this information age [2]. Nowadays, we are using technology in many different ways, especially in education. In today's digital age, technology has played a crucial role in changing the learning landscape, bringing beneficial innovations to teachers, students and educational institutions as a whole. In addition, technology enriches the learning experience through various interactive media [3]. Technology provides opportunities for students to interact directly with learning materials through a variety of interactive tools, such as simulations, educational games, interactive videos, and online learning platforms [4]. Animations, simulations and learning videos not only make the material more interesting but also help students understand difficult concepts better.

Interactive media, such as animations, simulations, and videos have a positive impact on language learning, especially in improving writing skills [5]. Many interactive media can be used as learning media. One of them is Digital Storytelling. Digital Storytelling is a form of narrative in which stories are told using digital media such as, visual and audio elements such as images, text, music, and other audio elements, video, and animation features are seamlessly brought together to create interactive and immersive stories [6]. It combines traditional narrative elements with digital technology to create a richer and more engaging experience for students. Storytelling or personal narratives connected to the creation of meanings through digital technologies is known as Digital Storytelling [7]. Digital Storytelling also

allows users to integrate different types of media in one cohesive narrative, utilizing the power of visuals and audio to enhance the appeal of the story. Digital Storytelling not only enhances students' learning experience but also provides opportunities for teachers to create innovative and dynamic learning environments. The integration of Digital Storytelling is a means to teach and model the pedagogical and student-centered use of technology, and supports the development of teachers' reflective practice and their professional identity [8]. By making good use of digital technology, learning can be more engaging, relevant and provide a deeper learning experience for all students. Digital Storytelling low cost and excellent instructional capacity boost its worth because they allow students to gain 21st-century skills without the need for a particular environment [9].

Digital Storytelling itself is different from regular stories because of its characteristic of using technology to create digital stories. A lot of studies have been carried out to enhance writing abilities with Digital Storytelling, which is utilized as a better substitute approach for teaching writing [10]. Enhancing learning environments use Digital Storytelling, a practical technique to combine writing skills with technology [11]. Digital Storytelling is not only an effective tool for teaching technology skills, but it can also significantly improve students' writing skills by enriching the way they understand, structure and convey their stories. According to previous research, titled "*The Impact of Digital Storytelling on ESL Narrative Writing Skill*". The findings showed the potential of Digital Storytelling as a tool to improve students' narrative writing skills. In another previous study, entitled "*Digital storytelling: A multimodal narrative writing genre*" [12]. Balaman, S. as the researcher used Digital Storytelling in two different classes, specifically in the English EFL department and Cumhuriyet University. The participants, consisting of 31 female and 12 male students aged between 18-25 years old from two classes in the department at the School of Foreign Languages (SFL), as well as 43 intermediate level students from the English Language Teaching department and the English Language and Literature department, showed that Digital Storytelling is a promising methodology for improving writing skills, especially in narrative genres [13]. And in another previous study, entitled "*Digital Writing in English Language Writing Instruction*". It was found that the use of Digital Storytelling in students' writing process can reduce grammatical errors than using traditional methods and also students and teachers are also more motivated and fun to produce writing in the future [14].

The results of previous research do prove that Digital Storytelling can be used as an interactive learning tool for students. However, the research only discusses from the students' side, no one has examined teachers' perceptions in implementing Digital Storytelling in Junior High School. Despite the many benefits offered by Digital Storytelling, there are still many teachers who are not ready to use this innovation in the teaching and learning process. But not for SMP Muhammadiyah 10 Sidoarjo, where teachers have implemented Digital Storytelling in grade nine, for example to write narrative texts. At the school, the researcher conducted an interview with a teacher who uses Digital Storytelling as an interactive learning tool. Based on this background, the research question related to this is "What is the teachers' perception in implementing Digital Storytelling in junior high school?"

II. METHOD

This research uses a type of qualitative research with a descriptive approach, the results of which describe the subject to be studied. According to Handayani and Sugiarti, descriptive qualitative research reports contain quotations and data as illustrations and to provide support for what is presented. Data includes interview transcripts, field notes, photographs, recordings, personal documents, memos, and other official records. The data is analyzed with all the richness of its meaning as close as possible to its recorded or transcribed form, which means it only describes the situation or event.

The participant in this study who became the informant was a teacher from class IX. The teacher implemented Digital Storytelling media to teach narrative text in class IX. The Digital Storytelling can help students to improve their narrative writing skills.

The data to be obtained in research aims to determine the results of the study. Therefore, to obtain valid data, a method of data collection is needed. Researchers use the interview method because through this method researchers know more details about the phenomena that are happening in the environment. An interview is a two-way question and answer activity conducted by the interviewer and the interviewee in certain situations and conditions to obtain the desired information [15]. Interviews are conducted to obtain comprehensive data, researchers use structured interviews and data collection procedures so that researchers can better understand the phenomena that occur. The phenomenon is where Digital Storytelling can be used as a learning tool. Researchers used several theories to create interview

questions to help researchers find and determine suitable participants so that researchers could better understand the phenomenon that was happening. Teachers' experience in using technology and the challenges faced. Digital Storytelling supports teachers to provide opportunities for students to be creative, teachers to facilitate collaboration within the classroom and develop students' writing skills. Digital Storytelling requires teachers to provide information to students on how to build their web search. Digital Storytelling supports students to become competent and intelligent users of technology.

Data analysis as the systematic organization and categorization of data into patterns, categories, and basic description units to identify themes and formulate hypotheses [16]. Data analysis in qualitative research is described as the process of systematically sorting and categorizing interview transcripts, field notes and other materials so that researchers can present the data found. The steps of data analysis can be carried out using the Miles and Huberman model which goes through 3 (three) stages, namely:

a) Data Reduction

Data reduction which means the process of selecting, summarizing the main things, focusing on the important things, and classifying, discarding the unnecessary, and sharpening the rough data from the field. In data reduction, abstraction is carried out which means making a core summary, in other words, researchers continuously when conducting research produce core notes so that the data obtained is truly valid.

b) Data Display (Data Presentation)

In this step the researcher presents the data that has been collected and analyzed previously, so that it gives the possibility of drawing conclusions. Data during the qualitative research process is usually in narrative form, so it requires simplification without reducing its content to make it easier to read and draw conclusions. At this stage the researcher tries to classify and present the data according to the subject matter.

c) Conclusion or Verification

Conclusion or verification is the final stage in the data analysis process. In this section, researchers put forward conclusions that were also verified during the research. This activity is intended to find meaning from the data collected by looking for relationships, similarities, or differences. Data must always be tested for accuracy and suitability so that its validity is guaranteed.

III. FINDINGS

The findings explain the results of the interview data obtained by the researcher with the subject that has been determined. The findings contain the subject's opinion or perception of Digital Storytelling as a learning tool.

To identify teachers' perceptions towards the implementation of Digital Storytelling in junior high school students. The researcher classified the perceptions of grade nine teachers with only one participant into several sections based on the data or answers that emerged in the data collection process.

3.1 Teachers' experience in using technology and the challenges faced

3.1.1 The participant had a memorable experience in using Digital Storytelling when teaching English classes. One of the projects that the participant applied to learning was asking students to create interactive stories using digital platforms. Students had to plot, develop characters and select media such as images, audio and video to enhance their narrative. A participant confessed, initially felt a little worried about how to properly manage this technology and guide students in their creative process.

However, as the project progressed, participant found that the experience of using Digital Storytelling changed her perspective on technology integration in English language learning. Participant became more confident in managing digital tools, facilitating discussions that enriched literary concepts, and inspiring students to express their ideas creatively through digital media. Seeing students engaged and excited in creating their own stories, as well as their ability to navigate the technology smoothly, gave participants renewed confidence in utilizing technology to enrich English language teaching and prepare students for global challenges in this digital era. Below is a quote from a participant:

"I apply Digital Storytelling in narrative text material, Digital Storytelling increases students' engagement in learning, especially for students who have visual and auditory tendencies. I also learned

how to integrate digital tools into the curriculum and provide support to students in developing their digital skills."

"This experience increased my confidence in teaching with technology and enriched classroom learning. This experience not only enriched classroom learning, but also significantly improved my confidence and technology skills as an educator."

From the interview answers above, participant believes that Digital Storytelling provides a very useful experience for participant and of course for students. Participant learned many ways to implement Digital Storytelling as a digital tool into the existing curriculum. Digital Storytelling also provides experience not only to participants, but also to students who are directly involved in learning. They become creative in creating their own stories and the experience can also help students with visual and auditory tendencies. Not only does it enrich classroom learning, but it also provides the benefit of increasing students' confidence and participants' technological skills as educators.

3.1.2 Participant integrating Digital Storytelling into English language learning has challenges that need to be addressed with the right strategies. One of the main challenges is to ensure that students are not only skilled in using the technology, but also able to convey the message with a strong narrative and good story structure. Another challenge is to ensure that digital storytelling is not just an additional tool in teaching, but is truly integrated with the existing English curriculum. Below is a quote from a participant:

"The challenges I face when implementing Digital Storytelling into English learning, for example, access to technology, certainly not all students have access to it. So to overcome this, I work with the school to find solutions, such as providing access in the school computer laboratory or lending devices to students who need them. Then when integrating into the curriculum, I deal with it by carefully planning how the Digital Storytelling activity will be implemented with the existing English learning objectives, such as ensuring that students remain focused on developing narrative writing skills and mastering grammar. Then the evaluation of students' performance, I address it by designing a clear evaluation rubric, considering various aspects ranging from creativity, language use, to the use of digital tools."

From the interview answers above, participant said that in implementing Digital Storytelling there are major challenges faced in English language learning especially in students' writing skills. Ensuring technology is not only an additional tool, but also significantly improves students' understanding and language skills. One way to overcome this challenge is to choose digital platforms that match the learning objectives and language levels of the students. In addition, ensuring that the digital content used is relevant to the subject matter and engaging for students is also crucial. Designing activities that allow students to actively participate in the learning process, such as creating their own digital stories or analyzing existing stories, can help increase their engagement and understanding in English. By planning well, collaborating with various relevant parties, and remaining flexible to changes, participant managed to overcome these challenges and make the Digital Storytelling experience valuable and beneficial to their students' learning of writing skills.

3.2 Digital Storytelling supports teachers to provide opportunities for students to be creative, teachers to facilitate collaboration within the classroom and develop students' writing skills

In the participants' teaching experience, the use of Digital Storytelling has a very significant impact on students' ability to think creatively and imaginatively in learning. Through the application of Digital Storytelling in the classroom, which not only requires students to develop a story with a strong narrative, but also considers the sharing of elements such as visuals, audio and text to convey the message effectively. This encourages students to think creatively in planning how each element can contribute to building the story and conveying deep meaning. Participants also use digital technology to enhance students' ability to be creative and develop writing skills in English language learning. Where Digital Storytelling requires good script writing, students also have to think about the structure of the story and how to convey their ideas effectively. Platforms like Storybird or Book Creator give students the opportunity to explore different writing styles and narrative forms. Platforms that stimulate students' imaginative and innovative thinking in designing unique storylines and clear and compelling narrative structures. To develop writing and creative skills through Digital Storytelling with an approach that emphasizes personal exploration and project-based learning. In addition, participants encouraged collaboration between students to share ideas and provide moral support to each other. This not only enriches their learning experience, but also builds a classroom community that supports each other in developing writing skills. Below is a quote from a participant:

"I observed during the process of creating Digital Storytelling as a learning tool. Digital Storytelling has a significant impact on students' ability to think creatively and critically in their projects. The process of creating digital content allows students to develop their imagination more effectively. Digital Storytelling also encourages collaboration, allowing students to work together and explore different ideas. And also I think learning English should not only be theoretical but also applying students' knowledge to their Digital Storytelling projects, where students also think critically about their narrative text structure, character development, and plot development."

"In my class, Digital storytelling requires good script writing, including plot, character and dialog development. Students have to think about the structure of the story and how to convey their ideas effectively, which indirectly promotes the development of their writing skills. Then the digital storytelling process requires planning and creative decisions. Students have to evaluate visual and narrative elements that will support their message, which stimulates critical thinking skills. And for platforms that can stimulate imaginative and innovative thinking, I recommend the Storybird and Book Creator platforms to students."

"I first teach the students about the basic elements of a story such as plot, character, and setting. Discuss how these elements can be integrated in a digital format. I also give students the freedom to develop their own ideas, while providing guidance and constructive feedback to refine and develop their stories. Which can improve students' writing skills. Then by integrating various media (text, images, audio, video), students can experiment with new ways to convey their stories. This opens up space for students' imagination and exploration of innovative ideas."

"In Digital Storytelling, I use a project-based approach. Where students often work in groups, it helps them learn to collaborate and communicate effectively with classmates. To improve students' writing skills, I provide writing exercises that focus on various aspects such as character creation, dialog, and description. These exercises can be done through writing narratives, essays, or short stories that will later be adapted in students' digital projects. Then I create a project plan to make the Digital Storytelling process run smoothly, which includes steps such as brainstorming, script writing, material collection, and content creation."

Summarizing the above interview answers, participants said that Digital Storytelling influences students' ability to think creatively and imaginatively as they work on project assignments. Because this technology allows students to combine text, images, sound and other media interactively, which triggers a deeper exploration of ideas. Digital Storytelling not only has great potential to stimulate imaginative and innovative thinking, but also to develop students' writing skills in English learning. Digital storytelling also requires good script writing, including plot, character and dialog development. Where students have to think about story structure and how to convey their ideas effectively, it drives the development of their writing skills. The key is to choose a platform that matches students' learning objectives and learning styles, and integrate digital technology in a way that supports the effective development of their creativity and writing skills. As for other platforms, such as Padlet for creating visual notes that can be filled with ideas, images and text, participants believe that Digital Storytelling can open doors for students to hone their writing skills creatively, by combining imagination with modern technology. It can inspire them to tell their stories in new and exciting ways. A participant is expected to not only improve their writing ability, but also develop the creative skills necessary to communicate effectively and persuasively through digital media. And by providing the right support and facilitating a supportive environment, every student has the potential to become a skilled and innovative storyteller. Overall, a participant felt that the use of Digital Storytelling not only enhances students' ability to think creatively and imaginatively, but also helps them develop important skills such as collaboration, communication, and problem-solving. With digital technology, students can also improve their ability in traditional writing. It is also expected to help students learn to effectively use technology as a tool to convey their ideas in a creative and persuasive way.

3.3 Digital Storytelling requires teachers to provide information to students on how to build their web search

3.3.1 In her teaching, a participant combines Digital Storytelling with effective web search strategies to provide students with a comprehensive learning experience. Introduces basic digital storytelling concepts, such as narrative structure, characterization, and the use of digital media to enrich stories. Students are encouraged to design their own Digital Storytelling projects, where they not only write narratives but also select images, videos, and audio to reinforce the message of their stories. In addition, participants teach students effective web search strategies. The process of web searching helps students develop critical skills in selecting and analyzing the information they find, which is important in developing stories that are fact-based and relevant. Below is a quote from a participant:

"As students create their digital stories, I will teach students effective web search strategies. Students will be taught how to use search engines wisely, evaluate the reliability of information found, ensure copyright protection, and integrate relevant and accurate information into their stories. During this process, I will also be sure to focus on improving students' writing skills, both in terms of creating strong narratives."

Participant said that by combining Digital Storytelling and web search strategies in writing instruction, it aims to provide a holistic and relevant learning experience for students, expand their creativity in expressing ideas and build digital literacy skills that are essential in today's information age. Incorporating Digital Storytelling into writing instruction not only enriches students' creativity but also enables them to understand effective web search strategies, utilize online resources wisely, and develop in-depth research skills to produce meaningful and informative works.

3.3.2 Participant in teaching students to evaluate information they find online for a Digital Storytelling project, using several techniques designed to develop their critical skills. Providing students with guidance on how to identify reliable and relevant sources of information. Teaching students to use effective search strategies by emphasizing the importance of appropriate keywords and the use of relevant search filters. And also during the learning process, a participant provides time for discussion and reflection, where students can share their experiences in finding and evaluating information online. Below is a quote from a participant:

"I emphasize the importance of evaluating online information, highlighting the need for credibility and relevance. I guide students to check the credibility of the source, ensure accuracy, assess relevance to the topic and understand the purpose of the source. Then provide examples to show how inaccurate or non-credible information can affect the quality of digital stories. I give students the freedom in their practical assignment to search for information about their chosen topic online, using the evaluation criteria they have learned to assess the reliability and relevance of the source."

Participant believes Digital Storytelling in learning also teaches students techniques on how to evaluate the information they find online for their project assignments, including training in recognizing reliable sources, considering authors' viewpoints and interests, and using systematic evaluation criteria to ensure the accuracy and quality of the information used in their work. Using these techniques can help students to be more critical and careful in evaluating the information they find online. This is a very important skill in today's digital information age, not only for their Digital Storytelling projects, but also in their daily lives as information consumers.

3.3.3 Participant focused on effective web searches to gather information for the Digital Storytelling project. The participant helps students during the learning process, by providing examples of evaluating online information sources. The participant also provides steps or tips that help students find relevant information and also always reminds students to maintain ethics in the use of information by properly citing the sources they use. There are also criteria in selecting web sources for students' Digital Storytelling projects, such as checking the credibility of the source of information, the importance of revision of information to the topic, choosing information that really supports their digital narrative. Below is a quote from a participant:

"I emphasize to students the importance of choosing credible and authoritative sources of information for their Digital Storytelling projects. I encourage students to use the information filtering skills they have learned to select relevant content and also use multiple sources of information, such as books or videos. It is also important to teach students about web search etiquette, including respecting copyright, proper citation to avoid plagiarism in using the online information they find."

"I emphasize several criteria in guiding students in using web resources for digital stories, such as having a good reputation, relating to the topic, understanding the purpose and bias of the information, and using relevant and current information. I hope that after fulfilling these criteria, students can be more critical and selective in using web resources, not only focusing on the content, but also increasing their credibility in finding information effectively in the digital era."

From the interviews, participant provided students with systematic guidance and opportunities to practice. Participant also hope that students can develop effective web search skills and become more skillful in gathering relevant and accurate information to develop and support their Digital Storytelling. Not only does it strengthen students' web search skills, but it also helps them develop critical thinking which is crucial in today's digital information age. By following

the tips and criteria suggested by the participants, students are expected to develop strong information search skills and become skilled in finding relevant and quality information for their Digital Storytelling. This will not only improve the quality of their digital storytelling content but also form good habits in managing information and knowledge in general and become smarter information consumers in today's digital age.

3.4 Digital Storytelling supports students to become competent and intelligent users of technology

As an educator, participant found it important to guide students in identifying potential cybersecurity risks associated with Digital Storytelling activities. One of the lessons provided is about the importance of protecting personal information and managing digital footprints wisely. Students are taught to understand risks such as threatened privacy, dissemination of false or inaccurate information, and potential fraud or cyberbullying. Below is a quote from a participant:

"I discussed with the students the types of cybersecurity risks that may be associated with Digital Storytelling projects, such as data privacy, account security, and unwanted content risks. Then gave some examples involving cybersecurity issues in the context of Digital Storytelling. For example, identity theft, unauthorized use of images, or dissemination of false information. I also provide education on copyright and image usage. Guiding students to use digital platforms that have good security and privacy."

By providing comprehensive education on cybersecurity in the context of Digital Storytelling, participant hopes that students can not only develop their creative skills but also become more aware and skilled in managing the risks that they may face in their online lives. Participant said, through such an approach, it helps students to become aware of the risks and importance of cybersecurity in the context of today's digital technology, but also provides them with the necessary tools and skills to mitigate those risks when interacting with technology in the context of the Digital Storytelling they create.

IV. DISCUSSION

Teachers are greatly helped by Digital Storytelling, which can help students to improve their writing skills. Especially enriching classroom learning, it is very good. Where Digital Storytelling not only makes students think more creatively and imaginatively, but also increases teachers' confidence and skills as educators in using technology in classroom learning. Digital Storytelling is very suitable to be used during learning because generation Z is very adept at using technology. During the interview, participants explained that they hope that by providing the right support and facilitating a supportive environment, Digital Storytelling can support students to have the potential to become skilled and innovative storytellers. And also can improve their ability in traditional writing through Digital Storytelling.

The researcher discussed the results of the research and what the researcher got after collecting data through interviews to find out the perceptions of teachers in implementing Digital Storytelling in junior high school. The first is based on interview data of teachers' experience in using technology and the challenges faced. Implementing Digital Storytelling provides a very valuable experience that is not only for teachers but for students as well who are directly involved in learning. Also students become creative in creating their own stories and this experience can also help those with visual and auditory tendencies. And also implementing Digital Storytelling has its challenges. Ensuring Digital Storytelling is not only an additional tool, but also significantly improves students' comprehension and language skills. In addition, ensuring that the digital content used is relevant to the subject matter and engaging for students is also very important. Designing activities that allow students to actively participate in the learning process, such as creating their own digital stories or analyzing existing ones, can help increase their engagement and understanding in English. With careful planning, collaborating with various stakeholders, and remaining flexible to change, teachers as participants successfully overcome the challenges.

Learning using Digital Storytelling also supports teachers to provide opportunities for students to be creative, teachers facilitate collaboration within the classroom, and develop their writing skills. Where Digital Storytelling influences students' ability to think creatively and imaginatively, as it allows students to combine text, images, sound and other media interactively. Digital Storytelling not only has great potential to stimulate imaginative and innovative thinking, but also to develop students' writing skills in English learning. With Digital Storytelling also students need good script writing, including plot, character, and dialog development to create their narrative text. Where students have to think about story structure and how to convey their ideas effectively, this is what encourages students in improving their

writing skills. Digital Storytelling can also help students develop other important skills such as collaboration, communication, and problem solving.

Digital Storytelling also requires teachers to provide students with information on how to build their web search and support students to become competent and intelligent users of technology. By combining Digital Storytelling and web search strategies in the teaching of writing, it aims to provide a holistic and relevant learning experience for students, expand their creativity in expressing ideas and build digital literacy skills that are crucial in today's information age. In Digital Storytelling, teachers also teach students techniques on how to evaluate information they find online for their project assignments. This helps students to be more critical and careful in evaluating the information they find online. This is a very important skill in today's digital information age, not only for their Digital Storytelling projects, but also in their daily lives as information consumers. Teachers also help students to develop effective web search skills and become more skillful in gathering relevant and accurate information. This will not only improve the quality of students' Digital Storytelling content, but also form good habits in managing information and knowledge in general and become smarter information consumers. In Digital Storytelling, teachers also provide education on cybersecurity, hopefully helping students to realize the risks and importance of cybersecurity in the context of digital technology.

However, it cannot be denied that Digital Storytelling still has its drawbacks. Among them are that not all students have sufficient access to devices or internet connections, which can hinder the effectiveness of Digital Storytelling; and creating quality digital stories requires a lot of time and effort, both for planning, production, and editing; and also Digital Storytelling often involves various online content, which can raise issues related to privacy and personal data security. However, the researcher believes that these issues are not complicated problems when compared to the benefits gained when applying Digital Storytelling to English language learning in the classroom, especially students' narrative writing skills.

V. CONCLUSION

Based on the qualitative research conducted at SMP Muhammadiyah 10 Sidoarjo, we can conclude that Digital Storytelling can increase teachers' confidence in using technology and enable students to actively participate in the English learning process in the classroom. Digital Storytelling also supports teachers to provide opportunities for students to be creative, teachers facilitate collaboration in the classroom, and develop their writing skills. In order to improve writing skills, students have to think about the structure of the story and how to convey their ideas effectively, which is what encourages students to improve their writing skills. Teachers also provide information to students on how to build their web search and support students to become competent and intelligent users of technology. According to teachers' perceptions, learning using Digital Storytelling enhances creative and imaginative thinking and enriches classroom learning that is not only focused on the teacher. Although Digital Storytelling still has shortcomings such as not all students have adequate access to devices or internet connections and some other problems that researchers have described in the discussion. We hope that Digital Storytelling can be considered to be used as an English learning tool, especially narrative writing in the classroom.

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