

**DIGITAL STORYTELLING AS A POST–LISTENING
ACTIVITY IN TEACHING NARRATIVE TEXT TO THE 5
GRADE STUDENTS: THE IMPLEMENTATION AND
STUDENTS’ RESPONSES**

Rizky Sulvika Puspa Rinda

rinda.rizky@polnes.ac.id

Dyah Palupi Saraswati

dyahsrs@gmail.com

Politeknik Negeri Samarinda, Samarinda, Indonesia

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Corresponding Author:

dyahsrs@gmail.com

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This study presented the description of the implementation of digital storytelling as a post–listening activity to teach narrative text to the fifth-grade students. The data of the study gathered from the result of observation that was obtained through observation sheet and field notes, and interview in order to find out the students’ responses toward the activity. The data were collected by observing the teacher’s and students’ activities during the teaching and learning processes in the classroom, and interviewing the students’ opinions and teacher’s perception after implementing digital storytelling. The result of the observation showed that the fifth grade students were able to create their digital storytelling, even though one step was omitted and the other two steps were conducted at the same time. Meanwhile, from the result of interview, it was found that the students enjoyed in joining the lesson. Thus, the implementation of digital storytelling had improved the students’ mastery in understanding narrative text.

INTRODUCTION

Listening skill is one of the crucial aspects in learning English. It is vital because it has important role in speaking in order to give response after listening to speakers. In the process of listening, the listener involves physically receiving message, selecting, recognizing information, interpreting, communicating, and remembering, then uttering the responses. Therefore, the listener should understand the speaker means in terms of understanding the message comprehensively rather than understanding each word. However, many teachers tend to neglect listening skill because there is a wrong perception that listening is an easy receptive skill compared to reading, speaking, and writing skills (Carl, 1985, as cited in Cahyono & Widiati, 2015).

Teaching listening to children becomes a challenge to the teachers in primary schools. Cahyono & Widiati (2015) mentioned three aspects of challenges in teaching listening. The first is from the educational curriculum which considers listening to be taught as separate language skill and can also be taught in an integrated language skill. The second is teaching listening to improve the ability to understand the spoken language. The third is the learning media used in teaching listening in the classroom. The first and second challenges relate to listening teaching methods and techniques in the classroom. Teachers are required to be able to explore teaching and learning activities so that the students are able to understand the material given. Creating a fun and enjoyment atmosphere of learning activities in the classroom is also teacher's responsibility. Another challenge comes from listening material. Authentic materials for teaching listening to primary school students are also limited and sometimes not in accordance with students' abilities. This is also related to learning media. The provided learning media must be able to attract students' interest to study in class.

It is believed that children learn best when they are in enjoyable circumstances. As Scoot & Ytreberg (1990, p. 4) stated that children with the range age of eight to ten year olds have already developed the concept and are able to differ the fact and reality. Although they tend to always ask questions and rely on what they hear, the

children in those range of age are able to decide about what they are learning (Scoot & Ytreberg, 1990, p. 4). By understanding the children's characteristics, teachers have to be thoughtfully designed the appropriate media and the proper way to deliver the lessons so that children are able to understand them well. Hence, the teaching methods, learning media, and the classroom activities should go hand in hand. One of the activities that claimed to be effective to engage students' motivation in the classroom learning activities is Digital Storytelling (Ahmad & Yamat, 2020; Aktas & Yurt, 2017; Jitpaisarnwattana, 2018; Kasami, 2017; Okumuş, 2020; Setiyorini, 2020). Digital Storytelling also allows children to explore their creativity as well as develop their academic skills (Leong et al., 2019; O'Byrne et al., 2018).

Digital storytelling is a modern form of art in storytelling. It combines images, music, videos, narrative stories in the form of voice, thus giving a different impression and color to the delivery of the story and providing a new experience for storytellers and listeners (Rule, 2010). These activities are not only able to convey the value in the narrative story, but also integrate them with the application of multimedia technology in learning activities.

Many digital storytelling authors and educators have proposed different versions of the creating stages (Frazel, 2010; Jakes & Brennan, 2005; Lambert, 2013; Ohler, 2013). However, they have similar stages which can be classified as the preparation, production, and presentation stages (Frazel, 2010, pp. 21–22).

The first stage of the preparation stage in creating digital storytelling is determining the story. In this step, the creator should consider what message that will be delivered from their story. As part of classroom activity, the teacher is the one who decide on what story should be created. After that, students begin to write a story. In this step, students write, rewrite, and continue the writing process to multiple drafts. This also allows them to work with their peers for reviewing process. When they finish with their story, they continue to developing the script. Similar to other film making process, developing the script helps the creator to deliver the message they want to highlight and in what way they want the audience to focus on. The language usage plays an important role as well in this script process because by

narrating the story, it brings up emotion to the audience. The final script is then arranged into a storyboard. Creating a storyboard helps the creator to visualise the highlight messages of their story, as well as manage their time to synchronise the narratives and the media. The preparation stage can be conducted in the classroom (Frazel, 2010; Lambert, 2013).

The next stage is the production. It relates to the multimedia process so that it is better to be conducted in a computer lab. The storyboard, which has been created, then is visualised using images or videos. They can be located using search engine browsers or from the creators' collections themselves. When the media are gathered, it can be proceeded to the next step, that is assembling the media contents and the narration. Once again, the storyboard plays the important role here since the order of the story is more comprehensible when it is thoroughly arranged (Frazel, 2010; Lambert, 2013).

The last stage is the presentation. The product of digital storytelling is then shared and presented to the audience. It can be uploaded to a video streaming platform or educational websites. In the classroom activity, this stage can be conducted either in a classroom or in a computer lab. The students are able to share their opinions towards their classmates' videos. In this stage, the teacher is able to evaluate whether the messages of story are portrayed and delivered through the video (Frazel, 2010; Lambert, 2013).

This study described the implementation process of digital storytelling as one of post-listening activities. Digital storytelling is considered as one of the media used in English classroom activities in SD Muhammadiyah 15 Surabaya. In that school, digital story is used as a learning media in almost all grade levels. English teachers in SD Muhammadiyah 15 Surabaya also use digital picture to teach vocabulary for beginner level, the first to third grade students. For the higher level, they use digital story to train students to listen English in the correct pronunciation. The available equipment in that school is sufficient and the provided materials are also in accordance with the curriculum applied at that school. One of the materials that were given to the 2nd semester of the fifth-grade students was about a story using

pictures. The fifth grade English teacher used digital storytelling as one of activity to teach listening.

This study also explicated the students' responses toward digital storytelling activity. It presented the students' feeling and their obstacles during the classroom activity. To support the results, interview with the teacher was carried out regarding how and why to implement digital storytelling as one of the teaching listening activities.

METHOD

Subjects

This study conducted using descriptive qualitative method which meant the results would describe the implementation of digital storytelling as a post-listening activity to teach narrative text to the fifth-grade students of SD Muhammadiyah 15 Surabaya. The class consisted of 33 students, 12 males and 21 females. Since they were categorised on the high level classes in that primary school, their English ability were pretty capable. They understood and were able to construct the simple sentences. They mastered quite a lot of vocabulary. They were also familiar with the English spoken since they had been received authentic audio material since they were in the first grade of the school.

The subjects of this study were the fifth-grade students and the English teacher of SD Muhammadiyah 15 Surabaya. Non-probability purposive sampling was used to decide the subject. The school was chosen with the consideration that this school has complete equipment to support the teaching and learning process. It has representative buildings, classrooms with AC and Audio (TV), teaching and learning activities using ICT, Language Laboratory (Audio visual), Computer Laboratory, Science Laboratory, multimedia room, library, internet connection. Those facilities can be used by the students in order to be more creative in learning. The curriculum that is used in SD Muhammadiyah 15 Surabaya is the combination of Kurikulum 2013 (K13), Kurikulum Muatan Lokal (Mulok), and Al Islam (ISMUBA) Curriculum, that is based on life skill and integrative curriculum, and

this school also apply PAKEMIpod (Pembelajaran yang aktif, kreatif, menyenangkan, islami dan produktif) learning. Moreover, this school has succeeded in implementing digital storytelling in their classroom activities. In this study, the focus was the implementation of digital storytelling as a post-listening activity to teach narrative text to the fifth-grade students.

Procedures

The primary data was collected by using observation technique through non-participant observation field notes and observation sheet. The observation sheet was used to support the field notes. On the observation sheet, the classroom activities were more specific based on the activities that were done by the English teacher and students. The researchers also wrote some notes related to the components of teaching-learning process. Every activity occurred in the classroom was observed and focused on teaching and learning process of listening narrative text, especially in the implementation of digital storytelling as a post-listening activity. Interview was also used to collect the data related to the students' responses about the implementation of digital storytelling as a post-listening activity in listening narrative text. The semi-structured interview was used to collect the data related to the students' experience during the implementation of digital storytelling activity. The interview was conducted in the end of the class. From the interview result also found out whether the students enjoyed the learning activities using digital storytelling or not and which part of the teaching-learning process that could be improved or revised. The researchers also interviewed the teacher to support the information about the implementation of digital storytelling as a post-listening activity in listening narrative text.

Then, the collected data was described referring to the problems using flow chart model analysis data (Miles & Huberman, 1994). After the data had been collected and classified, then it was analysed qualitatively by using descriptive analysis to get the conclusions in order to know the implementation of digital storytelling and the students' responses. After all of the data had been analysed, the result of analysis was interpreted. Finally, the conclusion was drawn from it.

FINDINGS AND DISCUSSIONS

The findings of this study are divided into three parts. The first finding described the implementation of digital storytelling as a post-listening activity in teaching narrative text. The second finding explained about the students' responses towards the digital storytelling activity, and the third finding explored the teacher's perception for conducting the digital storytelling in his classroom activity.

The Implementation of Digital Storytelling as a Post-Listening Activity

The subjects were the fifth-grade students' and the English teacher of SD Muhammadiyah 15 Surabaya. The English lesson conducted two times in a week. The classroom activities were done in the Language Lab instead of the classroom. There are 35 tables and seats which equipped with a headphone and a set of computers on each table and seat. The listening activities in this study were described using listening activity stages proposed by (Wilson, 2008).

Pre-listening activities

In the beginning of the lesson, the teacher stimulated students' learning motivation by asking them about tales that familiar to them. Some of them mentioned about Sangkuriang, Timun Mas, Keong Mas, Cinderella, Pinocchio, Sleeping Beauty, etc. Some students could mention or even told the story tales in their version. The teacher created a friendly environment in the classroom. He not only made the teaching and learning process as interesting as possible to motivate the students in learning the lesson, but also could attract their interest to study the lesson (Scoot & Ytreberg, 1990).

While-listening activities

Then, the teacher explained that they would learn about a narrative story. While he explained about the learning activities that would be conducted, he also shared the task sheet to the students. The task sheet was consisted of two parts of activities. The first part was the students were asked to answer ten questions about the story individually. The second one was the students listened to an unfinished digital story about "The Princess and The Dragon". After listening to the digital

story, they had to rewrite and finish the story based on their own versions. The length of the story was 1 minute 50 seconds. Before the teacher played the digital story, he asked the students about the story. The whole class simultaneously said that they had never heard about it. Therefore, the teacher played the story for several times. He asked the students to listen the digital story carefully because they were informed that they would make their own digital storytelling from their story version.

Post-listening activities

As the post-listening activities, the students were asked to work on the first part of the task sheet individually, continued by doing the second part of the task sheet in groups. The teacher had divided them into 6 groups. Each group consisted of 5 students. There were groups that had 6 members because the number of students were odd. Unfortunately, the teacher did not discuss the students' work after they finished answering the comprehension questions because he would use the students' work in the task sheet to take as an assignment score. Therefore, the task sheet had to be collected in the end of the classroom activities.

Digital Storytelling activity as a post-listening activity

Right after the students finished answering the questions related to the story, they were asked to gather in their groups in order to conduct the digital storytelling activity. The first stage is the preparation steps which include determining the story, writing the story, developing the script, and creating a storyboard (Frazel, 2010).

Since the teacher had told the students that they were asked to rewrite and finish the digital story they had listened on the while-listening activity, so that he had decided on what story that the students had to create. He, then, asked the students to start their activity in creating digital storytelling by rewriting and finishing of the story. They recreate their story based on their imagination which was combined with the story that they had heard. As they worked in groups, they were discussing about the end of the story. During the observation process showed that even they were in the fifth-grade students of the primary school with the age ranging from eight to ten

years old, they were able to work in groups cooperatively. They were also able to discuss and decide what they learned from the story (Scoot & Ytreberg, 1990).

After finishing rewrite and finishing the story, they were asked to look for the images on the computer and record their narration of the story using portable microphone on the headset on each computer. The teacher did not ask the students to develop their story into script. It clearly showed that he omitted the developing the script and creating the storyboard. Developing the script is actually essential to train children's understanding of narrative stories because they can learn the differences in characters and story content. The script is also able to build up the emotion of the story. It gives colors to both story and the characters (Jakes & Brennan, 2005; Ohler, 2013).

Another finding in the production stage was that the students did not synchronize the script with the pictures but they synchronized their story with the pictures. It was because they did not develop the story into the script and create a storyboard. The teacher's claim was that if the students were able to create and finish the story by themselves, it indicated that the students would also be able to create the digital storytelling. He missed the point about visualizing the narration before locating the media whereas by creating a storyboard, it helps students to effectively manage their time while assembling the media components. As Jakes & Brennan (2005) stated that creating a storyboard is the step that most teachers do not conduct the process even it provides the practices in exploring the student's imagination.

The production stage are related to the multimedia activities, namely selecting and locating the media components, recording the audio narration, and assembling the media components into the final movie (Frazel, 2010). After the students finished writing their own story version, they looked for the pictures and background music on the computer. In the observation found that the preparation and production stages became blurry because the teacher seemed to be doing the process of creating a storyboard when in fact he was combining both the storyboard creation and media selection at the same time. He thought that by arranging a storyboard, it also meant that students look for images that were suitable for their story.

In process of creating the digital storytelling, the students had to record their narrative story and combine the multimedia elements. In the observation, a representative from each group would use a voice recorder to record his / her voice while the other group members arranged the pictures based on their story in Microsoft PowerPoint. The teacher decided to use Microsoft PowerPoint because it is easier to the fifth-grade students of primary school. Moreover, they had learned about the basic of Microsoft PowerPoint in their computer class so it was hoped that they did not encounter many difficulties during the multimedia processes. During the recording activity, it was also seen that teacher did not ask the representative students to record their voice. There were three students from different groups admitted that they were embarrassed to have their voice recorded because if they mispronounced some words, they would be laughed at by friends from other groups. The other interesting finding from the observation was that the teacher did not encourage the shy students to record their voices but instead called the other members from each group to do the voice recording. He did this because he realized that the allocated time for English subject was limited.

Still in the process of digital storytelling, there were three groups which were dominated by active students during the group activities while the other members sit and saw them or were busy with their computers. When they encountered problems either during the writing the story or creating the digital storytelling, they asked directly to the teacher. While the other three groups coordinated in groups by involving and inviting all members to participate in the group. When they found difficulties, they discussed it first within the group and occasionally asked the teacher if they still did not understand the process.

Beside the domineering students in three groups, another interesting finding to note was about the classroom situation. With the children's characteristics who like to play, this could also be seen in the classroom situation which was class was noisy and disorganized. There were students who did not work in their groups or also those who disturb other groups. In this case, when there were students who told the teacher, he only warned him / her without giving an understanding that what he

/ she did was not good. In other words, the teacher was not enough to provide character building to students (Scoot & Ytreberg, 1990).

As a whole, the production stage, which includes multimedia processes, is considered as one of the crucial stages in creating digital storytelling. It not only provides the opportunity to develop the students' creativity by letting them exploring their ideas, but also enables them to practice their collaboration and communication with their peers (Leong et al., 2019; O'Byrne et al., 2018).

In the presentation stage (Frazel, 2010), the teacher carried out the activity according to the guidelines by the experts. After the students finished creating digital storytelling, he collected their digital storytelling then played them in front of the class. He conducted this so that the other groups could watch and listen to the various ending of their friends' stories. During watching the digital storytelling, the teacher checked and wrote the mispronounced word and incorrect sentences on the whiteboard. For the mispronounced words, he asked the students to repeat in the correct pronunciation. While for the wrong sentences, he corrected the sentence structure and at the same time reviewed the lesson about arranging the sentences. After that, he immediately asked the students to collect their assignment about the questions related to the story on task one. It indicated that the classroom activity was over. Unfortunately, he did not give students the opportunity to express their opinion about the digital storytelling made by other groups. This stage should be carried out thoroughly so that students can provide input both for themselves and for their classmates. It also enables to train students' critical thinking in giving constructive criticism and suggestions, as well as to deal with the criticism itself (Leong et al., 2019; O'Byrne et al., 2018).

Before closing the classroom activity, the teacher asked about the students' difficulties during digital storytelling activity in learning narrative story. Some students admitted that they faced difficulties in spelling the correct pronunciation because English written words and the spellings are different. They were used to listening to the audio, when it came to them to rewrite the story based on what they listened to, they found it difficult to write the correct words. In this section, the

teacher also gave a homework to the students and they had to submit it in the next meeting.

The Students' Responses towards Digital Storytelling as a Post-Listening Activity

Dealing with the students' responses in the activity that was conducted by the teacher, all students said that they greatly enjoyed and thrilled following the implementation of digital storytelling as a post-listening activity in learning narrative text. More than a half of the students said that it was something interesting because they did the different activities in learning English by making their own digital storytelling. Their comments were:

“Seru, kak. Ngerjainnya sama temen sekelompok. Bisa sambil dengerin lagu-lagu buat di filmnya.” (It was exciting. I worked with my group. I could listen the music for the movie) – M1

“Seneng, karena itu adalah kesempatan saya untuk bercerita hasil karya saya sendiri.” (I'm happy because it was my chance to tell my own story) – F1

They also said that digital story could help them to understand the story easier. Related to the use of digital story as media in learning narrative story, most students felt it helpful in telling story by creating digital storytelling. They commented:

“Awalnya saya bingung, kak, sama ceritanya. Trus Misternya ngasih tau kalo ceritanya belum selesai. Trus kita disuruh nyelesaikan ceritanya.” (At first I was confused about the story. then the teacher told her that it was unfinished story and they were asked to finish it) – F2

“Sama, kak. Saya nggak ngerti juga tadi sama ceritanya. Tapi M2 bilang kalo ceritanya itu tentang princess yang ditolongin sama dragon. Trus mereka terbang ke istananya princess mau ketemu king and queen. Pas ketemu princessnya nyium dragonnya. Trus si dragon jadi kodok. Princessnya jijik trus nendang kodoknya. Trus kodoknya mati.” (I had similar experience like her. I didn't understand about the story, but M2 – his

classmate – told me that it was about the princess who was helped by a dragon. The dragon flew her to the castle to meet the king and queen. Then the princess kissed the dragon which changed it into a frog. The princess was disgusting then kicked the frog and it died) – M3

When the teacher asked to make and continue the story, the students had some difficulties such as rewriting the story, deciding the end of the story, selecting the images and sounds, and synchronizing the audio with the images. It could be solved because they made and continued the story in their groups. They also could work together while doing their group assignment. The students said that teacher's instructions also easier to follow by the students, so that they could complete the digital storytelling properly. Their comments were:

“Pak gurunya cuma nyuruh ngerjain di kelompoknya sendiri. Kan tadi ada temenku yang ke kelompoknya temenku lainnya. Eh, pak gurunya bilang ‘Kerjakan di kelompok masing–masing ya’ (menirukan suara guru).” (The teacher only asked us to work in our own group. When one of my friends went to my friend in other group, he told us ‘do in your own group’ – imitate the teacher's warning) – M4

“Enggak susah juga, kok. Kan dikerjain bareng–bareng sama temen–temen. Hehehe.” (It was not really difficult in creating the digital storytelling because we work together in groups) – F3

“Pas nyari gambarnya itu. Pengennya ngasih gambar–gambar gerak, tapi caranya susah.” (We had difficulty when we looked for the pictures for the movie. We wanted to include the moving pictures, but it was too difficult to find the right pictures) – F4

When teacher played the digital storytelling some students were embarrassed because the other friends heard his / her voice. However, there were students were proud and confident because their voices could be heard by their friends.

“Seneng, kak. Kan temen–temen dengerin suaraku. Tapi ndredeg juga sih. Apalagi pas aku salah ngucapin kata. Diketawain tuh sama temen–

temen tadi.” (I was excited. My friends were able to listen to my voice. But I was a little bit nervous as well. Especially when I mispronounced the words. I was laughed at by my friends.) – F5

“*Sedikit deg–deg–an juga, kak. Takut diketawain sama temen–temen. Tapi begitu selesai ceritanya rasanya lega.*” (I was also a little bit nervous. I was afraid my friends would have laughed at me. But when the digital storytelling ended, I was relieved that they did not laugh at me) – F6

“*Malu, sih, kak. Tapi memasang wajah biasa aja supaya nggak diketawain temen–temen.*” (I was embarrassed. But I put on my normal expression so I did not get laughed at) – M5

“*Ya enggak lah, ngapain malu? Be yourself!*” (Of course I was not embarrassed. Why would I be shy? Be yourself) – M6

Teacher’s Perception towards the Implementation of Digital Storytelling as a Post–Listening Activity

There were some questions came up when the teaching and learning process occurred. It was about why the teacher applied digital storytelling as an activity, how the teacher evaluated the students, and what the teacher’s obstacles in implementing digital storytelling were.

To find out the answers about those questions as well as supporting the observation and students’ responses, the researchers decided to interview him. The interview was semi structured and conducted after the teacher implemented the digital storytelling as a post–listening activity in his English class.

The researchers asked him why he implemented digital storytelling as a post–listening activity rather than the conventional storytelling, which is in fact, digital storytelling is more complicated than storytelling because it includes multimedia processes. The teacher claimed that by implementing digital storytelling as an activity, it provided a different way to teach English. It could also be used to develop and explore the students’ creativities. He added that it also overcame the problem

related to the shy students who reluctantly came forward and tell their stories in front of the class.

Regarding the evaluation process, the teacher stated that he prepared several assessments, the individual and group assessments. He also separated the English skill assessment, the digital storytelling assessment, and attitude assessment. He added by assessing the students' achievements from their cooperative work with their peers while they were creating digital storytelling, he also observed the students' characteristics so that he could design the lesson and material based on their needs.

The last question was about the obstacles the teacher encountered during the implementation of digital storytelling. The teacher admitted that the major problem was in managing the students and maintaining the classroom situation. As shown on the observation, the students were deafening and bustling around the class. To deal with those students, he gave them warning to not disturb the other groups. The other problem was related to the multimedia elements. He realized that the students had unlimited imagination, they wanted to visualize what was on their minds. Unfortunately, it was not supported by the availability of images on the internet. He also added that the time limitation of the English subject gave another challenge for both teacher and students to finish the digital storytelling within the time. The last obstacle faced by the teacher was when the students were asked to record their story. He explained that among the students, there were only two to three students who wanted to record their narration without being asked. Unfortunately, two of those students were in the same group. To solve this problem, he decided to choose a representative student from each group. From this classroom activity, he also took notes and did reflection to revise his teaching approach in the future. He added that if he had wanted to conduct the group activity again in the future, he must have ensured that he would divide the students' skills equally so that all students were able to participate in the classroom activity.

CONCLUSIONS AND SUGGESTIONS

The results of observation indicated that digital storytelling could be applied as one of activities in teaching and learning process at primary school. The implementation of digital storytelling as an activity in teaching and learning process of listening narrative text was appropriate to help students developing their creativities and exploring their imagination. It also was a proper media for the shy students to express their opinions. This activity let students to decide what they learned from the lesson. It was also meant that the students' group cooperation and team work skill were also trained during the activity being carried out.

In the observation also showed that during the classroom activities, the class condition was bustling and disorganized. Several students did not work in their groups, some others disturbed the other groups. However, it could not be assumed whether the teacher had lack in managing the classroom condition or the class character was naturally chaos and disorganized, because the researchers did not conduct the pre-research to get to know the actual classroom situation.

In the post-listening activities, there were three activities that had to be done by the students. They were answering the story comprehension questions, finishing the story, and creating their own digital storytelling. From the observation also showed that the teacher did not discuss the students work about the story comprehension questions on the first part task. He said that he would collect them at the end of the class for their assignments. That is why after they finished answering the questions individually, they were asked to rewrite and finish the story in groups. Then, they were asked to create digital storytelling based on the story of their versions.

From the digital storytelling processes, there are three main stages namely preparation, production, and presentation stages. Each stage has several steps. For preparation stage, there are determining the story, writing the story, developing the script, creating the storyboard. The production stages include locating the media components, selecting the media components using the storyboard, assembling the

media components. As for the presentation stage, the digital storytelling product is shared and presented to the audience through the websites or social media.

In the observation, the teacher conducted all the three stages of digital storytelling creation even at the beginning of the activity he did not give clear instruction to the students during conducting the steps. There was also a finding that he omitted and combined some steps from the preparation and production stages. The teacher omitted the script writing and storyboard creation processes because he claimed that students would still be able to create their own digital storytelling eventually without following the guidelines. He disregarded the essence and the training that can be obtained by the students from that-steps. Despite omitting the script writing and storyboard creation, he conducted semi-storyboard creation and media selection at the same time. This meant that he asked the students to synchronize their story directly to the media instead of compiling a storyboard first and then matching it with the media.

The second finding of this study was about the students' responses towards the implementation of digital storytelling in learning listening narrative text. All students agreed that activity of creating digital storytelling in learning listening narrative text was a pleasurable and exciting activity. They could explore their imagination as well as working with their friends during the making of digital storytelling. Even though some students had difficulties in listening and pronouncing unfamiliar words, but they were still motivated to join the lesson.

This study was a preliminary research about the implementation of digital storytelling as a post-listening activity in teaching narrative text. the use of digital storytelling in classroom teaching and learning can certainly be developed further. It can be applied not only as a post-activity, but also for other activities, such as pre- or while-activities.

It is extremely encouraged for the other researchers to conduct other researches in the application of technology in English class. They are recommended to make further research related to the use digital storytelling for teaching English but in a different kind of text, grade and language skill.

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