Digital Storytelling for English Teaching at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta

Rahma Amini Isnaini[1], Kasiyarno[2]

[1]Universitas Ahmad Dahlan, Indonesia

[2]Uiversitas Ahmad Dahlan, Indonesia

ABSTRACT

Digital storytelling has been utilized in teaching and learning activities within EFL classrooms. Although the implementation of activities involving digital storytelling poses challenges, both teachers and students have derived benefits from such activities. This research has the objective to investigate how teachers implement digital storytelling in the classroom and the challenges encountered when utilizing digital storytelling to teach English. Employing a qualitative descriptive method, the research was conducted at Alam Nurul Islam Integrated Islamic Junior High School in Yogyakarta, involving two English teachers as participants. The researcher employed interviews to gather the data. The outcomes revealed that when integrating digital storytelling into English teaching, the teachers implemented three phases, namely the *preparatory stage, teaching activity*, and *feedback session*. During the preparatory stage, three activities were undertaken, including preparing materials, organizing equipment, compiling videos, and uploading videos. In the teaching activity stage, seven activities were carried out, namely brainstorming, presenting videos, identifying challenging vocabulary, facilitating group discussions, elucidating the video's meaning, narrating stories by students, and uploading student video assignments. During the feedback session, three activities took place: commenting on videos, asking and answering questions, and providing feedback and assessment. Meanwhile, the challenges faced by teachers in implementing digital storytelling included a lack of skills in using devices and applications, difficulty in searching for content, a shortage of teachers' creativity, and challenges in understanding students. The implication is that teachers can utilize these three steps to teach digital storytelling and devise solutions for overcoming obstacles.

Keywords: digital storytelling, teaching English, implementation, obstacles

INTRODUCTION

Presently, technology has become indispensable for everyone. Technology advances with the latest innovations as time progresses. Experts continually undertake technological developments to bolster human life in both the present and future. Technology can be categorized as an essential element inseparable from various facets of life, including the economy, government, and education. For instance, technology assumes a pivotal role, especially for educators employing language learning as a primary component. The methodologies instructors employ in their classes to facilitate the language learning process are also crucial elements for learning Ahmadi, (2018). Moreover, Larsen-Freeman and Anderson (2011) contend that technology furnishes teaching resources and immerses learners in learning experiences, suggesting that the relationship between technology and language learning is wholly complementary. Additionally, technology

will significantly aid teachers and instructors in the learning process. Technology is presently employed as a learning medium in English teaching. The contemporary era prompts educators to cultivate a teaching and learning approach that integrates technology as a learning medium. Students' eagerness for learning will be impacted by educators' creativity in exploring ideas, encompassing both content and media. Moreover, there exist numerous methods for teaching English, one of which involves the utilization of narratives. Storytelling is a universally enjoyable activity, appealing to individuals of all ages, from children to adults. According to Ohler (2018), storytelling resembles entertainment. It comprises a series of practical processes applicable to various personal and professional matters. Besides problem-solving, storytelling can serve as a form of entertainment. As per Lambert (2013), storytelling enables us to convey everything from minor to major relationships, such as within families. Storytelling serves as a potent communication tool that yields benefits for both ourselves and those in our vicinity. Consequently, it can function as a mode of communication. Technology serves as a supplementary tool for instructional approaches, augmenting the effectiveness of the teaching and learning process. This suggests that narrative practitioners can depart from conventional storytelling methods by integrating technological advancements. The practice being referred to is termed as digital storytelling. According to Vivitsou et al., (2017), digital storytelling functions as a medium through which storytellers can articulate their viewpoints on events by employing digital technology. The observed phenomenon represents a fusion of digital technology and narrative techniques. Consequently, digital storytelling media are adjusting to the escalating demands of the contemporary era.

Drawing upon the aforementioned elucidations, educators have the capacity to generate instructional materials by employing digital storytelling methodologies. Digital storytelling denotes the act of recounting narratives using digital platforms. Consequently, digital storytelling encompasses the conveyance of information or communication via the means of photographs, videos, or digital audio. According to the research conducted by Wisnumurti et al., (2021), the implementation of digital storytelling has been demonstrated to improve the effectiveness of instructional delivery by teachers, thus providing notable benefits for both educators and students. Furthermore, the research conducted by Røkenes (2016) examined the impact of incorporating digital storytelling into ESL teacher education programs in Norway on the development of digital teachers' competence, particularly in facilitating the creative utilization of information and communications technology (ICT). This underscores the diverse advantages of digital storytelling, which go beyond just enhancing students' skills and supporting teachers. It also acts as a mechanism to boost teachers' competence, especially in the adept utilization of ICT methodologies. The integration of technology is essential in executing digital storytelling. However, it is important to recognize that in Indonesia, a considerable number of educational institutions still rely on traditional storytelling methods without incorporating digital techniques. Some educational institutions are well-equipped with technological resources, while others lack such provisions. Several factors require consideration when implementing English instruction through the utilization of digital storytelling. The researcher expresses interest in conducting a research on the implementation of digital storytelling at a private Islamic junior high school in Yogyakarta. The researcher's choice of digital storytelling for this research was driven by the lack of previous research exploring the use of digital storytelling as a pedagogical tool for English instruction at the particular educational institution. This educational institution adopts a nature-based approach that profoundly influences pedagogy. For instance, it integrates outdoor activities directly into the curriculum when the subject matter entails engaging in discussions within a natural environment. The chance for students to interact with nature is both captivating and educational.

Scholars have investigated digital storytelling in schools. As noted by Ferdiansyah (2019), digital storytelling is employed across all grade levels, from kindergarten to high school. In Indonesia, digital learning is widespread, and junior high students exhibit a fondness for storytelling. Chan et al., (2017) Additionally, digital storytelling encourages students to utilize technology to express their creativity. As it involves students' creativity and existence, it actively engages them in the learning process. The supportive facilities provided by the school, along with the skills of the teachers, assist in the implementation of digital

storytelling, thereby enhancing its effectiveness in teaching English. Regarding the background of the research, certain issues arise concerning this subject. In the subsequent paragraphs, we will address the research problems. Teachers employ various types of media, such as digital storytelling, to aid in delivering materials within a digital environment. When teachers utilize digital storytelling for English instruction, they employ technology to facilitate its implementation. However, integrating digital storytelling into the English teaching process may present some challenges. The digital stories presented should be related to the learning materials to be discussed on that particular day. Consequently, teachers must make additional preparations for digital storytelling. Ahmad & Yamat (2020) also say that Incorporating videos as part of digital storytelling to teach English can enhance students' interest in learning. Students appear to be engaged with videos, enabling them to comprehend the content better. However, English teachers also encounter challenges, such as assessing whether a student comprehends the content of a digital story or not. Teachers should carefully scrutinize the content provided by video makers. They should be capable of selecting content that is suitable for students' English learning, aligning with their level, requirements, and the school's cultural context. Another potential issue that may arise is that despite adequate school facilities to support English teaching through digital storytelling, challenges may still occur. Teachers must maximize the resources available to them and employ their creativity when teaching English. Similarly, they are obligated to examine how digital storytelling can facilitate student learning. When teachers utilize digital stories for English instruction, they must ensure clarity, interest, and effectiveness. When digital storytelling is employed for teaching English, the aforementioned problems are likely to arise. Therefore, to ensure the effectiveness of the teaching and learning process, it is imperative to scrutinize these problems more closely.

In this research, the researcher concentrates on how English teachers implement digital storytelling alongside the obstacles they encounter. The researcher confines the scope of the research to a specific extent. Firstly, the researcher examines how teachers at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta employ the digital storytelling method to teach English. Secondly, the researcher investigates the common obstacles faced by teachers in implementing the digital storytelling method for teaching English. Thirdly, the participants consist of the English teachers at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta. Furthermore, the research is grounded on the perspectives of teachers regarding the implementation of digital storytelling and the challenges encountered in teaching English. As has been explained above, the researcher formulates the research questions as follows: 1)How is digital storytelling implemented for teaching English, as experienced by teachers at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta? 2)What problems do teachers encounter when using digital storytelling to teach English at a Private Islamic Junior High School in Yogyakarta? Based on the research questions above, the objectives of the research are: 1) Explore how teachers are implementing digital storytelling for teaching English at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta. 2) Investigate the obstacles encountered by teachers when using digital storytelling to teach English at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta.

METHODS

Therefore, the sole focus of qualitative methodology lies in its long-term and comprehensive nature. As noted by Locke et al., as cited by Creswell (2013), qualitative research is "a methodology used to learn about a person's personal, either from experience or feelings, researched." Groenland and Dana (2020) highlight a connection between a research question and a qualitative approach. The correlation between a research question and qualitative methodology renders the latter indispensable. Conducting qualitative research necessitates critical thinking. The researcher selected a descriptive methodology. Descriptive research, as defined by Anggito and Setiawan (2018), encompasses narrative exploration of phenomena in the field. This implies that the researcher is furnishing a thorough depiction of their outcomes, grounded in empirical evidence. Creswell (2018) elucidates that descriptive research entails researchers scrutinizing data collected in the field from real events and circumstances.

Respondents

Two English instructors, named Antok and Nurma, from Alam Nurul Islam Integrated Islamic Junior High School in Yogyakarta, Indonesia, participated in the research due to their firsthand experience with employing digital storytelling in the classroom. Hence, the educators serving as the research's resources could offer direct responses. This marks the eleventh class he has taught in the ninth grade of junior high. Since the outset of teaching, digital storytelling has been utilized to assist students in learning new material, both online and offline.

Instruments

A qualitative method necessitates a focused and thorough analysis of a subject. Therefore, an interview was deemed the appropriate data-gathering technique in this research. The tools utilized for the interviews included.The researcher employed a pen and notebook to annotate the vital information provided by the participants. Additionally, the researcher utilized a recorder to document the interview process, ensuring no data was overlooked.

Data collection procedures

To collect data, the researcher utilized the interview guidelines as the research instrument. The purpose of the interview guideline was to offer the benchmarks or main highlights utilized in the interview session. The questions were focused and not broad, aiming to lead to the intent and purpose of the research.

Data analysis

Data analysis involves analyzing data using a predetermined method. However, the purpose of this data analysis was to extract the essence of the results from the obtained data. The process involves several steps: transcribing the data, which entails converting the recorded audio into written text. The subsequent step is member checking.As stated by Vogt, Haeffele, and Vogt (2014), member checking is a process in which the interviewer solicits validation and feedback from the informants regarding the results of the transcriptions. The purpose of member checking is to ensure the validity of the acquired data. The final step is coding.Coding is one of the analytical processes employed in qualitative research. It is an activity that the researcher undertook subsequent to conducting interviews, transcribing, and performing member checking.

OUTCOMES AND DISCUSSION

The Implementation of Digital Storytelling for English Teaching

In this section, the first research question pertained to the implementation of digital storytelling for English teaching, as experienced by the teachers. The participants indicated that regarding the implementation, there were three outcomes involving the preparatory stage, teaching activity stage, and feedback session.

- **Preparatory stage**. This stage was the initial step for the teacher before delivering learning materials using the digital storytelling method. It required careful consideration by the teachers. The preparation stage is outlined as follows:

1. Preparing the learning materials: Before commencing the teaching process, the teachers prepared the necessary materials to deliver the lessons through digital storytelling media. Regarding the use of videos as a medium for digital storytelling, Antok remarked: "*In the initial preparation stage, typically, what I prepare first is the material,*" stated Nurma. She added, "*When preparing the material, I also utilize videos from last year's students*

"., He also added "*I selected both good and bad videos from last year's students for the preparation of the material*" Antok said, "*I have to ensure that I prepare all the necessary materials in advance,*" stated the teacher. "*I typically utilize videos from the YouTube platform for material preparation.*

2. Preparing the equipment: In addition to preparing the learning materials, the teachers also readied the equipment. The equipment used also encompassed applications that could be accessed for downloading videos. This was mentioned by Nurma. She said, "*I typically need to download supporting applications for digital storytelling as the initial step in preparation*".

3. Compiling videos. After determining the materials, the teachers obtained the videos via YouTube, and then compiled them. One of the participants Antok, said, "*I compile the video first before showing it to students*". The stage for compiling videos referred to by Antok as the first participant is the process of combining several videos into one complete video of sufficient duration.

4. Uploading videos. The process of combining several videos into one complete video of adequate duration, referred to by Antok as the first participant, is termed the stage for compiling videos. Antok said, "*I typically upload the video to an online platform, such as YouTube*". At this stage, only Antok uploads his video creations to the online media platform, as the video undergoes the editing process and is tailored for ninth-grade students.

- **Teaching activity stage**. After completing the preparatory stage, the subsequent phase is the teaching activity stage. This stage constitutes the primary application of digital storytelling for English lesson instruction. The stage is elucidated as follows:

1. The participants noted that brainstorming was the initial step undertaken by the teachers prior to utilizing digital storytelling media. This was conducted as a warming-up activity for the students. Antok said, "*I employ brainstorming as a precursor to initiating the learning process, and one of its applications is in the context of the digital storytelling method*". The second participant conducted this brainstorming stage to instruct seventh and eighth graders, as students in these grades required a warm-up period to become accustomed to it. Meanwhile, the first participant typically bypasses this stage and proceeds directly to presenting the material content instead of employing brainstorming when teaching ninth graders.

2. Showing videos. The teachers provided the video content related to English material immediately following a brainstorming activity, utilizing either the YouTube platform or Google Meet as an alternative platform for delivering digital storytelling. Antok said, "*The online platform that I frequently utilize for digital storytelling is YouTube*". Additionally, Nurma stated, "*I employ Google Meet for the implementation of digital storytelling ".* She also added, "The chosen video is pertinent to the ongoing discussion*; "Then, students watch the video from the teacher; "I utilize videos from their seniors as examples of content shown to students. The material frequently conveyed through digital storytelling typically consists of textual elements towards the end, "Materials for ninth grade include procedural and narrative texts. Examples of materials commonly utilizing digital storytelling include descriptive narratives for acquaintances, while eighth-grade materials employing digital storytelling often consist of recounts", "There are narrative materials that prompt students to create fantasy stories," and "Additionally, the materials include procedures such as cooking".*

3. Asking students to look for difficult vocabulary. After the teachers presented the videos, the students were instructed to record and note difficult vocabulary, subsequently crafting new sentences with them. Nurma said, "*The students observe and identify unfamiliar vocabulary while watching the video that I provided*". At this stage, only Nurma, serving as the second participant, implemented it

4. Distributing group discussion. At the onset of the lesson, the teachers exhibited the video to the students. Subsequently, the subsequent activity involved organizing student group discussions. Antok said, "*In the initial session, I typically present a video, followed by prompting students to discuss it with their peers." Additionally, Nurma stated, "Following the viewing of a video or picture, I immediately initiate group discussions.* At this stage, there are similarities between Antok and Nurma.

Both of them implemented the practice of dividing students into several groups after viewing the video.

5. Explaining the meaning of the video. After the students watched the video and recorded difficult vocabulary, the teachers proceeded to explain the content of the video. Antok said, "*After presenting the post-discussion content of the students, I provide a thorough explanation of the topics discussed by the students earlier*". There is a difference between Antok and Nurma at this stage.

6. Students tell stories. Not only were teachers active in utilizing digital storytelling, but also the students. At this stage, the students showcased their creativity by expressing their innovative ideas both in terms of delivery and the media employed. Antok said, *"The students created a storytelling video after my instruction. Drawing from yesterday's experience, some students crafted digital storytelling projects using Minecraft. Furthermore, students incorporated their voices and Minecraft characters", "Another creative approach that students often undertake is hand-drawing."* Additionally, *"For students who prefer practicality, they typically opt to print only the characters they wish to portray for digital storytelling. Another alternative chosen by students is to utilize dolls.".* For Nurma, She stated, *"I implemented this digital storytelling project by tasking students to create it. It can serve as an alternative to videos from YouTube. The videos produced by students must align with the predetermined basic competencies. Typically, the content created by students covers the introductory chapter in the descriptive text section."*

7. Students upload videos of their work. After the students comprehended the lesson and narrated their stories, the teachers typically instructed them to upload and publish the video assignment. Antok stated, *"After students search for content related to the material, they submit assignments via Google Classroom".* Moreover, Nurma said, *"One of the implementations of digital storytelling is a simple introduction video,"* and *"During that period, student engagement in digital storytelling involves narrating family profiles. Digital storytelling constitutes a recurring project in my curriculum every semester. I instruct students to compile their digital storytelling projects in the mp4 video format, using a flash drive."*

- **Feedback Session**. This feedback session represents the final stage of incorporating digital storytelling into English teaching. Conducted by the teachers, it serves as an evaluation following the teaching activity stage. The subsequent subsection provides a detailed overview of this feedback session.

1. Commenting on videos. After the teachers presented the materials using digital storytelling, students who had watched and understood the video content were assigned the task of commenting on the video in the comment box. They provided feedback on each other's video results and conducted reviews. Antok said, *"When students have uploaded their work, what is often done is that they leave a comment on YouTube."* This stage exhibits differences between Antok and Nurma.

2. Asking questions. The subsequent highlight of the feedback session was the question and answer segment. After the teachers presented the video as a digital storytelling medium, they queried the students regarding the content of the video shown. Antok said, *"Typically, during the question and answer session, students can inquire about the content of the video or the displayed work."* Additionally, Nurma stated, *"Usually, I conduct the question and answer session with students,"* and *"Usually, at the end, there will be a question session for students."* At this stage, Both Antok and Nurma share similarities in implementing a question and answer session for students.

3. Providing grades and feedback. This activity took place after the students created videos on the previously discussed material. Following the example provided by the teachers, the students were able to produce videos of their own work, which were then assessed by the teacher. Antok said, *"The aspects of assessment typically include student fluency. Another aspect for assessment is maximum language accuracy. Then, the final aspect of assessment pertains to the delivery."*

The problems faced by teachers using digital storytelling

The teachers encountered some obstacles when delivering English learning materials using the digital storytelling technique. The problems faced by the participants are outlined as follows:

- Lack of Device and Application Mastery. Mastering the use of digital devices and applications was often a significant challenge for teachers. Due to their lack of proficiency with the device or application, the learning process with the digital storytelling technique proved difficult and ineffective. Antok said, *"Typically, the primary issue in implementing digital storytelling is limited expertise in using applications".* Nurma said *"I often encounter difficulty in mastering the applications used for teaching digital storytelling. I am also expected to be proficient in mastering the applications used for teaching digital storytelling."* The utilization of digital storytelling as a learning medium by the teachers inevitably encountered certain issues.
- Difficulty in Searching for Appropriate Content. The process of locating content, encompassing both photographs and videos pertinent to the subject matter, constituted one of the challenges inherently associated with employing digital storytelling for educational purposes. Nurma said, *"When delivering digital storytelling, my primary challenge typically lies in sourcing content, as it necessitates relevance to Basic Competence."*
- Lack of Teacher's Creativity in Delivering. One of the critical factors contributing to teachers' success in educating their students is creativity. Teachers should adopt a creative approach starting from content selection for instructional methods, as this creativity needs to be nurtured. Consequently, teachers would effectively manage lessons and continuously generate innovative ideas. As Nurma said, *"Another challenge I encounter is maintaining creativity in delivering digital storytelling to prevent it from becoming monotonous."*
- Difficulty in understanding students.In addition to the teacher, the students' comprehension levels during lesson delivery also impact the teaching process. It's not just about the students' understanding levels, but also their level of engagement in the language. This enables teachers to more readily discern which students require additional support and which do not. Antok said, *"When instructing students through digital storytelling, I employ a blend of Indonesian and English to facilitate comprehension. Another challenge typically arises when teaching students who exhibit low activity levels and struggle with comprehension."* Nurma further emphasized the significance of students' comprehension, stating, *"Students' ability to grasp the material is crucial and warrants attention,"* and added, *"I frequently communicate with students individually to ensure their understanding of the lessons I deliver regarding digital storytelling."*

DISCUSSION

The Implementation of Digital Storytelling for English Teaching

- **Preparatory Stages**

1. *preparing materials*. The sources of material content are typically gathered from YouTube and videos recorded by previous year's students, utilized by both Antok for teaching ninth-grade students and Nurma for teaching seventh and eighth-grade students. The disparity lies solely in the nature of the material. Consequently, there existed consistency between the materials and the utilization of the digital storytelling method. Regarding preparation, the pivotal aspect was the content serving as the learning materials.
2. *Preparing the equipment*. Based on the outcomes, it can be inferred that teachers need to prepare equipment that enables the implementation of digital storytelling, which includes downloading relevant applications or accessing the online platforms utilized. Applications supporting digital

storytelling through photos, videos, or audio can be downloaded onto devices such as computers, smartphones, and speakers, ensuring their availability as the fundamental requirement for the success of digital storytelling endeavors.From this, it can be concluded that equipment preparation must be meticulously undertaken during the preparation stage for teaching with digital storytelling.

3. *Compiling videos*. This participant's response is supported by the following relevant research. According to Darma Wisada et al., (2019) said that the stages of video editing using ADDIE are the analysis, design, development, implementation, and evaluation.

4. *The teacher could upload the videos to available online platforms*. It could be inferred that teachers who upload videos to popular online platforms such as YouTube, which can be easily accessed by both students and teachers, have the potential to capture students' attention. Hence, teachers could readily direct students to watch videos, which were equally accessible to both students and teachers. This participant's answer is supported by the research of Chubko et al., (2019). They indicate that uploading videos can enhance teachers' comprehension of the content. Uploading videos had a beneficial effect on teachers during the preparatory phase as it facilitated students' better comprehension of the material presented in the videos. Participants selected YouTube because the online platform was widely recognized, and all students were already proficient in its use. Once all preparations were complete, the implementation of teaching English through digital storytelling was ready for the students.

- **Teaching stages**

1. *Brainstorming*. It also fostered greater curiosity and enthusiasm among students in engaging with the instructional material. Conducting brainstorming activities by presenting videos or photos prior to integrating digital storytelling into learning media could serve as the initial step that teachers need to take. According to the participants' responses, brainstorming is consistently employed when they intend to deliver learning materials through the use of digital storytelling. This outcome is by Hasanah (2022) who states that Brainstorming activities involving technology capture students' attention to learning. This indicates that pre-learning brainstorming could have a positive impact on students.

2. *Showing videos*. Antok frequently utilizes YouTube as an online platform for teaching digital storytelling due to its widespread popularity among both teachers and students. Moreover, all students have unrestricted access to videos on this platform. The operation is also quite straightforward, allowing students the freedom to explore and access a wide range of content. Antok employs YouTube for teaching ninth-grade students. Meanwhile, Nurma, as the second participant, favors Google Meet as an online platform for teaching seventh and eighth graders due to its user-friendly interface.

3. *Students were asked to look for difficult vocabulary from the content*. This activity aimed to facilitate students' comprehension of the meaning conveyed in the video. Engaging in the activity of identifying challenging vocabulary indirectly encouraged students to be attentive and listen carefully to the dialogues or monologues in the videos. This heightened the students' curiosity regarding new vocabulary, which could subsequently be integrated into new knowledge for practice. Therefore, the participant, acting as the English teacher, tasked the students with identifying challenging vocabulary in the video. Subsequently, these vocabularies were discussed and served as inputs for the students.

4. *Dividing the groups*. After watching the video on the implementation of digital storytelling, there was a group discussion among the students. The participants mentioned that the formation of these groups was arranged to ensure that students were actively engaged in the learning process and did not remain passive learners. Furthermore, the students were able to enhance their communication skills and socialize with their peers during the learning process. The impact of dividing the group discussion was significant in motivating the students to learn. These statements are supported by Wulandari et al., (2020) that the division of discussion groups when doing digital storytelling could increase student motivation. Hence, it can be inferred that distributing group discussions during the implementation of

digital storytelling could effectively motivate students in their learning and is suitable for application in teaching activities.

5. *Teachers explained the displayed video*. The students comprehended the content of the videos pertaining to the learning materials accurately. During this phase, students could also inquire about aspects they did not fully grasp from the video. Following the viewing and discussion with their peers, the teacher elucidated the purpose of the videos. As the teachers explained, the students could identify their analytical errors in the video. Consequently, the meaning and content of the materials could be accurately elucidated. In essence, the teachers corroborated the outcomes of the students' group discussions concerning the video content. This participant's answer is related to the outcome proposed by Balaman (2018) stating that Teachers must comprehend how to implement digital storytelling, utilize facilities, and align with the curriculum. Consequently, teachers should proficiently grasp the materials delivered through digital storytelling, supplemented by other equipment.

6. *Students upload video work*. As for Nurma, he prioritizes existing fundamental competencies and also utilizes the student digital storytelling video project as an alternative to utilizing YouTube videos, thereby yielding outputs from students as well. Students typically print out search results from the internet when they aim to create digital storytelling characters promptly. This outcome is related to what Sutarto et al., (2020) said that they revealed that telling stories after watching videos can make students creative. Consequently, when students narrated stories by exploring their thoughts and imaginations, it ultimately enhanced their creativity. Thus, uploading videos could cultivate their enthusiasm and elevate students' creative ideas for learning and comprehending the materials. These outcomes further contributed to the research's objectives (Lestari & Nirmala, 2020). Therefore, it can be inferred that this activity indirectly yielded a positive effect. The students became more engaged as they expressed their imagination in the videos they created.

- **Feedback Session**

1. *Commenting on videos*. When teachers provided feedback in the form of criticism, students might not have liked hearing it, but it could help them improve the deficiencies in their work. Opinions could evoke either positive or negative feelings depending on their work. The purpose of praise is to commend students' work, which has a positive impact on their emotions.

2. *Asking questions*. However, if the teachers did not request uploading it on YouTube but saved it on a flash disk, they provided feedback directly. The displayed videos or photos could originate from the teacher's or students' work that had been previously evaluated by the teachers. To assess the extent of students' comprehension of the materials, they were required to answer questions posed by the teachers. Typically, this task was carried out using written questions, but the clarity of content was evaluated by directly presenting the questions to the students. This outcome is supported by Kamelia (2019), who claims that asking questions after The learning process can enhance students' understanding of the material and encourage them to become more actively engaged in the learning process. This demonstrates that posing questions at the conclusion of each lesson can assess both the students' engagement and their comprehension of the presented materials.

3. *Providing grades and feedback*. Following the assessment, the teacher offered feedback or input to the students to help them enhance the quality of their videos and identify any existing errors. After viewing the videos created by the students, the teachers provided questions and feedback to ensure that the students were aware of their errors. According to Özüdoğru & Çakır, (2020) stated that The delivery of a clear storyline, coherent content, and high-quality audio is essential. It can be inferred that the teacher's background and delivery method significantly impact students' comprehension of the use of digital storytelling. At this stage, there exists a distinction between Antok and Nurma, as Antok, who teaches ninth grade, evaluates students' digital storytelling works based on specific aspects, unlike Nurma, who does not consider certain aspects in assessment.

Problems faced by teachers during the implementation of digital storytelling

1. Lack of application mastery. In conclusion, both participants were required to proficiently utilize devices, regardless of whether teaching seventh, eighth, or ninth grade. This proficiency is crucial for successfully implementing digital storytelling, which relies on utilizing available applications on online platforms. Moreover, according to Walters et al., (2018), The issue commonly encountered by teachers is the lack of proficiency in using the application. The lack of proficiency in technology affects the implementation of digital storytelling in English teaching.

2. *Difficulty in searching appropriate content.* The researcher also revealed that teachers found it challenging to locate suitable photos or videos for teaching purposes, as the visual or auditory content must be relevant to the learning materials and align with subsequent lessons. Furthermore, teachers encountered difficulty in outcome learning materials that were aligned with the curriculum and determining the quality of videos or photos that were both high and comprehensible for students. Hence, the challenge in implementing digital storytelling lies in outcome and selecting the appropriate content that is suitable for the discussed learning materials.

3. *Lack of teacher's creativity in delivering.* The main issue lies in the development of teachers' skills and knowledge, particularly in relation to their creativity in outcome and selecting appropriate materials for delivery. The creativity of participants, as teachers who employ digital storytelling, needs to be cultivated. The problem of lacking creativity was only encountered by Nurma, the second participant, in teaching seventh and eighth grades. Meanwhile, Antok does not encounter any issues with a lack of creativity in delivering digital storytelling. According to Talan (2021), the problems encountered by teachers when delivering digital storytelling include the level of internet stability, technical issues, supporting techniques, and knowledge and abilities.

4. *Difficulty in understanding students.* Based on the aforementioned outcomes, students' comprehension emerged as one of the issues frequently encountered by teachers upon completing their lessons. The content of materials requires thorough consideration by teachers prior to delivery to students, necessitating a re-check. The second point concerns attitude, while the third point revolves around the interactive nature of the video, determining whether it prompts students to comment. Such interactivity can enhance student engagement and activity.

5. Video accessibility. Accessibility refers to the availability of videos for students to access and enjoy. Student attitudes vary based on context, allowing them to comprehend the concepts presented in video content that is adapted from their surroundings.

CONCLUSION

Teachers at Alam Nurul Islam Integrated Islamic Junior High School Yogyakarta utilize digital storytelling for teaching English. The purpose of this research is to examine how teachers employ digital storytelling in English instruction. The researcher gathered data through interviews using descriptive qualitative methods. All participants, including two English teachers, described digital storytelling as verbal. The participants outlined three stages for implementing digital storytelling in this school: preparation, instruction, and feedback. Preparation involves gathering materials, equipment, and videos, as well as uploading videos. The seven teaching activities included brainstorming, presenting videos, searching for challenging vocabulary, organizing group discussions, explaining video meanings, narrating student stories, and uploading student videos. The three feedback activities consisted of commenting on videos, posing and answering questions, and providing feedback and assessment. The researcher also identified challenges in implementing digital storytelling. The participants identified four barriers to using digital storytelling in English instruction, including a lack of mastery over devices and applications, necessitating an understanding of how to download and use an app. Additionally, outcome relevant content remains challenging, as the desired content must align with student proficiency levels and be of high quality to be effectively displayed visually.

Subsequently, the lack of creativity among teachers in delivering digital storytelling materials necessitates further reading on enhancing teacher creativity. Digital storytelling enhances the engagement of teaching, making it more interesting. Ensuring students' comprehension entails teachers understanding their personalities so that they can deliver effectively.

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