

## Digital Storytelling: Its Potential Use in The English Language Classroom

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### **ABSTRACT**

*In the Industrial Revolution 4.0 era, technology has role in education. Education uses technology as media in teaching and learning process in the classroom. Teacher can functionate technology likes internet in teaching learning process. ICT is one of the internet activities which provide opportunities for students in learning English through digital storytelling which are presented an interesting way. This study aims to find out the concept development for potential use of digital storytelling in English language teaching and how Digital Storytelling is used and created in education. This is literature study which involves evaluating other studies, selecting the studies to include in the review, and organizing the review. The studies which are evaluated in this literature review are taken out from books, journals, theses, and dissertation, and other supporting publications. Pieces literature are evaluated and organized carefully are used to achieve the most relevant result. Teacher can create Digital Storytelling and use it for presenting new materials, enhancing student accomplishment, capturing student attention, facilitating discussion, and making content more understandable. Student digital storytelling creation makes them engaged in the language learning, their voice amplified, have a global audience, and leverage their multiple in the classroom. Teacher or student can create digital storytelling in various qualities with the little knowledge of computer, script, writing collecting suitable images. Digital Storytelling can be effective to be used in teaching language skills (reading, writing, speaking, listening) and language elements (vocabulary, grammar, pronunciation).*

**Keywords:** *digital storytelling, english language classroom*

## **Introduction**

### **Background of the Study**

In the 21st century, digital storytelling is known as a powerful tool for teaching learning. Teacher can use this technology in teaching and learning process, including teaching and learning English. Digital storytelling becomes the choice of technology to use in the classroom because it is a part of technology which is accepted in the classroom. Sepp and Bandi –Rao (2015) stated that applying technology in the classroom will not last long unless it becomes a rule of college.

Digital storytelling is a recorded narration and the story is typed in the computer by adding image, soundtrack/music. Bull and Kajder (2004) described that digital storytelling is activity combining picture with a narrated soundtrack, including voice and music. Digital storytelling is a creation of art which tells a story through computer, camcorders, audio recorder, and cameras. (Gordon: 2011). The story is usually short for about two or ten minutes and focus on specific topics.

Digital storytelling has an important role in education because it makes students explore their creativity. It also enables students to comprehend and contextualize lesson. Buncee Blog (2018) stated that students can explore their creativity by using digital storytelling. It also engages students in challenging the topics, comprehend, and contextualize the lessons. A lot of research findings show that digital storytelling has good effect in English language learning. Afrilyasanti and Basthomi (2011) found that students were able to produce communicative and understandable story easily using digital storytelling, so it makes they were active in speaking class activity. Harju (2004) found that students enjoyed creating story and engaged in their work.

Digital story telling has good power in education to create a learning atmosphere more engaging. Smeda (2014) told that digital story telling could make more engaging and exiting learning environment because digital storytelling is a powerful tool to merge instructional messages with learning activities. Furthermore, he stated that digital storytelling is a meaningful approach for making constructivist learning based on novel principle of teaching and learning and give the best educational result for the learner.

There are a lot of reasons the use of digital storytelling in teaching and learning process. Karaoglu (2009) mentioned the reasons of the use digital story telling in education because it is interesting and motivating, appealing, developing, communication and multimedia skills, encouraging, engaging, providing authentic, material, helping student to develop planning skills, their crativity and innovative skills, honoring the writing process first, and easy to published online.

Digital storytelling has some categories: (1) For education purpose, it tells about the writer's experience, (2) gives instruction to the listener or viewer, (3) tells about history. Robin (2008) categorized digital storytelling becomes personal narratives, the stories that inform or instruct, and stories that examine historical events.

Robin (2008) explained about those elements in creating digital storytelling such as point of view, dramatic question, emotional content, the gift of your voice, soundtrack, economi, and pacing. When the storyteller produces digital storytelling, she/he should pay attantion to seven elements of digital storytelling.

Using digital storytelling, students can increase their ability in mastering four skills in English. They can increase their ability in speaking. It can be seen from the increasing score before and after implementation of digital storytelling. In Reza's research (2015) found that digital storytelling photostory computer applications have significantly increased the speaking ability of the firstyear students of SMK Dare Hikmah Pekanbaru. Besides, digital storytelling can also use to increase the students' writing ability. Using digital storytelling, students can improve the four aspects in writing such as content, organization, language use, and mechanics. Hariadi (2016) explained that after using digital storytelling, the students' narrative writing skills improved. In teaching reading narrative text, digital storytelling as media has strong effect (Arifin, 2016). It means that the reading skill may be progress when the teacher functionates digital storytelling in teaching process. Furthermore, the vocabulary mastery can also increase using digital storytelling. Samsi (2016) revealed digital storytelling improved vocabulary mastery of eight-grade of SMPN 1 Cimalaya Wetan. Based on the some reseraches, it can be concluded that digital storytelling is very usefull in teaching English.

Based on the background above, the study will review literature in search the answer of the problems how the concept development for potential use of digital storytelling in English language teaching and how Digital Storytelling is used and created in education. So, this study purposes to describe the concept development for potential use of digital story telling in English language teaching and and to study the way digital storytelling used and created in Education.

### **Objectives of the Study**

This literature review is written to study deeply about digital story telling especially the use it in English language teaching in the classroom. The objectives of this study are formulated as follows: to study the way digital story telling is used and created in Education, and to describe the concept development for potential use digital storytelling in English language teaching.

### **Significant of the Study**

The significant of the study that is expected from this study is theoretical contributions of digital storytelling in English language teaching and learning and the English teachers especially those who are currently learning about the educational use of technology or applying it will receive advantages by reading the study result. This study will also give practical contribution to the teachers by explaining further how to create digital storytelling and how to use it in the classroom as media in teaching learning process.

### **Scope of the Study**

This study is reviewing the literature about digital storytelling which discuss about the educational use of it. There are three types of digital storytelling: personal narrative, historical documentaries, instructional stories.

### **Method of Study**

In doing the literature review, the method of this study is adapted from Literature Review retrieved from a website address [http://linguistics.byu.edu/faculty/henrichsen/ResearchMethod/RM\\_3\\_03.html](http://linguistics.byu.edu/faculty/henrichsen/ResearchMethod/RM_3_03.html). This research used method such as: evaluating other studies, selecting the studies to include in the review, and organizing the review. The three methods will be done in the review. In the Evaluating others studies, the research findings that other have reported is not only summarized but also evaluated and given comment on each study's worth and validity. In the selecting step, the study in order to include in the review, it will chose the studies that the most relevant and the most important. Google Search and Google Scholar were used for selecting relevant literature. The key search terms include digital storytelling, educational uses digital storytelling, digital storytelling implementation, creating digital storytelling, English language classroom, and various combinations of these terms. By using these key terms and by abundance of the references from relevant articles, many journal and articles were found. The process occur when the article leads for finding other articles that were either cited in an article or who cited the article.

[http://linguistics.byu.edu/faculty/henrichsen/ResearchMethod/RM\\_3\\_03.html](http://linguistics.byu.edu/faculty/henrichsen/ResearchMethod/RM_3_03.html) told that yet another way to organize the studies in your review is to group them according to particular variable such as age level of the subjects (child studies, adult studies, etc.) or research method (case study, experiment, etc.). Therefore, review according to variables like the place of the research (domestic, abroad), level of the subject, and research methods will be grouped.

### **Educational Digital Storytelling**

Dogan and Robin (2008) conveyed that many people created digital storytelling which is used by the teacher. In education, there are three parts that create digital storytelling such as teacher her/him self, other people, and students. This study is only focusing on two things. They are digital storytelling uses in education and how to create digital storytelling. In discussion digital storytelling uses, the writer will explain about the types of digital story telling and the use of digital storytelling that is created by the teacher, other people, and students. The writer will explain the steps to take in creating digital storytelling under the subheading of how to create digital storytelling. There are some steps in creating digital storytelling:

#### **1. Digital Storytelling uses**

Digital storytelling is useful in education. It encourages and stimulates teachers to engage themselves in the technology environment where technology now has big role in human activities. The teacher will be a part of technology by creating digital storytelling. Students feel utilizing technology when they created digital storytelling because the process of creating digital storytelling how the students utilize the computer in advancement.

#### **2. The Types of Digital Storytelling**

There are three kinds of digital storytelling that can be used for education purposes. They are personal narratives, historical documentaries, and stories with instruct (Robin, 2016). The types of digital storytelling will explain in subheading:

##### **2.1. Personal Narrative**

A personal narrative is the story of students' daily life. It can recount what happened in their life. Many stories can be told using digital storytelling like how the students succeed in learning the difficult lessons, how they overcome their hard life everyday, how to make friends and any others. Besides, the students can also tell about the place, the person they have known, the challenges that they must face, and many more. Robin (2014) suggested that create a personal narrative is one of the reasons for creating digital storytelling.

### **2.2. Historical Dokumentaries**

Robin (2014) told that a different kinds of digital can be created from historical material that the students may explore in classroom although many personal narrative can include historical information add context to the story. Indonesia is rich with history such as the history about kingdom, historical movie like the war between Pangeran Diponegoro againsts the Dutch military, revolution, reformation, etc. There are some benefits that the students get from the types of digital storytelling, for instance, the students learn to write in English and learn history. The students must create good writing and it must be good organized, and good chronological order in creating digital storytelling. Before creating digital storytelling, the students should search the story by reading history book. To find the book, the students can go to the library, search in the internet, or asking their history teacher.

### **2.3. Content Area Stories**

This type is known as digital storytelling which informs or instructs. The content of this type is about the instruction or the material which is used as media in teaching. The teachers used it to introduce new lesson. The abstract concept may be explained in such way in order it becomes easier to understand.

## **3. Teacher's Digital Storytelling.**

Some teachers are able to create their own digital storytelling because they have been trained in a certain workshop. The teacher will many advantages if they apply of their own digital storytelling as media in teaching and learning. There are some advantages from the use of digital storytelling in English teaching such as:

### **3.1. Presenting New materials**

Technology media is very useful and important in education and can be used in many ways. The serious part in teaching learning process is introduction new materials. Digital storytelling as one of the technology applications can help to overcome the problem, so by using digital story telling, it can be handled in easy way. Robin (2008) told that digital story telling can be used in Education. The teachers create their own stories and show it to their students as media to explain or present the new lesson.

### **3.2. Enhancing Student Accomplishment**

The correct usage of digital storytelling may help the students' accomplishment. Yang and Wu (2012) found in their research that DST participants performed significantly better than lecture type ITII participants in terms of English achievement, critical thinking, and learning motivation.

### **3.3. Capturing Students' Attention**

Teacher can create digital storytelling and use it in teaching, so this process may capture the students' attention. Robin (2008) suggested that as instructional tool in education, teacher have the choice of showing the previously created digital stories to their students to introduce the content and capture students' attention when presenting new ideas.

### **3.4. Facilitating Discussion**

In discussion, digital storytelling which is created by the teacher may help. It is similar with Robin (2008) said that teacher created digital stories may also be used to enhance current lesson within a large unit, as way to make abstract or conceptual content can be understood by the students.

Digital storytelling can facilitate discussion like Robin (2008) explained that the teachers who are able to create digital storytelling may find that they can be particularly helpful not only engaging students in the content but also in facilitating discussion about the topic presented in stories and helping to make abstract or conceptual more understandable.

### **3.5. Making Content More Understandable**

In explaining the lesson, the teachers can be helped by using digital storytelling. By using it, the teacher can explain the lesson content in easy way. By using digital story, the lesson contents are easy to understand by the students. Robin (2008) stated that digital storytelling as a new way to make abstract or conceptual content more understandable.

#### 4. **People's Digital Story Telling**

People can find digital storytelling everywhere in the web. Teachers can get digital storytelling easily by download it from internet. Youtube is the easiest way to get digital storytelling. The American video sharing website allows the users to upload, view, rate, share, add to the favorites report, comments on video, and subscribe to other users, provide a huge amount of digital storytelling. There is limited time that the teachers own when they use video from other people. (Signes, 2004).

##### **4.1. A lot of Resources**

Teacher may collect from many resources the use of digital storytelling in the classroom. Youtube is one of the most popular resources to find digital storytelling. Teacher can find ample digital storytelling created by other people. Signes (2004) stated that there are many types of digital stories which have thrived due to the increase in digital resources allowing for self publication like blogs, social networks, Youtube, etc. Completed story can be shown at common sites such as Youtube or vimeo 32 (Digital Empowerment 2012).

Youtube provides free billions of videos and one of the videos, there are digital storytelling videos which are ready to download. Teacher must search in the search box on Youtube sites. Getting satisfying result, teacher should narrow his/her search by specifying the keyword since the results will be tremendous. For example, 1100.000 results of the types of digital storytelling will appear. Then, the teacher must select the search. When searching the content on You Tube, there are many filters that can be applied. They are date, type, duration, feature, and sort by.

On the filter date, the teacher can specify which digital storytelling that the teacher wants to use in the classroom based on the date it is published on You Tube. The date filter provides options like last hour, today, this week, this month, and this year. The last hour, today, or this week will be the best choice if the newest or most update digital storytelling is preferred. The type filter offers the choice like video, channel, playlist, film, and show. To see the video, select the video, the result will show any video containing keyword of digital storytelling. Channel is the important part of the type filter because the teacher will be directed a result where only channel about a specific content appears by choosing this filter. The teacher also will get many things related to digital storytelling by opening this channel. Besides, playlist only shows playlist of video containing specific content. The teacher can get the good result of search by selecting this filter. A playlist which usually contains several videos related to the specific content is created by Youtube member.

##### **4.2. Time Saving**

Creating digital storytelling is time consuming because it needs some preparations that need much energy and time. There are many things that need to be prepared by the teacher in creating digital storytelling such as determine the topic and write the script, collect digital resources, select the content and develop storyboard, after that the teacher must import, record, and finalize. The last preparation which is done by the teacher is share, teach, and improve. It is possible that the teacher may use a digital storytelling created by other people in order to shortcut and save the time. It is the good way in term of saving the time by taking other's work of digital storytelling and using it in the classroom. It is very easy to be done because the teacher can just refer directly to YouTube and search the suitable digital storytelling.

The YouTube beginners will spend more time in searching and downloading digital storytelling because they are not in the habit of accessing YouTube. The YouTube beginner will get difficulties in finding out what are they searching without guidance or companion by who have been advanced in using YouTube, so they will only go here. In some cases, they are accidentally redirected to a specific website of advertisement and they will stay there for long. Unfortunately, the worse than it, their computer is infected by malware and problem then arises. So, to overcome the problem, before creating digital storytelling or using other's work, it is better that the teacher must follow discussion, workshop or roundtable meeting where the teacher who has advanced Youtube to be a speaker. By this solution, the Youtube beginner will learn how to download digital storytelling in quick way. So, this solution will help much for the teacher beginner Youtube.

For the busy teacher, downloading digital storytelling from Youtube is the alternative way. But for the teachers who have many times, they can create own digital storytelling because self-made digital storytelling seems to be the most appropriate ones and meet the need.

##### **4.3. Various Topic of Story**

There are various topics of digital storytelling that can be downloaded from Youtube. The topics may be about narrative, historical documentaries, and stories with instruct.

#### **4.4. Easy to Get**

Teacher or other the users of digital storytelling can get it easily. It becomes the most popular downloading digital storytelling which is created by other people from internet. There are many choices Youtube as the website preference because the finding of video is very simple.

### **5. Students' Digital Storytelling**

Digital storytelling can be created by everyone, not only the teachers but also the students are allowed to create it. This activity can be believed to be the entertainmnet for teachers and students. There are many benefits that the tachers get by asking the students to create digital storytelling. Digital storytelling can engage the students. Besides, having student who creates digital storytelling can amplify the students' voice, leverage multiple literacies, and can access global audience.

#### **5.1. Engaging Students**

It is becoming the most exciting activity about the use of digital storytelling in education when the students create their own digital storytelling. The process of creating digital storytelling is very engaging and interesting. Hack and Helwa (2014) in their article tell that over last few years, digital storytelling has emerged as a powerful teaching and learning tool that engaged both the teacher and the students. Robin (2008) stated that there are many educators who are lack a cohesive plan for integrating media into their instructiion, a growing number the teacher s are interested in exploring ways to engage their students by including images, audio and video elements in their instruction.

#### **5.2. Access to Global audience**

The students have broader access when they practice digital storytelling. It means that by practicing of digital storytelling, the students have aglobal audience, so it is better that students have audience not only from the classroom but also from outside. Lowenthal (2009) told that it is more interesting and have benefit if digital storytelling is shown online. The students motivate to show their own digital storytelling to a global audience.

#### **5.3. Amplifying Students' Voice**

The students are considered as unseen and unheard in the classroom. By creating and using digital storytelin g, this problem can be overcome. The practice of digital storytelling makes the students has a boader opportunity to tell their story without being shy. Lowenthal (2009) explained that dogital storytelling can make the students who are unseen and unherad enable to speak in the classroom. Students can give their voice using technology, so, the students' voice can be amplified.

#### **5.4. Leverage Multiple Literacies**

Digital storytelling is also useful to leverage the students' multiple literacies. According to Robin (2008) Literacies that can be leverage are digital literacy, global literacy, technology literarcy, visual literacy, and information literacy. Digital literacy means the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help. Global literacy is the capacity to read, interpret respond, and contextualize message from a global perspective. Technology literacy is the ability to use computers and others technology to improve learning, productivity, and performance. Visual literacy is the ability to understand, produce, and communicate through visual images. Information literacy is the ability to find, evaluate, and synthesize information.

### **6. Benefit of Digital Storytelling**

There are many benefits that both the teachers and students get by using digital storytelling in teaching learning process in the classroom. Foelske (2012) told that the use of digital storytelling correctly in the classroom can have great benefits at any level in any content area, and across the curriculum. There are many subject areas can use digital storytelling as media in delivering materials such as in math, social studies, science, and foreign language classroom. The use of digital storytelling is to help students develop and improve the academic skills. Gils (2005) explained that there are many advantages of using digital storytelling in education for instance provides more variation in current practice, personalize learning experience, make explanation or practicing of certain topics more compelling, creates real life situation in an easy and cheaper way, improve the involments of the students in the process of learning, offers diverse interactive learning system.

The following subheadings will discuss further about the benefits which can be gained by using digital storytelling. They will elaborate on why or how digital storytelling can activate discussion, enhance the students' literacy development involve many skill, and use real authentic voice.

### **6.1. Activating Discussion**

There are many activities that the students do after watching digital storytelling. Discussion is one of the activities that the students may do. It will be interesting things for the students in discussing the content of the digital storytelling. In discussion, it can be started by inviting students to give comments about digital storytelling. They also can discuss about the issues occur in digital storytelling, so it makes the students speak up. The process can be said as the educational benefit of the digital storytelling. Reyyes (2012) stated that discussion served as a final reflection on the educational benefits of digital storytelling and how it had contributed to their English Learning.

### **6.2. Enhancing the Student Literacy Development**

The students enable to enhance their literacy development through digital storytelling. The students will learn many literacy during and after the process of creating digital storytelling or when the teachers use digital storytelling in the classroom to introduce specific lesson. Foalske (2012) stated that digital storytelling helps to tap into other literacies and build an understanding of all literacies for the students who struggle with traditional literacy.

Digital, technological, and visual literacy are the literacies which are developed when using digital storytelling. Foalske (2012) explained that the use of digital storytelling which is share online allows them to use their digital literacy, technological literacy, visual literacy to develop and share their stories. Furthermore, Foalske (2012) also explained that they can be helped by digital storytelling to gather and deliver their story, technology literacy is allowing them to use computer and any other devices in creating digital storytelling, improve and produce their story, visual literacy allows them to add images to enhance stories and help to convey the meaning of their story.

### **6.3. Many Skills Involved**

When using digital storytelling as teaching-learning part, there are many skills such as communication skill, conceptual skill, and technological skill which can be gained. Ming (2009) told that requiring the job market, it has been found to encourage and motivate students and at the same time enhance their communication skills and enable them to built conceptual skills and technology skills in all in line with 21<sup>st</sup> century skills.

### **6.4. Using a Real and authentic Voice**

It is called a good digital storytelling if it is written and spoken by the author. Teacher may encourage the students to create digital storytelling using their own voice in the classroom. The way is after the student record their voice then it is imported together with the images to the video editing software like movie maker. Finally, digital storytelling is ready to share online, the students will be known for their real and authentic voice that sometime they are unheard.

## **How to Create Digital Storytelling**

In creating digital storytelling, there are some steps that we should take. Creating digital storytelling also consumes time and needs the author's creativity. The steps are as follows:

### **1. Determining the Topic and Write the Script**

Before making writing, the author should determine or select the topic what we are going to discuss. It is like when we write articles, consider about topic which will be developed according to Robin (2014) there are three kinds of digital storytelling: personal narrative, historical documentaries, and content area stories which inform or instruct. One of the important components in creating digital storytelling is script. When storyboard is created, the script will be used. The script will describe the whole stories, so it is the reason why script must be well composed. There are some tips to write script such as need to get personal, write a lously first draft, and write short. (<http://sites.google.com/site/digitalstorysite/process/created-script>). There is the example script which is about personal story

Script:

Digital storytelling is my future

Since I know digital storytelling, I try to use it in teaching English classroom. In my heart appears question what is my future planning with digital storytelling. I found a massive open online course titled "Powerful tools for teaching and learning by browsing for free online course. I followed the course everyday. I read the materials. I watched the great lesson videos. I did exercise and submitted my first digital storytelling. I always waited the next module. I got certificate after completing the course.

I created many digital storytellings and I used them to teach English in the classroom. I also ask my students to create digital storytelling. I also make workshop to introduce and teach others in creating digital storytelling. Now digital storytelling becomes my passion and my future.

## 2. Collecting Digital Resources

After writing the script, one element that must be prepared to finish creating digital storytelling is collecting digital resources. They are images, audio, and video. The three kinds of digital resources which will compose digital storytelling must be composed well.

### 2.1. Collecting Image

The most important component in creating digital storytelling is image because the images will illustrate what the speaker narrate in the digital storytelling. The story will sound empty, uninteresting, boring, and meaningless without image. There are many ways to collect image such as first, draw an image on piece of paper then scan and save it in digital format, second, scan any available images and store it in digital format, third, obtain an image by using camera.

### 2.2. Collecting Audio

There are two kinds of video that must be collected for digital storytelling. They are music and recorded narration. Music is used as the background of the story as the soundtrack because music can raise the mood and the emotion of the viewer of digital storytelling. So, digital storytelling will lack of attraction without music on it. Recorded narration will tell the story together with image. It can be said that narration is the soul of digital storytelling. So, without the narration, digital storytelling will be meaningless. There are some ways to derive music and recorded narration audio. We can download music from internet but we must be careful as many of the musics are copyrighted, therefore we can download only the free copyrighted copy of the music. Two websites which provide free music copy are [www.jamendo.com](http://www.jamendo.com) and [www.freemusicarchive.com](http://www.freemusicarchive.com).

There are many devices to record narration and we can record our voice through the devices. One of them is Audacity. It is a free open source digital audio editor and recording computer software application. We can record, edit, and manipulate our voice using this application. We can also use our mobile phone which is equipped with a recording program. We record and store it in digital format or edit it using Audacity.

### 2.3. Collecting Video

Video is not important element in digital storytelling. The existence of video is just for completing a few parts of the story of which the message can be delivered clearly. There are some ways how to obtain the video. First, use our camera to capture video that will tell the story. Second, find videos on Youtube, a video-sharing website.

## 3. Selecting Content and Develop a Storyboard

There are many pictures that we have got then we used in digital storytelling, so we must select the best picture. We must do the storyboard use some steps:

### 3.1. Selecting Media

It is important to select media content like images because not all the images that we have obtained are suitable for the story. Some of the images are good to look but not good to use as digital storytelling media. Only the images that match the story will be imported during the creation of digital storytelling. The match means that image is in the same emotion, mood, or feeling and illustrates the story. For example, we have good picture of sunrise, it will not be suitable if we tell story about the full moon.

### 3.2. Develop Storyboard

Storyboard is a written or graphical representation of all the elements that will be included in the digital storytelling. Robin (2008) explained that storyboard helps the creator of digital storytelling to organize and visualize the story, determine the sequence or timing of the story elements, and allow the creator to make the changes easily before the creator begins putting the story together on computer. Storyboard is



very important to develop because it helps the creators of digital storytelling in narrating and recording their voice. The storyboard is also very useful as guidance when the voice is recorded.

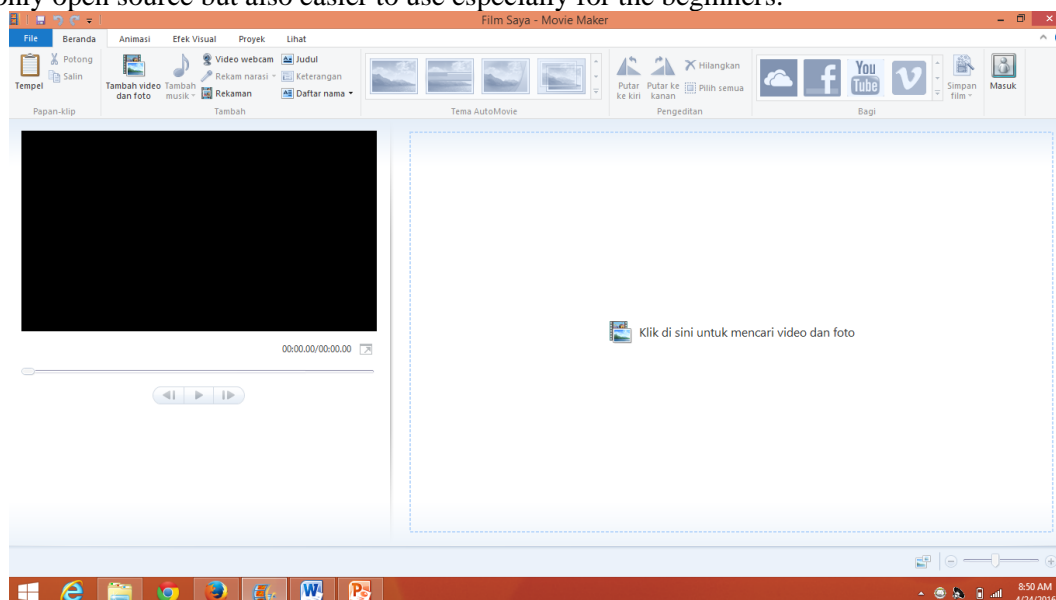
The creator of digital story telling can create storyboard in many ways. It can be created using paper and pencil, computer, and template. Many people prefer to use computer program than other ways but those who are good in drawing will consider paper and pencil as the most comfortable way to create digital storytelling. Besides, the creator also can use template to create digital storytelling. It can be gained by downloading on the internet. It can be faster if use template because it is provided table which consist columns and rows. The digital stor telling can be said simple if itonlyconsists text. In other hand, it can be said complicated if itconsists image, sound, timing, text, etc. There are some things that must be considered when making storyboard, they are storyboard must be coherent and logical, it must include as much of the script as possible, and it should approximately describe what is being said in the script.

### 3.3. Importing, Recording, Finalizing

Import, record, and finalize are the next steps in composing digital storytelling. All media which have been selected based on the suitability with story must be imported. The text in the storyboard must be recorded in order the others can hear the voice then all the materials for digital storytelling should be finalized.

#### 3.3.1. Importing to Movie Maker Software

Windows movie maker is provided by microsoft. It is open source video editing software. This application is not only open source but also easier to use especially for the beginners.

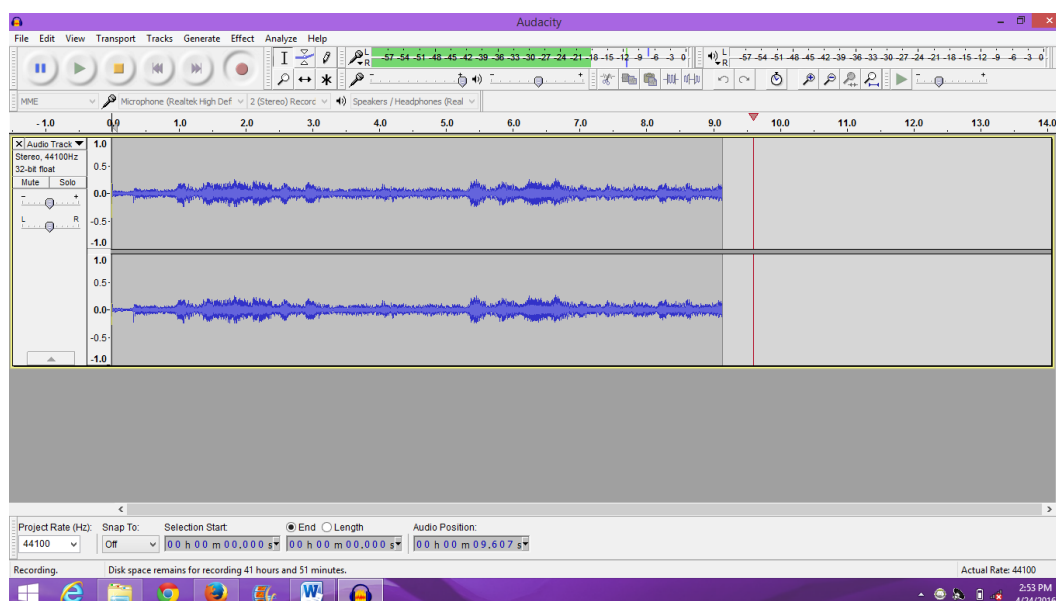


The picture above is windows movie maker. It is the place to import the images, recorded narration, video clips, and soundtracks. The process of creating digital storytelling works in this window. Editing tools are provided to complete the video format. There is an animation tab for transition, pan, and zoom tools. There is also a video tool for editing the video. It also consists of music and text tools for editing music and text.

#### 3.3.2. Recording Audio Narration.

The creator must record the narration which is written in storyboard using their own voice. The creator of digital storytelling can record the voice in the windows movie maker but it is better to record it in Audacity because if the creator records in windows movie maker, it is not easy to edit the sound. Besides, there are not many tools available in Windows movie maker. So, using Audacity can give various features of editing tools and also can export the sound easily into a certain format like wav, mp3, etc.

The image below is Audacity which consists of many tools that enable the creator to edit or manipulate the sound. The creator can do many things in the window of Audacity such as amplify the sound if the volume quality of recording is bad, add echo and even the creator can reduce noise using the reduction command.



After recording the narration, then the creator save it as wav or mp3 format using export command. The creator uses the sound file to accompany the images in the movie maker using import command.

### 3.3.3. Saving Into Video Format

It is the time to save into video format after all images are set chronologically in the movie maker and the background music and recorded narration have been set in the proper place. We can get a video file which can be played back using some players like VCD/DVD player, Windows media player, etc by saving it into video format. Finally, the digital storytelling is finished and ready to use for teaching learning English in the classroom.

## The Ways of the implementation of the Digital Storytelling in Teaching English in the Classroom

There are many ways to implement digital storytelling as a teaching approach in the English Language classroom, but not all the teachers seem to implement it in the classroom although they have already gotten the skill to creating digital storytelling. Robin (2008) explained that more than half of the teachers did not carry on to employ digital storytelling throughout the implementation period the teachers' perception about using digital stories in the classroom were positive soon after the workshop. This case aroused because of the lack of careful planning from the teachers. Sweeny-Burt (2014) found that the implementing digital storytelling requires a comprehensible plan that concern with the objective of project, attentive planning for logistical and technical considerations, and discreet orientation for the teacher on the many digital storytelling aspects.

the way how to implement digital storytelling in in teaching English in the classroom not only use narrative person but also beyond narrative personal such as through visual poetry, book trailers, news report, etc. Kolk (2016) suggested six ideas on digital storytelling implementations they are visual poetry, book trailers, news report, video biography, interviews, and public service announcement. Poetry is the kinds of literary works which consists of beautiful words. Poetry uses aesthetic and rhythmic qualities of language to evoke meaning, so it needs reading carefully. Kolk (2016) suggested that visual poetry can be created by students, so the students are asked to create digital storytelling versions of the text poems to demonstrate their understanding of the author's word choice and intent. The students read the poem while recorded and collect the image to illustrate each line or stanza or poem. The implementation digital storytelling use visual poem can help the audience to understand better the poem. Book trailers can be made into digital storytelling. A book trailer has purpose to promote the book and encourage the reader to buy or read the book. Students are asked to select one collection of a book and create digital storytelling about it. Students also can create another kind of digital storytelling, it is new report.

Biography may be produced into digital storytelling. It is easier for the students to write their biography into digital storytelling. So, biography is one of the way to implement digital storytelling in the classroom. The other ways to implement digital storytelling in the classroom is interview and public service announcement. In the interview, the students do question and answer then create digital storytelling based on

the result of interview. While in public service announcement, the students asks to write important public issues like climate change and public health, cross-circular between language, sciences, and social study.

### **Teaching Language Skills and Elements Using Digital Storytelling**

Digital storytelling may be used to teach English Language skills and elements of English in 21<sup>st</sup> century skill. Speaking, listening, reading, and writing are the English skills which will be taught by implementing digital storytelling. Structure, vocabulary, and pronunciation are the English elements which can also be taught by the implementation of digital storytelling.

#### **1. Teaching Listening**

Digital storytelling can be used TELL A STORY, LISTEN DEEPLY. The teacher must say the story center, in its website [www.storycenter.org](http://www.storycenter.org) which contains everything about digital storytelling. This implies that the activity of digital storytelling covers listening. Listening is the kinds of skill that can be taught using digital storytelling. Nozard (2014) found that EFL students can turn given narratives into multimedia production to develop reading, writing, listening, and speaking skills through the process of Digital Storytelling. Emi (2015) added that digital storytelling is a creative language learning technique which can promote students level of learning in listening.

Digital storytelling which applies in the classroom will help the students learn listening because they hear and learn their own voice which is recorded. They are able to assess their fluency. It is in line with Norman (2011) stated that the students are exposed to many kinds of second language input through listening to the teacher or their peers, or their own recording. The students are able to assess their fluency. Sanz (2014) added that listening skill can be developed using some activities such as watching the video recording, watching their classmate's digital stories, and watching other examples of digital storytelling. Foley (2013) said that students were able to hear their stories and modify their writing by listening to audio recorded reading their script.

#### **2. Teaching Speaking**

The teachers can teach speaking their students using digital storytelling. The most important activity in creating digital storytelling is speaking because the storytellers must speak then recorded their voice. So, digital storytelling is really helpful for both teachers and students in teaching learning speaking. For the teacher, digital storytelling becomes the interesting media in teaching speaking because the students will enjoy learning speaking using digital storytelling. For students, they can improve and explore their ability in speaking. Basthomi (2011) believed that digital storytelling can help learners of EFL to learn speaking. Widodo (2016) said that children will learn integrated language skills include speaking through digital storytelling creation. If we compare with picture, digital storytelling is better. Elyani (2016) explained that digital storytelling is more effective than picture-cued storytelling for teaching speaking.

Digital storytelling becomes the effective tool for teaching especially in teaching speaking because the process of creating digital storytelling gives opportunity to practice speaking. The students will be recorded their voice when they read the script. Kolk (2016) stated that the process of creating digital storytelling gives the authentic opportunity to practice important literacy skill in speaking areas. The students who are learning speaking skill can improve their ability by applying digital storytelling in the process of teaching learning. There are steps that require students to speak and therefore the speaking skill can increase.

#### **3. Teaching Reading**

The teacher can also apply digital storytelling in teaching reading. Widodo (2016) explained that children will learn integrated language skill including reading through digital storytelling. In digital storytelling, the students will write script. The other students will read the script of story. By reading other story script, the students can enjoy read the story and may be give feedback.

#### **4. Teaching Writing**

Most the students think that writing is the most difficult skill of English to learn. Digital storytelling gives solution to overcome the problem in writing because it employs collaboration between students. Widodo (2016) explained that digital storytelling has reached the popularity as an instructional methodology in language learning since its creation allows the students to share and exchange personal story through writing script. Combining writing and arrange the images order helps students to write better especially to write recount text. Widodo (2016) explained that digital storytelling is enhancing students' writing skill effectively.

### 5. Teaching Grammar

In creating digital storytelling, the students will write the script with the correct grammar. During writing the script, the students can learn about grammar. They will be careful with the using of grammar. The teacher will correct the sentences whether use right or wrong tenses, words order, grammatical or ungrammatical sentences. Smeda (2014) explained students are help by the teacher to use suitable vocabulary and correct grammar in the stage of writing story during the process of creating digital storytelling. Before the script is recorded, the students are asked to reread and pay attention to the grammar of their story.

### 6. Teaching Vocabulary

The teacher can also use digital storytelling to teach vocabulary. In writing script, the students will write a lot of vocabulary. By writing the script the students will master and memorize many vocabularies that they do not know before. The progress of the students' vocabulary mastery can be seen when they are expressing an image into text. So, they sometime need new vocabulary. Widodo (2016) stated that the children gained their expressive vocabulary in digital photograph while writing caption about photograph.

The students' vocabulary will increase after doing digital storytelling because in the steps of creating digital storytelling, vocabulary must be serious given attention. Smeda (2014) explained that the students are assisted by the teacher in case writing and editing script so they can choose the suitable vocabulary in the story.

### 7. Teaching Pronunciation

In the process of creating digital storytelling, the teacher or students will read the script while their voice is recording. They must read with the correct pronunciation because to get good digital storytelling, the pronunciation of the recorded voice should be good too. Torres (2012) told that in order to create digital storytelling students must check and train their pronunciation and they are allowed to check it online. The process in creating digital storytelling enables the students to listen their own voice after they are recorded. So they can pay attention at the pronunciation and repeat the recording process until they get the best pronunciation.

Digital storytelling can be used in teaching English in the classroom. There are many ways and variation to implement digital storytelling. The teacher can decide the model the implementation of digital storytelling in teaching process. Digital storytelling can be applied for teaching all the language skills and language elements. Speaking, listening, reading, writing, grammar, pronunciation, and pronunciation can be taught using digital storytelling.

### Conclusion

Digital storytelling is a powerful tool for teaching and learning English language in the classroom. In the 21<sup>st</sup> century, the English teacher should master century skill. The teacher can use digital storytelling as media in teaching English in the classroom.

Teachers or students can gain educational uses of digital storytelling during or after the application of digital storytelling. There are many benefit effect that can be gotten by both the teachers and the students when digital storytelling is applied in the classroom. Digital storytelling can engage the students. Beside, digital storytelling is used by the teacher to introduce new material or difficult concept of lesson to make the students are easier to understand.

Digital storytelling is easy to create. It involves the ability to operate the computer and ability to write. Multimedia literacies are required in it. Teachers or students who are succeed in creating digital storytelling will get unforgettable experience in their life and gain the educational uses in many ways and in many aspects. Digital story telling can also be used to teach language skills and language elements in the classroom.

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