

PROJECT BASED APPROACH FOCUSING ON STUDENTS SPEAKING SKILL USING DIGITAL STORYTELLING

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Abstract

This paper describes the digital storytelling task applied in speaking class of second year students of English Study Program, including advantages students achieve from storytelling and technology integration as well as suggestions for classroom implementation. The necessity for students to use effective written communication and to be technologically literate remains strong. Meanwhile, English teachers charged with developing these skills are searching for ways to engage students in the writing process and integrate technology into daily learning activities. Digital storytelling aligns with both of these objectives. This strategy invites students into the writing process on a personal level and integrates several technologies into the final project. With careful planning and preparation, digital storytelling present students with a deeply meaningful learning experience. Many students readers and writers, will be highly motivated by the personal nature of storytelling and the integration of technology. An interactive technology can keep the students engaged into the material. As they build their stories, students will be reading for depth and understanding, and gaining proficiency with the vocabulary, structure and pronunciation of language. Finally, students will gain greater competence with technology as they refine their problem-solving skills. Sharing personal stories and engaging in this variety of thinking skills will prove to be a rewarding experience for both teachers and students.

Keywords: *Project based approach, digital storytelling, writing, literacy*

INTRODUCTION

Thinking about digital storytelling, we can start with the idea of story. Everybody has story and it is clear that stories have wonderful power. As adult, we can still mention our memorable bedtime story or remember the name of a great story characters. A survey has been done to some adults about what the best moment in their childhood was. The answer is when their parents read or retold stories. We also like to share our interesting stories with each other through social media, phone, instant messaging and emails. For children, storytelling and dialogue are an important elements of their early stages. Not only does storytelling introduce children to the initial stages of communication and literacy, It also gives them chances to share experiences and feelings in an attractive and amusing way (Ennis et al., 2022; Technology & 2022, n.d.).

These personal experiences and feelings are the foundation of many digital storytelling projects. Indeed, (Nasir et al., 2022; Trepper et al., 2022 n.d.) state, "The stories that are part of the material of our lives are personal narratives, the human brain is mainly a narrative device. It runs on stories. As teacher, the skill of storytelling is very crucial. Through this method, the teacher can spread knowledge and integrate character education. It is an effective and attractive way that will always be accepted by students in any level. Storytelling may also provide students with the means to think through

their past and present realities. In fact, research advocates that storytelling can serve as a method to aid students in making sense of the “complex and unordered world of experience (Journal & 2022; Zaafour et al., 2022). Storytelling can connect past, present, and future generations to shape values and beliefs (Electronic & 2022, 2022).

Story is a universal communication that can influence human mind especially children. Some functions of developing story telling in class are to build emotion bounding between teacher and students. It can be an effective media to teach moral value and religion. Story telling can improve students' imagination and fantasy. It can entertain and shape the reading habit. The most important thing, storytelling is media to build positive characters (Hava, 2021; Nicoli et al., 2022; Studies & 2021, 2021).

With the importance of storytelling recognized, the next point is technology integration. The technology should become a fundamental part of how the classroom functions, as accessible as all other classroom tools. Numerous studies clearly emphasize the benefits in student achievement, cognitive growth, and motivation produced through technology integration. Going beyond the realm of simply increasing test scores, if it is utilized effectively, technology not only increases students' learning, understanding, and achievement, but also enhances their motivation to learn, encourages collaborative learning, and develops critical thinking and problem-solving strategies" (Sari et al., 2021). Reports from other studies indicate that “students in technology-rich environments experienced positive effects on achievement in all major subject areas” (Pitler, 2006:41). Specifically, studies by Tabieh (Tabieh et al., 2021) found that treatment groups reported enhanced achievement resulting from technology integration in the subject areas of math and reading, as compared to the control groups. At a meta cognitive level, technology use promotes an range of skills from summarizing, to constructing and testing hypotheses, to comparing and contrasting (Kim et al., n.d.). Thus, research has shown that there are many benefits to technology integration in the classroom. Additionally, youth of all ages have been enthusiastically integrating technology into many aspects of their lives beyond the walls of school.

It is generally found that many of people including youth and adult spend vast amounts of time on computing activities ranging from social media to texting to instant messaging. While some may underestimate these activities as less meaningful entertainments, they are literacy activities at heart (Hava, 2021; Nicoli et al., 2022). Through these mediums, youth tell each other their life stories, their joys, their frustrations. Combine this technological aptitude with the extensively documented importance of telling stories and digital storytelling emerges (Triassanti, , et al., n.d.).

Studies have found that utilizing digital storytelling not only helps to bridge the disconnect between the high-tech world outside of school and the traditionally low tech school setting, but also provides a number of benefits to students that could not be as well achieved through traditional storytelling (Nair et al., 2021). These benefits include: increasing motivation in students, especially struggling readers and writers, and allowing for personalization of the learning experience. Additionally, students gain experience with reading for depth and understanding, and may become more proficient at the technical aspects of language. (Learning & 2021, n.d.) further posits that being able to read “new media,” including digital stories “is not just a matter of literacy, it's also a matter of survival” in that the sort of critical thinking required to read new text is essential for success in the workplace where employees are often required to obtain new information by searching the multimedia environment. Finally, digital storytelling

affords students opportunities to engage in problem solving and gain greater competence with technology through practice and experimentation (Fu et al., n.d.).

The fact that digital storytelling offers many potential learning benefits, including increased student motivation, makes it an ideal strategy to consider utilizing for the telling of personal stories. For example, many teachers find that motivating students to produce quality pieces of writing in any subject area can be quite difficult. There are many students who truly enjoyed writing and were intrinsically motivated to produce quality pieces. However, just as great a number of students were unenthusiastic about putting their best efforts into writing projects. Research also finds that digital storytelling encourages students to “organize and express their ideas and knowledge in an individual and meaningful way”(Chang et al., 2022). Because students choose a personally meaningful story to work with, there are numerous opportunities to add a unique dimension. This strategy allows students to show themselves, their sense of humor, and understanding of the world in a new manner (Rincon et al., 2022).

The applicable approach used in digital story telling is Project based learning. PBL provides opportunities for students to use technology especially android application. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

It is an effective and enjoyable way to learn and develop deeper learning competencies required for success in college and future career. In PBL, students are active, a project engages their hearts and minds, and provides real-world relevance for learning. PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations. PBL emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. This approach makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

Though digital story telling has become popular project in EFL class, the procedure and application needs to be clarified and improved. A present study on developing digital story telling through project based approach is expected to illuminate teachers understanding and knowledge .

Digital storytelling is a relatively new educational approach that integrates the use of digital devices with traditional storytelling methods (Triassanti, n.d.). There is some research about how digital storytelling is incorporated as a learning and teaching tool in the classroom, however, these studies focus on university students (Cardoso et al., 2022). It promotes simple and accessible application that can be installed on any gadget such as android cell phone and tablets. Therefore it gives deeper understanding for teachers how to apply this application and how the classroom activities. Moreover this study can change the view of teachers and readers that technology can be integrate and give benefits in education (Seraj et al., n.d.).

Digital storytelling is the practice of combining still images with a narrated soundtrack including both voice and music (Yang et al., 2022). (Kim et al., n.d.) further

classified digital stories in three categories: personal narratives, stories that examine historical events, and stories that are primarily used to inform or instruct.

The center for Digital Storytelling has been very influential in identifying the major components of a digital story by breaking the creative process into seven steps. This process, known as “The Seven Elements of Digital Storytelling” includes the following components: (1) Point of View shows the purpose and author's perspective of the story, (2) A Dramatic Question arouses the audience's curiosity and will be given an explanation by the end of the story, (3) Emotional Content involves the audience in the story, (4) The Gift of Voice helps the audience understand the story through personalization of the narration, (5) The Power of Soundtrack supports the story with appropriate music, (6) Economy avoids overloading the viewer with excessive use of visuals and/or audio, and (7) Pacing provides a rhythm to the story and deals with how slowly or quickly the story is told.

Quah C (Quah & Ng, 2022) described multiple ways of using digital storytelling in the classroom and presented an expanded and modified version of the Seven Elements of Digital Storytelling. The expanded elements, combined with the traditional seven elements are shown below. (1) The Overall Purpose of the Story, (2) Pacing of the Narrative, (3) The Narrator's Point of View, (4) Use of a Meaningful Audio Soundtrack, (5) A Dramatic Question or Questions, (6) Quality of the Images, (9) Clarity of Voice, (10). Good Grammar and Language Usage.

The procedure of creating digital story telling is based on Lambert (Lambert, 2017):

Step 1 Owning your insights. It helps story teller find and clarify what their stories are about. We often start with the question: “What’s the story you want to tell? “ and then as follow up. “What do you think your story means?”

Step 2: Owning Your Emotions. As we help storytellers find and clarify what their stories are about and ask them to consider the meaning contained within their stories, we also want to help them become aware of the emotional resonance of their story. By identifying the emotions in the story, they can then decide which emotions they would like to include in their story and how they would like to convey them to their audience.

Step 3: Finding the Moment

Finding and clarifying the insight and emotions of the story can be the most challenging and rewarding part of the storytelling process. As the storyteller becomes clear about the meaning of their story, we want to help them tell their story as a story by identifying a single moment that they can use to illustrate their insight. To help storytellers find this moment, we ask a series of questions: “What was the moment when things changed?”

Step 4: Seeing Your Story

Finding the moment of change in your story and describing it within a scene is the starting point to telling the story as a story. However, because we help storytellers share their stories in the form of a digital story, we also want to look at how the use of visuals and sound bring things to life for the audience. There are many choices that come along with designing how the audience will “see” and “hear” the digital story.

Let's begin with visuals. We discuss visual choices early in the story conception process so that storytellers consider how the use of images will shape their story. In order to “see” their story, we help storytellers describe the images that come to mind, understand what those images convey, find or create those images, and then determine how best to use them to convey their intended meaning.

Step 5: Hearing Your Story

We've just looked at how visuals help bring a story to life. Now, let's look at sound. The recorded voice of the storyteller telling their story is what makes what we call a "digital story" a digital story-not a music video or narrated slideshow. By this point in the process, the emotional tone of the story has been identified, and sound is one of the best ways to convey that tone-through the way the voice-over is performed, the words that are spoken, and the ambient sound and music that work with the narrative.

When considering the use of sound, we help storytellers by asking: "Beyond the recorded voiceover, would the story and the scenes within it be enhanced by the use of additional layers of sound? Would the use of ambient sound or music highlight the turning point in your story?"

Step 6: Assembling Your Story

At this point in the process you have found and clarified what your story is about and how it sits with you today. You have also established the overall tone you want to convey. You've identified a moment of change and begun making choices about how to use visuals and sound to bring the story and scenes to life for your audience. Now you are ready to assemble your story by spreading out your notes and images and composing your script and storyboard. This requires answering two questions: How are you structuring the story? And, within that structure, how are the layers of visual and audio narratives working together? But those aren't simple questions. Where do you start? Let's look at the question of structure. You've identified the moment of change, but at what point in the story will it appear? Is it at the beginning, middle, end, or is it divided up at different points throughout the story? Or is it the entire story? What other details or scenes are necessary to provide context for the moment of change? And in what order will sequence all this information? Once the basic structure of the story is outlined, the next step is scripting and storyboarding, or in other words, laying out how the visual and audio narratives will complement each other over the duration of the piece to best tell the story. The most common approach that storytellers take to planning their story in our workshops is to write notes in the margins of their script in order to reference where certain images or sounds will occur.

Step 7: Sharing Your Story

At this point in the process, the layers of the story have been assembled. Finding and clarifying the insight, and creating the digital story have taken the storyteller on a journey of self-understanding.

The story and the insight it conveys may have evolved throughout the process. Therefore, it is important to take time now to revisit the context in which the story was initially described in order to determine the relevant information to include when the story is being shared. To help storytellers do this, we ask: "Who is your audience? What was your purpose in creating the story? Has the purpose shifted during the process of creating the piece? In what presentation will your digital story be viewed? And what life will the story have after it's completed?"

RESEARCH METHOD

Research Design

Qualitative research methods will be used for this study in order to describe the teachers and students' activity in developing digital story telling. The data is collected through observation of students' activities on creating story telling in the Speaking 3 class.

Procedure:

1. After brainstorming or topic selection and drafting.
2. Next step students construct a storyboard or story map to visualize how the story will look. Here, the students “plan what media to use and how they might best work together to depict an important, engaging, and informative story”(Kim et al., n.d.). Please see appendix 1 story map.
3. Next, students proceed to the production stage. This typically occurs in the computer or mobile lab for the incorporation of voice, images, and soundtrack. This work in the computer or mobile lab is completed using such free application as “Video Show” Though students should be encouraged to share and conference about their pieces throughout the entire process, digital storytelling often culminates with a 'showcase' of the final product.
4. Teacher evaluate the final product using Digital Story Rubric-Mechanics. The rubric can be seen in appendix 2.

Participants

The study included students and teacher who develop digital story telling in their English class. The learners are taking speaking 3 course. A topic that is relevant to this subject is past event in which the learners have to retell their past best experience such as travelling, visiting some memorable places and moments. There are 30 students in the class who are grouped into eight. Each group have to create one digital story telling as their final project.

RESULT

The digital story telling was done in three meeting. The first meeting was planning

Grouping students

There are 30 students in class, therefore 6 groups of five students is ideal, each member has a role as: 1. Speaker who will record his or her voice into the video. The students who had good voice and pronunciation will do this. 2. The second is story writer who will write the story, two students needed to do this job. 3. Story idea who give his best idea of the story and how to make it coherence. 4. the last students will do the job as material collector. He will select picture, selecting music and selecting theme of the background. The role is given by considering the students interest and ability.

Deciding the topics

The topic of the story is “an event in my life”. They write the story of their own holiday. There are five students who has to tell the story of their holiday. They combined the story to be unity. The topic of story is “an Event in My Life”. It is an adventure stories. Students retell their holiday trips that break away from the normalcy of their lives and create new vivid memories. This topic is very interesting because while almost everyone tells good travel stories, it is often difficult to make an effective multimedia piece from these stories. They rarely think about constructing a story with our photographs or videos in advance of a trip. This project will help them to create memorable moment on multimedia that can be shared.

After deciding the trip they want to retold, the students have to answer some questions as guidance such as:

What was the event (time, place, incident, or series of incidents)?

What was your relationship to the event?

With whom did you experience this event?

Was there a defining moment in the event?

How did you feel during this event (fear, exhilaration, sharpened awareness, joy...)?

What did the event teach you?
How did this event change your life?

Using this guidance, the students can compose a draft of script.

Outlining the writing

Using Y chart outlines, teacher guided students to map the main ideas into specific ideas. Y chart outlines is model of outlines in which the story is divided into three general ideas that will be spread into some specific ideas. Here the students based on three general questions such as: a. place and people, b. best event, c. moral message.

Story board

After they made the outline, students directly develop their writing in the story board. Based on Y chart, the story included all detail event especially the best one. The story was written chronologically. Every student took turn to write their own story. They share ideas of what to add and elaborate from their writing.

Adding Picture, sound and theme

Selecting picture, sounds, theme, animation was the favourite step in which students used their creativity and interesting idea to create digital story. They picked some of their photo collections that are meaningful and related to the story.

Second meeting: Producing Digitally

Teacher Introduced how to download video show application. She presented in power point slide how to download the application from ios devices and google play store. The students used their android tablets install the application by following the teacher instruction. After all students installed the application, they started to explore the application based on the tutorial explained by the teacher.

The next important step was explaining how to custom every function of application in tablets. It started by inserting pictures based on the story board that had been created before. After that they typed text that had been prepared before. Choosing appropriate theme provided by the application that support the author to show the message of the story was very interesting to do. The next step was choosing music which represented the part of the story and the situation that the author wanted to show. The music and theme can bring the imagination of the reader. The last step is recording the voice of the narrator. It was done by each students who had the holiday story. In the third meeting the students presented the project of digital story telling. The teacher evaluated and gave feedback to the product using assessment rubric. Each group had to do peer assessment and suggestion on other group product. Each group seemed to be very enthusiastic in presenting their creativity as their original work. It can share their experience and feeling.

Discussion

Digital story telling can be applied for any level of students. Through PBL, students learned to be cooperative and responsible for their role. They can improve their creativity and present their own story can improve their confidence. This is in line with the result from research done by (Potvin et al., n.d.). The topic let them to tell their meaningful experience. From digital story telling they improve pronunciation, writing, creativity, techniques, and problem solving skill (Lim et al., 2022).

Some problems of developing digital story telling is that the android application has some limitation such as limited time of slide show. Some students used flat intonation in telling the story, thus the feeling and meaning was not expressed. Another challenged was that some students could not do their role in the project. They focused on their own story not the group story unity (Innocenti et al., 2022).

Conclusion

Digital storytelling might be useful for instructors and teachers as well. To engage pupils and pique their attention, teachers might develop digital stories. Instructors can communicate abstract or conceptual knowledge in a way that is more understandable by using digital storytelling, which can appeal to a variety of learning styles. Students have the chance to participate and communicate in class while learning new skills like synthesis, analysis, and evaluation thanks to multimedia technologies like digital storytelling (Triassanti et al., n.d.).

Students have the chance to learn information in a meaningful way by using digital storytelling. In a time when people are constantly being assaulted with stories and information, this is especially crucial. Digital stories give teachers the chance to fully include their students in the moral of the tale. The significance of emotive rhetoric can be taught to pupils through digital storytelling. Students' emotional reactions to these tales may inspire them to pursue interests in which they have a strong sense of enthusiasm. Not only can students get knowledge through digital stories, but they also gain from creating digital stories that highlight their own experiences and lessons. The many facets of producing a digital story help students develop their technological proficiency as well as their writing and research abilities.

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Appendix 1 Story Map

Text	Photograph	Music background	Theme

Appendix 2 Digital story telling evaluation rubric

CURRICULUM CONNECTION				
Planning and Storyboarding	Little or no evidence that planning and storyboarding occurred: scenes are too long and do not advance the story OR are too short and leave out essential information: pace is inconsistent to the point of being distracting or interfering with meaning: elements are inconsistent from scene to scene: story does not seem to have a beginning, middle, and end	Evidence that planning and storyboarding occurred in most cases: scenes show some variety in length; pace is somewhat consistent but can be distracting in some instances, elements are mostly consistent from scene to scene; story is missing one of the following: beginning, middle, end	Strong evidence that planning and storyboarding occurred; scenes advance at a comfortable pace for the subject matter; video has a consistent pace; scenes show good variety in length: elements are consistent from scene to scene: story has clearly identifiable beginning, middle, and end	
Evaluator's Comments:				
Content and Theme	Content is not relevant to the theme of the assignment or topic; message is unclear or nonexistent	Content has some relevance to the theme of the assignment or topic; message is present but may be confusing	Content is clearly relevant to the theme of the assignment or topic: message is clear	
Evaluator's Comments:				
Accuracy of Information	Project contains inaccurate information; information is incomplete; conclusions or opinions do not flow logically from the content; there is little to no evidence of learning and understanding on the part of the students	Information is mostly accurate and complete; conclusions and opinions mostly flow logically from the content; there is some evidence of learning and understanding on the part of the students	Information is accurate and complete; conclusions and opinions flow logically from the content: students clearly learned from and understood their content	
Evaluator's Comments:				
Acting and Dialog	Acting is unrehearsed and awkward; dialog is unclear or difficult to understand	Acting is rehearsed but sounds "read" rather than natural; dialog is mostly understandable but	Acting is polished and smooth: dialog is clear and easy to understand	

		needs some work		
Evaluator's Comments:				
Originality and Creativity	Story shows little or no originality in composition and delivery	Story shows some originality in composition and delivery	Story shows excellent originality in composition and delivery	
Evaluator's Comments:				
Documentation	Sources are not cited; copyrighted material is used without permission; actors or participants are not identified	Sources are cited but not in every case; it is not always clear that copyrighted material, if used, is cited correctly; identification of actors or participants may be incomplete	All sources are cited completely; copyrighted material, if used, is identified and used with clear permission; actors are participants are identified consistently	
Evaluator's Comments:				