

**STUDENTS' PERCEPTION ON THE USE OF DIGITAL
STORY TELLING TO ENGLISH LANGUAGE LEARNING
FOR YOUNG LEARNERS**

THESIS

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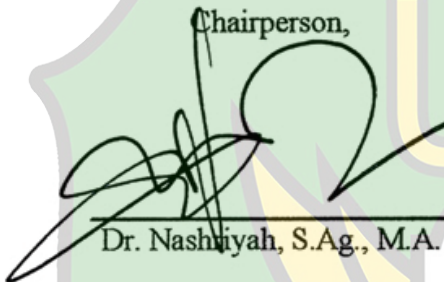
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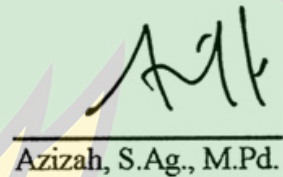
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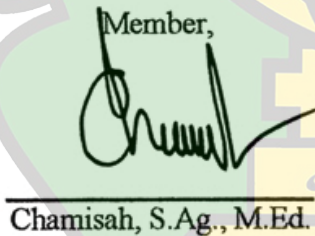
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**Students' Perception on the Use of Digital Story Telling
to English Language Learning for Young Learners**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Digital storytelling, which integrates traditional storytelling with multimedia technology, offers an innovative and engaging method for improving language acquisition among young learners. This research aimed to investigate and analyze young learners' general perceptions, benefits, obstacles, and expectations regarding the use of digital storytelling as an English language learning tool. The research design used was descriptive qualitative, utilizing qualitative methods to gather in-depth insights from 10 young learners in a third grade classroom at SMPN 3 Banda Aceh. Structured interviews were conducted to collect the data. The findings identified several perceptions in general of digital storytelling as good, fun, and useful. The benefits included making learning English easier, increasing the spirit of learning, and improving English skills. However, significant obstacles were also identified, such as the speed of the video, an uncondusive learning environment, understanding technology, lack of understanding, and the need for focus. The students expressed expectations for digital storytelling to deepen their English skills. These findings suggest that schools and English courses should invest in technology infrastructure and provide digital literacy training for both students and teachers to maximize the benefits, minimize the obstacles, and enhance students' expectations on the use of digital storytelling.

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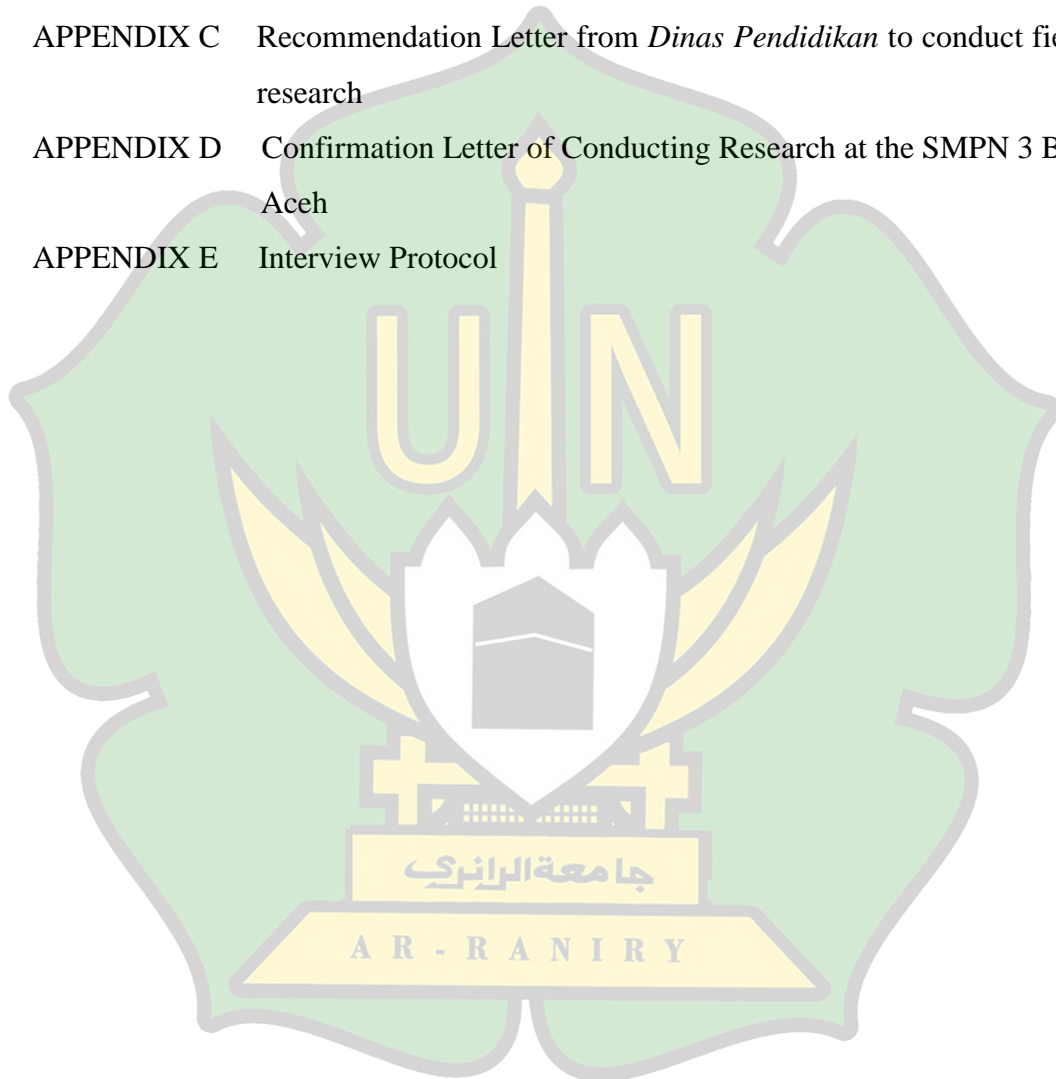
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CHAPTER I

INTRODUCTION

A. Background of Study

Media serves as a frequently employed instrument within the pedagogical framework, and digital storytelling represents a form of online media that holds applicability within the classroom setting. Teaching media, as defined by Arsyad (2009), refers to a form of media designed with the instructional intention of conveying messages or providing information for learning purposes. Digital storytelling stands as an avenue for imparting English language instruction through digital means.

The use of digital storytelling in education may significantly boost students' interest and enhance their academic engagement. In foreign language education, especially for subjects like English, using digital storytelling stands out as an effective method that differs from the usual classroom materials encountered during the educational journey. Digital storytelling is the result of the combination of traditional storytelling with the use of multimedia technology (Normann, 2011). Nowadays, teenagers, especially those in junior high school, clearly show a strong liking for online media, a preference that has developed from their early years through adolescence.

The significance of employing digital storytelling as a tool for teaching English to young learners lies in its status as an engaging form of online media that greatly improves the learning process. In this era of globalization, educators must familiarize themselves with the use of online media, including digital storytelling,

as it offers a multitude of pedagogical advantages. This digital storytelling technique not only benefits teachers in terms of its applicability in the classroom but also holds substantial educational value for young learners.

Digital storytelling facilitates a comprehensive approach to language acquisition, encompassing listening, reading, speaking, and writing skills. Young learners, in the context of listening, can discern the nuances of conversation and dialogue within online media. Reading becomes more dynamic as they synchronize text with actors' spoken words. In terms of speaking, teachers can evaluate young learners by having them imitate actors from the narratives. Finally, in writing, young learners can transcribe what they hear, demonstrating their language comprehension without reliance on subtitles.

This title highlights a research or educational initiative that centers on the integration of digital storytelling as a teaching method to facilitate English language learning among young learners. It signifies an exploration of how multimedia elements, such as text, images, audio, and video, can be employed to engage and improve language acquisition in the young learners' context. This research aims to assess the effectiveness of digital storytelling, its impact on language skills, and its benefits for educators and young learners, with the ultimate goal of improving English language education at this critical educational stage. This pedagogical approach not only improves language skills but also fosters essential 21st-century competencies such as critical thinking, and digital literacy. Furthermore, it promotes collaborative learning, underscoring digital storytelling as a potent tool for improving English language education for young learners.

A previous study conducted in 2023 by Astuti and Chakim at Universitas Negeri Surabaya, Indonesia, entitled "The Use of Digital Storytelling to Improve Students' Speaking Ability in Secondary EFL Classroom," highlights the growing importance of incorporating digital technology into English speaking activities in secondary EFL classrooms. This study, which included 62 ninth-grade students and used a quantitative quasi-experimental approach, discovered that digital storytelling significantly improved speaking ability, with the experimental group outperforming the control group. In conclusion, digital storytelling improves secondary EFL learners' speaking skills, consistent with a larger body of research on its potential in English language acquisition for young learners.

While there is a growing body of literature examining the integration of digital storytelling in language education, there remains a noticeable research gap in the specific area of its application to English language learning among young learners. Although various studies have explored the effectiveness of digital tools and storytelling techniques in language education, there is limited empirical research that focuses on the unique learning needs, challenges, and preferences of young learners. As young learners represent a critical transitional phase in language development, understanding how digital storytelling can be optimized to cater to their language acquisition process is essential.

Addressing this research gap is crucial in providing evidence-based insights to educators, curriculum designers, and policymakers, enabling them to develop more targeted and effective strategies for enhancing English language learning outcomes for young learners. As stated by Oxford (2003), if they start

learning early, it will be simpler to master. It involves teaching young learners English. The young student had studied English from elementary school at this point. Since the students are still young, they could learn it.

B. Research Questions

Based on the background of the study above, the researcher would like to conduct a research in order to answer the question: “What are the perceptions of young learners regarding the use of digital storytelling as an English language learning tool?” This research has 1 main question. To answer the main question, it is divided into 3 questions:

1. What are the benefits of learning English using digital storytelling?
2. What are the obstacles faced in learning English using digital storytelling?
3. What are the expectations from learning English using digital storytelling?

C. Research Aim

The aims of this research were to investigate and analyze the general perceptions, benefits, obstacles, and expectations of young learners regarding the use of digital storytelling as an English language learning tool.

D. Significance of Study

The results of the study were expected to give some benefits, either theoretically or practically.

1. Theoretically

This study could improve the media in teaching and learning the English language, especially to Indonesian young learners. This research was a valuable

reference for those who are interested in teaching with online media which is digital storytelling, so they can apply it in English language learning. This research adds to theories about teaching by exploring a creative way to instruct language. Digital storytelling fits with modern educational ideas, looking at how technology can improve traditional language learning methods.

Using digital storytelling aligns with the idea that young learners actively engage and build knowledge, known as constructivist theories. The study offers insights into how digital storytelling can be tools for young learners to create meaning and better understand the English language.

2. Practically

The result of this study is useful:

- a. To improved student engagement: It's essential to understand the practical impact of digital storytelling on language learning. If it proves effective, this method could significantly improve student engagement, making the language learning journey more enjoyable and productive for students.
- b. Teacher development: It could shape professional development programs for educators, assisting them in effectively integrating digital storytelling into their teaching methods. This practical guidance is essential for ensuring successful implementation in real classroom scenarios.
- c. Curriculum improvement: The study's practical implications also benefit curriculum planners by providing insights into integrating digital storytelling into English language curriculum. This could result in the creation of more dynamic and relevant teaching materials for young learners.

- d. Other researchers; this encourages other researchers to do further research, especially on digital storytelling as a tool to young learners.

E. Research Terminologies

There were several terminologies that the researcher used in this research, and they need to be explain In order to avoid misunderstanding. The terms that need to be explain were Perception, Digital Storytelling, English Language Learning, and Young Learners.

1. Perception

According to Hornby (2006), perception is the concept, idea, or image that people hold as a result of their ability to see or comprehend. The complex process by which people understand and make sense of the world around them is called perception. It entails absorbing sensory data from the environment and organizing and processing it in the brain to produce a meaningful understanding of one's surroundings. Higher cognitive processes are involved in perception as well as basic sensory information, and these processes affect how people perceive and react to inputs. Individuals perceive reality differently due to a variety of factors that shape their perspective, including past experiences, cultural background, beliefs, hopes, and emotions.

Perception is the process by which individuals interpret and make sense of sensory information and experiences based on their own perspectives, prior knowledge, and personal context. In the context of this thesis, "perception" is how students personally interpret and experience the use of digital storytelling in their

English language learning. It involves their individual understanding of how digital storytelling affects their engagement, comprehension, and enjoyment of learning English. This perception reflects their unique responses, feelings, and evaluations of how well digital storytelling supports their language development, influenced by their personal experiences and preferences in both learning and digital media.

2. Digital Storytelling

Digital storytelling is the practice of using digital media tools, such as images, audio, and video, to tell a story or convey information (Robin, 2008). In the context of this thesis, it involves integrating digital storytelling techniques into language learning activities for young learners. This study examines how digital storytelling is perceived by students when used in English language learning. It involves using multimedia tools like pictures, audio, and interactive features to create an engaging educational experience (Tsou, Wang, & Tzeng, 2006). The primary goal is not just to boost language skills but also to understand how digital storytelling encourages young learners to actively participate in learning (Sadik, 2008). Educators aim to make language learning enjoyable and effective by leveraging the dynamic nature of digital storytelling, fostering enthusiasm and curiosity in young learners (Sylvester & Greenidge, 2009).

Understanding students' perceptions of digital storytelling in language learning is crucial for optimizing its use in the classroom. Students often find digital storytelling to be a more motivating and enjoyable way to learn, which can lead to increased participation and engagement in language learning activities (Sadik, 2008). By integrating digital storytelling into language learning, educators

can create a more dynamic and interactive learning environment that caters to diverse learning styles and needs.

Comprehending students' perceptions of digital storytelling in English language learning is vital. Digital storytelling not only enhances language skills but also promotes active participation, critical thinking, digital literacy, and collaboration among students. As educators continue to explore innovative teaching methods, digital storytelling remains a valuable tool for creating rich and meaningful learning experiences for young learners (Ohler, 2008).

Digital storytelling is the use of digital tools and multimedia to create and share narratives that combine various forms of media, such as text, images, audio, and video. It involves crafting a story that is enhanced by digital technology, allowing for a more dynamic and interactive experience. Digital storytelling can be used in various contexts, including education, where it serves as a powerful tool for engaging learners, fostering creativity, and enhancing communication skills.

3. English Language Learning

English holds global significance, playing a pivotal role worldwide. According to Lie (2007), it is recognized as the most crucial and influential language globally. Oxford (2003) suggests that the earlier children commence learning a foreign language, the easier it becomes for them to master it. In the contemporary era of globalization, there is an increasing demand for individuals to master English as an international language, especially through innovative methods such as digital storytelling in educational settings.

Researchers have various definitions of learning. Brown (1994) characterizes it as the interaction among students, educators, and learning resources in an educational environment. Tomlinson (1998) simplifies learning as a conscious process involving memory, using examples such as greetings, language rules, and vocabulary. Language learning, as underscored by Tomlinson and Masuhara (2004), is viewed as enriching life, emphasizing its reliance on knowledge about language systems and institutional elements, prioritizing experiences, self-appreciation, emotional involvement, and creativity. Uno (2007) perceives learning as an interactive process between participants and instructors in a learning environment to attain specific goals, highlighting the importance of young learners unlocking their potential for their present and future lives. Learning English through digital storytelling remains crucial for engaging young learners and enhancing their understanding and retention of the language.

The learning of English significantly impacts various aspects of human life. O'Brien (2006) notes that more people are learning English today than ever before, emphasizing its importance in human communication. Richards (2015) stresses that learning English is crucial for the current generation to navigate global communication, literature, media, and work both now and in the future. Many individuals take the learning of English seriously, acknowledging its significance in facilitating easy communication with people worldwide. Digital storytelling, specifically, can play a vital role in this educational process by capturing the interest of young learners and making the language learning experience more interactive and enjoyable.

English language learning is the process through which individuals acquire and develop their skills in understanding, speaking, reading, and writing in English. It involves engaging with various forms of communication and practice to improve fluency and proficiency, tailored to personal goals, needs, and contexts. This learning process encompasses not only mastering vocabulary and grammar but also gaining the ability to use English effectively in real-life situations and for diverse purposes. By focusing on students' perceptions of digital storytelling, this thesis aims to explore how this innovative approach can enhance English language learning among young learners, making the process more effective and enjoyable.

4. Young Learners

According to Lightbown and Spada (2013), discuss language learning in various age groups and suggest that, in some educational contexts, "young learners" can include those in their early teens (up to 14 or 15 years old) who are still in the primary or early secondary education phase. People who were still in the early phases of their educational development were referred to as young learners. As stated by Ellis (2014), defines young learners as everyone under the age of eighteen, this term may be misleading as it encompasses a wide age range with significant differences in children's physical, emotional, social, and cognitive development. In this research, the age of the young learners used as the participants was 14 or 15 years old, which means they are now in the third grade of junior high school.

According to Nunan (2011), extends the definition of young learners to include children up to the age of 14, recognizing that early adolescents share many

learning characteristics with younger children, such as a need for engaging, interactive, and contextually relevant learning experiences. Young learners were described by Scott and Ytreberg (1993) as active learners who respond to language through concrete objects, learn through sensory experiences, and are engaged in practical tasks that challenge their thinking. They love to play, will be eager if taught through enjoyable activities, and learn best when having a good time. Understanding the language and pedagogical facets of instructing and interacting with young learners is the main goal of study in this field.

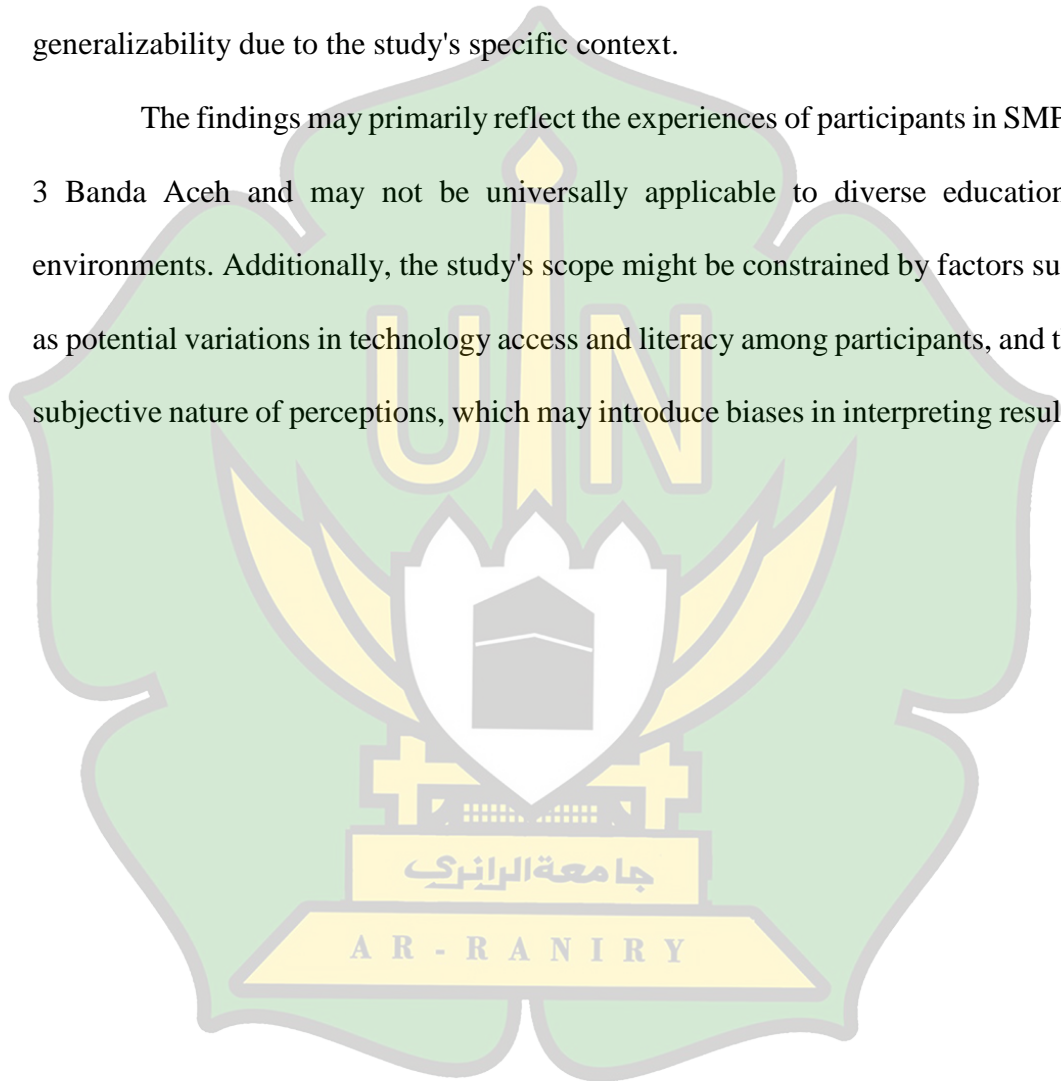
"Young learners" refer to children typically aged between 5 and 15 years who are in the early and middle stages of formal education. This age group is characterized by rapid cognitive, social, and emotional development. Young learners exhibit a natural curiosity and enthusiasm for learning, which can be harnessed through engaging, interactive, and developmentally appropriate teaching methods. Effective language learning strategies for young learners often include play, storytelling, songs, games, and hands-on activities that stimulate their senses and imagination. These methods support their innate ability to absorb new languages and concepts, providing a foundation for lifelong learning and development.

F. Scope and Limitation of Research

The scope of this research encompasses an in-depth exploration of the perceptions held by young learners regarding the utilization of digital storytelling as a language learning tool. The study specifically targets the third grade at SMPN 3 Banda Aceh with experience in learning English with digital storytelling, aiming

to provide insights into their perspectives. The research employs qualitative methods to gather detailed data that highlights the perceived benefits, obstacles, and expectations associated with incorporating digital storytelling into language learning. However, certain limitations exist, including potential constraints on generalizability due to the study's specific context.

The findings may primarily reflect the experiences of participants in SMPN 3 Banda Aceh and may not be universally applicable to diverse educational environments. Additionally, the study's scope might be constrained by factors such as potential variations in technology access and literacy among participants, and the subjective nature of perceptions, which may introduce biases in interpreting results.



CHAPTER II

LITERATURE REVIEW

In this chapter, the focus was on the concepts of digital storytelling and teaching learning. It offers a theoretical explanation of the research and reviews prior studies relevant to the subject.

A. Perception

The sense of consciousness pertains to the perception of one's state. In other words, perception relates to how individuals make sense of their environment. Visual inputs were captured by the eyes, leading to psychological reactions that result in perceptions. The accuracy or validity of a perception cannot be definitively determined. Each person has the right to their perception, provided it is valid. According to Suratno (2016), when an individual's senses are activated in response to a stimulus, they enter a state of perception where they can interpret or label the objects they are perceiving.

This research focuses on perception because understanding people's thoughts and interests in language learning is essential. According to Qiong (2017), perception is the process through which individuals become aware of or understand sensory information. By studying perception, researchers can better understand the cognitive and emotional factors that influence a person's motivation and engagement in learning a new language. This understanding can lead to the development of more effective teaching strategies and learning environments designed to meet the needs of language learners.

According to Mahmud (1989), three factors influence perception: 1) mental aspects, 2) emotional environment, and 3) strong motivation or attitude. Learners' attitudes toward learning anything are based on their level of interest. When individuals express an interest in a specific subject, they put in an effort. The learners' interest is crucial for the effectiveness of the learning process. In the context of learning, learners' attitudes are frequently centered on their level of interest in the subject. When students are genuinely interested and involved in what they are studying, they are more likely to put effort and attention into the learning process. Furthermore, Mahmud emphasizes the importance of learners' motivation in determining the success of the learning process. When students are genuinely motivated and interested in the topic being taught, they are more likely to actively participate, retain information, and achieve good learning outcomes.

Perception is also one of the main things of aspects that are needed in learning a language. According to Saifuddin (2020), perception is a process that starts from the use of the five senses which are sight, touch, taste, hearing, and smell in receiving a stimulus, then it is organized and interpreted so that it has an understanding of what is sensed. Individuals process responses from perception into positive or negative perceptions. Positive experiences tend to develop favorable perceptions, while negative experiences may lead to less favorable perceptions. This emphasizes the importance of perception in language learning, as it affects learners' motivation and engagement levels, ultimately affecting their ability to comprehend a language.

Perception imparts a unique significance to things by connecting them with external stimuli based on a person's individual history of perceptual experiences. Perception serves as a mechanism for organizing and interpreting stimuli to bestow new meaning upon perceived objects. Since something is regarded as true only when it is believed to be true, perception is intimately intertwined with belief. In this research, perception means giving opinions or messages about something that happened. By perception, an individual can be aware and can understand the situation of the environment around it or even the condition about the self-individual condition (Walgito, 2004).

1. Types of Perceptions

As stated by Irwanto in Shandi's thesis (2020), perception can be classified into two main categories: positive and negative perceptions. These views have a significant impact on our psychological and emotional well-being and are often classified as either positive or negative.

- a. Positive perception is characterized by the use of knowledge and responses in ongoing efforts. Positive perceptions, experiencing things that brings joy, like enjoying soothing melodies or admiring breathtaking scenery, can make us feel happier, more relaxed, and more content, ultimately enhancing our overall well-being and sense of happiness.
- b. Negative perceptions, such as feeling uneasy in the presence of loud noises or being affected by frightening imagery, can cause stress, worry, and emotional discomfort. This might result in either passive withdrawal or active rejection and opposition to the perceived cause of discomfort.

Therefore, it is possible to conclude that positive and negative impressions impact attitude. Whether a perception is positive or negative is determined by how individuals interpret their understanding of the object.

Perception in young learners refers to how children interpret and understand sensory information from their environment, crucial for their cognitive development and learning abilities. According to Jones (2020), Visual perception helps children recognize shapes, colors, and patterns, essential for reading and writing. Auditory perception involves recognizing sounds and understanding spoken language, critical for communication and literacy. Concentration and avoiding distractions are key skills, improved by activities like listening to stories. Perception affects memory, with engaging activities strengthening memory. Language development relies on perceiving phonetic elements and word patterns, enhanced by interactive reading and storytelling.

B. Media

Bakri (2011) explained that the term "media" is the plural form of "medium," originating from the Latin word "medius," meaning "middle." In Bahasa, "medium" signifies "between or interval." Media involves the transmission of information between a sender and receiver, utilizing various channels or tools for storing and transmitting data. It encompasses diverse mass media industries, including print media, journalism, photography, advertising, film, broadcasting (radio and television), and publishing. It is important to note that any course utilizing these materials will involve more than just writing.

Media has 2 types, namely offline and online media. Online media and offline media represent two distinct methods of communication and the dissemination of information. Online media, as defined by Siregar (2018), includes telecommunications and multimedia such as portals, websites, online radio, online TV, digital news, and email. Online media, or digital media, covers content and communication delivered via the internet or digital platforms, including social media, blogs, streaming services, and podcasts, leveraging the internet's interactivity and real-time capabilities to reach a global audience.

In contrast, offline media pertains to traditional means of communication and information distribution that do not rely on the Internet or digital technologies. This encompasses print media like newspapers, magazines, brochures, and flyers, as well as broadcast media such as radio, and physical billboards. Offline media has historically served as a primary source of information and advertising, offering a one-way communication channel to connect with audiences who lack internet access or prefer conventional media consumption.

Online and offline media have their strengths and weaknesses. The decision to use one over the other depends on the audience, goals, and the type of content. Nowadays, many media strategies combine both online and offline approaches to reach a wide range of people effectively.

C. Digital Storytelling

1. The Definition of Digital Storytelling

According to Armstrong (2003), digital storytelling is a process that involves traditional storytelling with the technologies and media of the digital age,

such as video, and audio (Armstrong 2003). Digital Storytelling is an evolution of old traditional storytelling. Lee (2014) and Robin (2016) stated that digital storytelling is an effective tool for young learners to improve their language abilities.

Digital storytelling is a concise method of creating digital media that enables ordinary individuals to share fragments of their narratives. The media employed can encompass digital counterparts of cinematic techniques (full-motion video with audio), images, audio-only elements, or any other variety of non-physical media (content existing solely as electronic files rather than tangible paintings or printed photographs). "Digital storytelling" is a relatively recent phrase describing the contemporary practice of regular people employing digital tools to narrate their own experiences.

In language learning, Kranthi (2017) noted that technology is used to support and improve the learning process. The concept of technologically assisted language development explores the positive impact of digital storytelling on language learning for young learners. By integrating multimedia tools such as images, audio, and interactive components into the learning environment, young learners were offered a comprehensive approach to language acquisition.

2. The Difference between Traditional Storytelling and Digital Storytelling

Traditional storytelling and digital storytelling exhibit notable disparities regarding their medium and approach. According to Brilliantio (2021), traditional storytelling relies on non-digital channels, such as spoken word, written literature, or live theater. It often involves in-person interaction, where the storyteller engages

directly with the audience, or passive engagement through reading books or listening to oral narratives. Traditional storytelling typically adheres to a linear narrative structure, with a clearly defined start, middle, and end. This form of storytelling focuses on verbal expression and textual elements, using the storyteller's skill, tone, and delivery to captivate the audience.

In traditional storytelling, the narrative is conveyed through the use of descriptive language, expressive voice, and body language, which play crucial roles in creating a vivid and engaging experience (Morrow, 2006). The absence of digital technology means that the storytelling experience is shaped largely by the storyteller's ability to evoke imagery and emotions through words alone (Pinker, 1994). This form of storytelling often emphasizes cultural values, historical events, and moral lessons, passed down through generations (Bettelheim, 1976). The interaction between the storyteller and the audience can foster a strong sense of connection and community, as the storytelling experience is often shared in a communal setting, such as around a campfire, in a classroom, or at a cultural event (Heath, 1983; Ochs & Capps, 2001).

Conversely, digital storytelling harnesses digital platforms and technology, encompassing domains like websites, social media, video games, and virtual reality (Robin, 2008; Dunford, 2016). It engages the audience interactively through multimedia components such as videos, animations, and hyperlinks, enabling user participation in the narrative (Lambert, 2013). Digital storytelling frequently offers non-linear narratives, allowing users to explore diverse story pathways or make choices affecting the storyline's outcome (Murray, 1997). Essentially, while

traditional storytelling adheres to established methods, digital storytelling capitalizes on technology and multimedia to craft immersive and interactive narrative experiences (Manolessou, 2019).

As a result, digital storytelling represents a significant evolution from traditional methods, utilizing modern tools and techniques to craft compelling and participatory narrative experiences. Consequently, digital storytelling offers innovative ways to convey narratives, pushing the boundaries of traditional storytelling and embracing the potential of modern technology to create compelling, interactive, and multi-dimensional stories.

3. Digital Storytelling in Education

Kasim (2008) stated that storytelling is the oldest form of education. The passing on of a culture's values, customs, and history to subsequent generations has always been accomplished through the use of stories. It is undeniable that stories have the power to captivate an audience, stir their emotions, and broaden their perspectives. Digital storytelling can be an effective tool for education, as it helps to develop young learners' literacy, communication, and critical thinking it also has the power to influence both the mind and the emotions. Digital storytelling has the potential to impart the significance of emotional rhetoric to young learners, allowing them to explore various ways of behavior or thought. This kind of storytelling can evoke emotional reactions in young learners, motivating them to delve into subjects that ignite their passion.

Furthermore, digital storytelling fosters a more interactive and engaging learning environment by integrating multimedia elements that appeal to diverse

learning styles. Research supports that the incorporation of multimedia in storytelling not only enhances comprehension but also encourages active participation, thereby making learning experiences more memorable and impactful (Murray, 2011). Additionally, digital storytelling allows for greater accessibility and inclusivity in education. By leveraging various digital tools, educators can create content that accommodates different learning needs and preferences, such as visual, auditory, or kinesthetic modalities. This adaptability ensures that all students have the opportunity to engage with the material in a way that resonates with them, promoting a more equitable learning experience (Robin, 2008).

4. The Benefits of Digital Storytelling

It is an essential instrument for integrating digital technology with innovative teaching and learning practices (Dakich 2008). The utilization of digital storytelling enhances student involvement and assists educators in creating constructivist learning settings, fostering collaborative problem-solving among peers. Using digital storytelling as a tool in an English classroom offers various benefits:

- a. Increased engagement: By adding multimedia components, digital storytelling captures young learners' attention and makes learning more entertaining and engaging.
- b. Improved language and communication abilities: Young learners' ability to express themselves is developed by using digital storytelling as a language learning tool, and by creating digital stories, which improves language and communication abilities.

- c. Multimodal learning: Digital storytelling's use of text, graphics, audio, and video accommodates a range of learning preferences and encourages a multimodal approach to comprehension and expression.
- d. Motivation and confidence: Young learners typically feel empowered and motivated when they see their stories come to life through digital media, which increases their self-expression and confidence.

Digital storytelling improve the English curriculum and meet a variety of learning objectives while getting young learners ready for the demands of the digital age.

5. The Drawbacks of Digital Storytelling

Although digital storytelling has the potential to be a successful teaching technique in English classrooms, it is important to take into account any potential disadvantages before implementing it. The following are some disadvantages of digital storytelling:

- a. Problems with access: This concern is highlighted in the work of Warschauer (2003) and Selwyn (2016), who discuss the digital divide and issues related to access to technology and the internet, which can lead to disparities in educational opportunities.
- b. Technical issues: This problem is a common theme in discussions about the challenges of integrating technology into education, though it's not always attributed to a single theorist. It's generally acknowledged in the literature on educational technology.

- c. Distraction and misuse: The potential for digital tools to become distractions rather than educational aids is a point often discussed in the context of media and technology studies, though specific theorists may not always be cited.
- d. Content quality issues: Miller and McVee (2013) specifically address how the focus on technological and visual elements can sometimes overshadow the educational content and the development of language and narrative skills.
- e. Teacher technological proficiency: The effectiveness of technology in education often depends on teachers' proficiency with digital tools. This issue is broadly recognized in research on technology integration, though it is not always associated with a single theorist.

For implementation to be successful in the English classroom, it is imperative to strike a balance between the advantages and potential disadvantages.

D. Young Learners

According to Linse (2006), young learners are children aged 5 to 12. This definition usually refers to the years spent in primary or elementary school before continuing to secondary school. The term "young learners" refers to children or students in the early stages of formal education, typically in elementary school or approaching their pre-teen years. It is frequently used in educational contexts to denote a group of students who are actively engaged in learning.

The term "young learners" is commonly used in educational concerns and curriculum preparation to emphasize the particular learning demands, capacities, and developmental characteristics of young learners. Recognizing these particular characteristics allows educators to customize their teaching techniques and

materials to better support the educational growth and development of young learners. According to Curtain and Dahlberg (2004), early learners were divided into four groups based on their age: preschoolers, who are typically still in kindergarten, are ages 2-4. The next age group is Primary, which is kids ages 5-7; the third age group is Intermediate, which is students ages 8-10 in elementary school; the fourth age group is Early Adolescent, which is students ages 11-14 in junior high school. In this study, the researcher focused on the fourth age group of young learners, specifically early adolescents. The sample comprised junior high school students aged 14.

Furthermore, Brumfit (1997) talks on the traits of young learners, which include their propensity to be eager and enthusiastic learners and their need for both mental and physical stimulation. The more closely these may be combined, the better. Moreover, Halliwell (1992) elucidated the traits of young learners, such as their ability to interpret meaning without necessarily grasping the meaning of each individual word, their enjoyment of finding and making fun of what they do, their ready imagination, and the fact that their words were full of fantasy and imagination and more than just a matter of enjoyment. Young learners should be exposed to language that is used to discuss things that they can see and feel, recent experiences or upcoming experiences that were particularly relevant to their daily activities, as well as their curiosities, concerns, and interests. Thus, they picked up and used the language without realizing it through a few enjoyable and imaginative activities.

CHAPTER III

METHODOLOGY

A. Research Design

The research design used in this study was qualitative research. Sarwono (2006) stated, “Qualitative research is a form of analysis based on the relationship of all the variables.” It is aimed to know the meaning about the variables that have been formulated. Qualitative research was chosen because no experimentation was needed.

This research was descriptive qualitative research, which means it was intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion. The descriptive outcome investigated and analyzed in this study was the investigation and analysis of Students’ Perception on the Use of Digital Storytelling to English Language Learning for Young Learners.

B. Research Participants

Polit and Hungler (1999) defined population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized. The population of this research was the third grade students of SMPN 3 Banda Aceh. Based on the results of the pre-survey, SMPN 3 Banda Aceh is implementing a learning process using digital storytelling. This research selected 10 students from a third-grade classroom consisting of 33 students, all of whom

have experience learning English using digital storytelling. This particular classroom was chosen because it is the premier class among the nine third-grade classes.

These participants were decided based on the simple random sampling technique. According to Gay (2012), simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Simple random sampling intends to choose individuals who are representative of the population. The researcher randomly selected participants with an equal number of females and males. Despite maintaining gender equality, the findings and results were not based on gender. Participants were chosen based on their availability and proximity to the school to save time, as the research was conducted after school hours. A simple random sampling technique was used, with a sample size of 10 students from the total population of 33 students. The participants were from a premier class of third-grade students at SMPN 3 Banda Aceh.

Table 3.1
List of Participants

No.	Initial	Gender
1.	Student A	Male
2.	Student B	Male
3.	Student C	Female
4.	Student D	Female
5.	Student E	Female
6.	Student F	Female
7.	Student G	Male
8.	Student H	Male
9.	Student I	Female
10.	Student J	Male

According to Alfredo (2022), using digital technologies can help young learners learn English effectively. The study concentrated on junior high school students, who are at a critical stage of language acquisition, transitioning from basic to advanced skills. Their perception can provide useful information on the efficacy of innovative teaching media such as digital storytelling. Moreover, these students were generally familiar with and enthusiastic about using digital tools, which may increase their engagement with this type of media of learning.

Furthermore, in descriptive qualitative research, the quantity of participants was not considered a significant concern because the focus of the research was to capture an individual's perception of a specific issue rather than aiming for generalization (Lambert, 2012).

C. Research Location

The researcher conducted the research at SMPN 3 Banda Aceh. It is located at Jl. Nyak Adam Kamil III Neusu Jaya District. Baiturrahman - Banda Aceh. This state junior high school began its journey on August 1, 1956. At this time, SMPN 3 Banda Aceh used the 2013 SMP learning curriculum guide. SMPN 3 Banda Aceh is under the command of a principal named Nurjani, handled by an operator named Muhammad Nazar Yusuf.

This long-established school is located at Jalan Nyak Adam Kamil III Neusu Jaya Banda Aceh. At the beginning of the establishment of this educational institution, there were only a few classrooms. Until now, this school continues to excel in academic and non-academic fields, having won first place in the National Ki Hajar quiz and third place in international Karate in Finland.

There are 27 classrooms, with 4 laboratories, and 1 library. This school holds continuous teaching and learning in the morning for 6 days. In this school, there are 50 teachers, with 443 male students and 432 female students.

D. Method of Data Collection

The implementation of digital storytelling focus in this study was 4 skills in English that were listening, reading, speaking, and writing skills. The researcher used a technique of data collection as follows.

The instrument to collect the data from this research was an interview. An interview is a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic (Sugiono, 2017). On the other hand, the interview is a conversation that is accompanied by a certain goal.

A structured interview was used in this study. According to Schmidt (1998), structured interviews involve asking each candidate a consistent set of questions in a planned order. This strategy is intended to reduce bias and improve the reliability and fairness of candidate evaluations based on specific related competencies.

The interview was conducted in the classroom and was recorded through handphone. The interview took about 15-20 minutes for each person. The interview only involved 10 students who would be interviewed as the representative of a classroom with 33 students. The researcher used a simple random sampling technique, and chose the participants randomly with gender

equality of female and male, by asking structured interview consisting of 13 questions conducted in Bahasa Indonesia to avoid misunderstanding of the young learners. Finally, the data from the audio recorded were transcribed into written form for further analysis.

Table 3.2

Interview Items for Young Learners in the Indonesian Language

No.	Pertanyaan
1.	<p>Apa saja manfaat yang dapat diambil dari pembelajaran Bahasa Inggris menggunakan digital storytelling?</p> <ol style="list-style-type: none"> Bagaimana penggunaan digital storytelling membuat belajar bahasa Inggris lebih menarik bagi kamu? Dapatkah kamu menjelaskan bagaimana digital storytelling membantu kamu memahami dan mengingat kata-kata dalam bahasa Inggris dengan lebih baik? Apa yang paling kamu sukai dari penggunaan digital storytelling untuk belajar bahasa Inggris?
2.	<p>Apa saja kendala yang dihadapi dari belajar bahasa Inggris menggunakan digital storytelling?</p> <ol style="list-style-type: none"> Apakah ada bagian-bagian dari digital storytelling yang terlalu sulit untuk dipahami? Tantangan apa yang kamu hadapi dalam mengikuti pembelajaran saat menonton digital storytelling di kelas? Strategi apa yang dapat membuat Kamu tetap fokus dan tidak terganggu saat menonton digital storytelling di kelas?
3.	<p>Apa saja harapan dari pembelajaran bahasa Inggris menggunakan digital storytelling?</p> <ol style="list-style-type: none"> Keterampilan berbahasa Inggris mana (berbicara, mendengar, membaca, menulis) yang kamu harap dapat ditingkatkan menggunakan digital storytelling? Bagaimana menurut kamu digital storytelling akan membuat kamu tetap tertarik untuk belajar bahasa Inggris? Bagaimana menurut kamu digital storytelling akan membantu kamu menjadi lebih baik dalam berkomunikasi dan mahir dalam bahasa Inggris lisan dan tulisan?

Table 3.3*Interview Items for Young Learners Translated into English*

No.	Questions
1.	What are the benefits of learning English using digital storytelling? a. How does using digital storytelling make learning English more interesting for you? b. Can you explain how digital storytelling helps you understand and remember English words better? c. What do you like most about using digital storytelling to learn English?
2.	What are the obstacles faced in learning English using digital storytelling? d. Are there any parts of digital storytelling that are too difficult to comprehend or understand? e. What challenges do you face in keeping up with learning when watching digital storytelling in class? f. What strategy can make you stay focused and not be distracted when watching digital storytelling in class?
3.	What are the expectations from learning English using digital storytelling? d. Which English skills (speaking, listening, reading, writing) do you hope to improve using digital storytelling? e. How do you think digital storytelling will keep you interested in learning English? f. How do you think digital storytelling will help you become better at communicating and proficient in both written and spoken English?

E. Methods of Data Analysis

After the data from interview about students' perception on the use of digital storytelling to English language learning for Young Learners was completely gathered. Then, the data were analyzed descriptively. The data analysis from the instrument is explained below.

The interview data were analyzed using Miles and Hubberman's (1994) theory. It has three phases: data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by selecting data from audio

recordings. The researcher sorted the audio-recorded material and extracted only relevant data that answered the research question. Furthermore, data from audio recordings were transcribed and translated into written form. In data display, the researcher presented reduced data in descriptions. To conclude the data, the researcher generated conclusions based on the findings from the data collection and analysis process.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion of the research. It is divided into two parts: the analysis of data collected from interviews, and discussions.

A. Findings

The interview was used to find out the perceptions in general, benefits, obstacles, and expectations on the use of digital storytelling. For the importance of this study, the names of the students' identities are written as initially, their real names can not be published. This research had 10 participants, the researcher used coding as student "A, B, C, D, E, F, G, H, I, J" to name the participants.

Based on the data analysis of the interview, it was found some points as follows: the students' general perceptions, benefits, obstacles, and expectations regarding the use of digital storytelling in English language learning in the classroom. Most students answered positively about learning English using digital storytelling. The detailed explanation was explained below.

1. The General Perceptions of Young Learners in General Regarding the Use of Digital Storytelling as an English Language Learning Tool

This section explained the perceptions of young learners regarding the use of digital storytelling as an English language learning tool in general. Perception, as defined by Palmer (2019), involves the interpretation and organization of sensory information to create meaningful experiences. Perception,

according to Wolfe (2020), is the process of interpreting sensory information to understand the properties of objects and events in the environment. There were several perceptions of the young learners based on the results of the interview session. Those perceptions are explained below.

a. Digital Storytelling Is Good

Table 4.1

Interview Script. Digital Storytelling Is Good

Participants	Samples of Students' Responses	Codes
Student A Male	"It's <u>good</u> because I can learn while watching."	<i>Digital Storytelling Is Good</i>
Student B Male	"It's <u>good</u> because I can learn while watching."	
Student I Female	"I think it's <u>good</u> because it's easy to understand."	

The findings of the interviews presented in Table 4.1 showed that three out of ten students thought digital storytelling was a good and effective learning tool. Student A, a male, claimed that the learning tool was "good because I can learn while watching," indicated that students appreciated the visual and interactive benefits of digital storytelling in their learning process. Student B, also a male, stated that the learning tool was "good because I can understand English better," emphasized that digital storytelling helped them improve their understanding of the English language.

Student I, a female, expressed that she thought the method was "good because it is easy to understand," indicated that digital storytelling is effective in facilitating learning materials. Positive responses from students A, B, and I

underline that digital storytelling not only improves students' English comprehension skills but also makes the learning process more interesting and efficient.

Thus, the interview results from students A, B, and I support the argument that digital storytelling is an effective and beneficial learning approach. This learning tool helps students understand the material better, increases learning motivation, and provides a fun learning experience. This view confirmed that the integration of digital storytelling in the educational curriculum can significantly improve the effectiveness of young learners learning.

b. Digital Storytelling Is Fun

Table 4.2

Interview Script. Digital Storytelling Is Fun

Participants	Samples of Students' Responses	Codes
Student C Female	"Very <u>fun</u> and exciting."	<i>Digital Storytelling Is Fun</i>
Student D Female	"My impression is that digital storytelling is <u>fun</u> and entertaining."	

Based on the data from the interview results on perceptions of digital storytelling, table 4.1 showed that 2 out of 10 participants considered digital storytelling as a very fun and exciting learning tool for students. Student C, a female, stated, "Very fun and exciting," which showed her enthusiasm for this method. Student D, also female, added by saying, "The impression for me is that digital storytelling is fun and entertaining." Both of these responses confirm that digital storytelling not only makes the learning process more interesting but is also able to create a positive and motivating learning experience for students. This

positive view showed the potential of digital storytelling to increase student engagement and learning effectiveness.

The findings from this interview indicated that digital storytelling can be an effective tool in increasing student engagement. Responses from Student C and Student D illustrate how this method is not only fun but also exciting, which can make students more interested and motivated in the learning process. With a more dynamic and interactive learning atmosphere, digital storytelling can help students to be more focused and actively participate in learning. Therefore, the integration of digital storytelling in the classroom can be an effective strategy to create a more engaging and conducive learning environment for students' academic development.

c. Digital Storytelling is Useful

Table 4.3

Interview Script. Digital Storytelling Is Useful

Participants	Samples of Students' Responses	Codes
Student E Female	"Very <u>useful</u> because it is easier to understand than traditional storytelling."	<i>Digital Storytelling Is Useful</i>
Student F Female	"It is very <u>useful</u> for me because I can learn a lot from digital storytelling, such as hearing a lot of vocabulary and how to speak in English."	
Student G Male	"Very <u>helpful</u> because it can increase my enthusiasm for learning to be better and improve."	
Student H Male	"It is very <u>useful</u> for me and for those who want to deepen their English skills"	

	because learning using digital storytelling can be easily understood."	
Student J Male	"Very <u>helpful</u> because it is easy to understand."	

Based on the results of the interviews listed in Table 4.3, 5 out of 10 participants stated that digital storytelling is a very useful method for learning English. Student E, a female, stated that "digital storytelling is very useful because it is easier to understand than traditional storytelling," which showed the advantage of this method in delivering materials more clearly and understandably. Student F, also a female, added that this method is "very useful for those who learn English," which emphasized the importance and practical usefulness of digital storytelling to improve language skills.

Student G, a male, stated that "digital storytelling is very helpful because it can improve the enthusiasm for learning to be better," indicated that this method is not only beneficial in terms of understanding but also in increasing students' learning motivation. Student H, another male, stated that "digital storytelling is very useful for those who want to deepen their English skills because it can be easily understood," emphasized the importance of this method in supporting deeper English learning. Finally, Student J, a male, emphasized that this method is "very helpful because it is easy to understand," indicated students' positive perceptions of the convenience offered by digital storytelling.

Overall, the responses of students E, F, G, H, and J underlined that digital storytelling not only makes learning easier to understand but also increases learning motivation and helps students deepen their English skills. This view

strengthens the argument that the integration of digital storytelling in the learning process can provide significant and diverse benefits, including a better understanding of the material, increased motivation, and deepening of English skills.

Some perceptions of young learners towards digital storytelling have been mentioned. The perception answers, in general, were positive, which was in line with the theory from Irwanto as discussed in Shandi's thesis (2020). This theory, presented in Chapter 2, indicated that a positive perception can make people feel happier, consistent with the young learners' answers that digital storytelling was fun and exciting. Furthermore, in order to answer the main question of the research question, it is divided into 3 aspects, there are benefits, obstacles, and expectations on the use of digital storytelling in English language learning.

2. The Benefits of Learning English Using Digital Storytelling

This section explained the specific benefits of young learners learning English using digital storytelling.

a. Make Learning English Easier

Table 4.4

Interview Script. Make Learning English Easier

Participants	Samples of Students' Responses	Codes
Student A Male	"It can be <u>easier to learn English</u> lessons"	<i>Make Learning English Easier</i>
Student F Female	"It makes it <u>easier for me to learn English</u> because digital storytelling can display animations and lots of movements."	

Student G Male	"Makes it <i>easier for me to gain English</i> knowledge."	
Student H Male	"It is useful for me because it can help me <i>learn English more easily</i> because digital storytelling is so interesting to me."	

Based on the results of the interviews listed in Table 4.4, 4 out of 10 participants stated that digital storytelling makes learning English easier. Student A, a male, indicated that digital storytelling helps students understand the subject matter better. Student F, a female, emphasized the visual and interactive role of digital storytelling in facilitating learning. Student G, a male, indicated that digital storytelling can improve students' English fluency. Student H, another male, highlighted that the method not only makes learning easier but also makes the learning process more interesting.

The responses from students A, F, G, and H showed that digital storytelling was effective in facilitating English learning. The students felt that this learning tool made learning English easier to understand and more interesting, and improved their fluency in English. This view showed that digital storytelling can be a very useful tool in English learning, as it improves students' comprehension and motivation.

b. Increasing the Spirit of Learning

Table 4.5

Interview Script. Increasing the Spirit of Learning

Participants	Samples of Students' Responses	Codes
Student B Male	"Digital storytelling <i>increases my enthusiasm and desire to learn English</i> "	<i>Increasing the Spirit of</i>

	so that I can become more proficient in English.”	<i>Learning</i>
Student E Female	"The benefits that I can get from digital storytelling are that <i>it can increase my enthusiasm</i> and creativity in learning English, and it can improve my English skills."	

Based on the results of the interviews listed in Table 4.5, 2 out of 10 participants indicated that digital storytelling can increase students' enthusiasm for learning. Student B, a male, emphasized that digital storytelling not only increases students' motivation to learn but also helps them become more proficient in English. The statement from student E, a female, said besides increasing enthusiasm, this method also has the added benefit of encouraging students' creativity, in addition to helping them improve their enthusiasm for English skills.

The responses from students B and E highlighted that digital storytelling plays an important role in increasing students' enthusiasm for learning. This method not only makes students more motivated to learn English but also helps them in developing their creativity and language skills. This view supports the argument that digital storytelling can be an effective tool in improving students' motivation and learning skills as a whole.

c. Improve Skills in English

Table 4.6

Interview Script. Improve Skills in English

Participants	Samples of Students' Responses	Codes
Student C Female	"Can effectively and <i>accurately improve my English listening skills.</i> "	<i>Improve Skills in English</i>

Student D Female	"The benefit is that I can get more new English vocabulary and sentences, thus <u>improving my reading and speaking skills.</u> "
Student I Female	"Can <u>understand various vocabulary and sentences in English.</u> "
Student J Male	" <u>I can recognize more foreign English words.</u> "

The results of the interviews listed in Table 4.6, 4 out of 10 participants showed that digital storytelling played a significant role in improving students' English skills. Student C, a female, stated that this method "can effectively and accurately improve my English listening skills," which highlighted the effectiveness of digital storytelling in improving students' listening skills. Student D, a female, added that the benefits of this method are "can get more new English vocabulary and sentences, so it improves my reading and speaking skills" which showed that digital storytelling helps students expand their vocabulary in reading and speaking English.

Student I, a female, said that this method "can understand various vocabulary and sentences in English," which emphasized that digital storytelling helps students understand and master vocabulary and sentence structures in English. Student J, a male, added that this method "can recognize more foreign English words," which showed that digital storytelling is effective in introducing students to new words in English.

The responses from students C, D, I, and J showed that digital storytelling contributes significantly to improving students' English skills. This method not

only helps students improve their listening skills but also expands their vocabulary and understanding of English sentence structures. This view showed that digital storytelling is a very effective tool for developing students' English skills comprehensively.

3. The Obstacles Faced in Learning English Using Digital Storytelling

This section explains the specific obstacles faced, which are challenges of young learners learning English using digital storytelling.

a. None Obstacle

Table 4.7

Interview Script. None Obstacle

Participants	Samples of Students' Responses	Codes
Student C Female	"There are <u>no difficulties</u> in following digital storytelling lessons because, in my view, digital storytelling is easy to understand and comprehend."	<i>None Obstacle</i>
Student J Male	"There are <u>no obstacles</u> because it is easy to understand."	

Based on the results of the interviews listed in Table 4.7, 2 out of 10 participants showed that students did not experience obstacles in participating in learning using digital storytelling. Student C, a female, highlighted that this method is very easy for students to follow, without any significant difficulties.

Student J, a male, also expressed something similar by saying "There are no obstacles because it is easy to understand," which confirmed that digital storytelling does not cause obstacles in the learning process. These responses

indicated that digital storytelling is a method that is very easy for students to understand and accept, so there are no significant obstacles to its use.

The responses from students C and J said that digital storytelling is an efficient and easy to understand learning method. The ease of understanding and following this learning showed that digital storytelling can be well integrated into the educational process without causing difficulties for students. This view confirmed the potential of digital storytelling as an effective and easy to implement learning tool.

b. Speed of the Video

Table 4.8

Interview Script. Speed of the Video

Participants	Samples of Students' Responses	Codes
Student B Male	"The difficulties I face are when there is new vocabulary, and the <u>video moves quickly</u> ."	<i>Speed of the Video</i>
Student H Male	"Some of it is easy to understand, the rest of the <u>video often moves so fast</u> that it is a bit difficult to understand."	

The results of the interviews listed in Table 4.8, 2 out of 10 participants showed that the speed of the video in digital storytelling can be a challenge for some students. Student B, a male, said that "when there is new vocabulary, the video moves quickly," he had difficulty following the material. This showed that the speed of the video is too fast can be an obstacle in understanding new vocabulary.

Student H, also a male, emphasized that even though most of the content was understandable, the high speed of the video could reduce the effectiveness of

the learning. Both of these responses suggested that while digital storytelling is generally effective, adjusting the speed of the video is necessary to ensure that all students can follow the material well.

The responses from students B and H underline the importance of considering the speed of the video in digital storytelling. To ensure that all students can understand and follow the material well, the speed of the video must be adjusted to the needs of the students. This view confirmed that although digital storytelling is a good method, certain adjustments are needed to optimize its effectiveness.

c. Learning Environment

Table 4.9

Interview Script. Learning Environment

Participants	Samples of Students' Responses	Codes
Student D Female	"It is difficult to listen when <u>classmates are noisy</u> during digital storytelling lessons.	<i>Learning Environment</i>
Student E Female	"There are <u>many distractions (noise)</u> , and it's difficult to concentrate."	

Based on the interview results presented in Table 4.9, 2 out of 10 participants indicated that the learning environment can affect the effectiveness of digital storytelling in education. Student D, a girl, finds it hard to hear when classmates are noisy during digital lessons, which makes it harder to pay attention and understand. Student E also mentioned there are lots of distractions (noise), which makes it difficult to concentrate. Both responses indicated that an

unconducive classroom atmosphere can reduce the effectiveness of digital storytelling as a learning tool.

The responses from students D and E highlighted the importance of creating a calm and conducive learning environment to ensure the effectiveness of learning with digital storytelling. Disturbances from the surrounding environment, such as noise, can hinder students' concentration and understanding of the material being presented. This perspective emphasized that besides effective teaching methods, the learning environment conditions are also crucial factors to consider in achieving optimal learning outcomes.

d. Understanding Technology

Table 4.10

Interview Script. Understanding Technology

Participants	Samples of Students' Responses	Codes
Student G Male	"Limited access to technology, and lack of <u>understanding in using technology.</u> "	<i>Understand Technology</i>

Based on Table 4.10 interviews, 1 in 10 participants found that lack of technology understanding and access to technology can be an obstacle in implementing digital storytelling as a learning tool. Student G, a male, cited "limited access to technology and lack of tech skills," showing how these issues can affect its effectiveness. This underscores digital storytelling's potential to improve learning but also highlights the need to address technical barriers like device access and skill gaps among students for optimal use.

The responses from student G showed that the success of implementing digital storytelling in education depends not only on the quality of the content but also on the readiness of technology and user skills. This concern was highlighted in the work of Warschauer (2003) and Selwyn (2016). This theory, presented in Chapter 2, indicated that the digital divide and issues related to access to technology and the internet can lead to disparities in educational opportunities. The theory was in line with this finding. This view emphasized the importance of sufficient technological support to achieve optimal learning outcomes.

e. Lack of Understanding

Table 4.11

Interview Script. Lack of Understanding

Participants	Samples of Students' Responses	Codes
Student A Male	"My difficulty in learning using digital storytelling is in <u>understanding English sentences</u> ."	<i>Lack of Understanding</i>
Student I Female	"There are <u>many words that I don't know the meaning of</u> , and it is a little bit difficult because it is all using the English language."	

Based on the results of the interviews listed in Table 4.11, 2 out of 10 participants indicated that they had difficulty understanding the material presented through digital storytelling in English. Student A, a male, revealed that he had difficulty "in understanding English sentences." This showed that although digital storytelling can be an effective tool, understanding English is still a challenge for some students. Student I, a female, also showed that the use of full English in

digital storytelling can be a barrier for students who do not yet have sufficient vocabulary or sufficient language skills.

The responses from students A and I indicated that although digital storytelling has great potential to improve learning, language barriers remain a significant challenge. Efforts need to be made to provide additional support to students in understanding English, such as through more intensive vocabulary explanations or including Indonesian subtitles as well. This view confirmed that the success of digital storytelling in education also depends on students' English language skills, and additional support may be needed to ensure that all students can follow the material well.

f. Need to Focus

Table 4.12

Interview Script. Need to Focus

Participants	Samples of Students' Responses	Codes
Student F Female	" <u>Must focus</u> on the video."	<i>Need to Focus</i>

Based on the results of the interviews listed in Table 4.12, 1 out of 10 participants indicated that digital storytelling requires students' full attention to be able to understand the material well. Student F, a female, stated that she "had to focus on the video," which emphasized the importance of concentration during the learning process. This statement showed that although digital storytelling can be an effective learning method, success in understanding the material is highly dependent on the student's ability to stay focused on the video presented.

Student F's response highlighted that concentration and focus are important elements in maximizing the benefits of digital storytelling as a learning tool. To ensure the effectiveness of this method, students must be able to maintain their attention throughout the video. This view emphasized that in addition to interesting content, a conducive and distraction-free learning environment is also needed to support student focus during the learning process with digital storytelling.

4. The Expectations from Learning English Using Digital Storytelling

a. Deepen English Skills

Table 4.13

Interview Script. Deepen English Skills

Participants	Samples of Students' Responses	Codes
Student A Male	"So that I can better and more accurately understand English, and <u>become more proficient in listening, speaking, and writing in English.</u> "	<i>Deepen English Skills</i>
Student B Male	"To be able to understand English learning <u>better, especially Speaking and listening.</u> I also hope that digital storytelling continues to present interesting stories or animations."	
Student C Female	"My hope from this digital storytelling is that I become more <u>capable in speaking, reading, and writing</u> in English, and also gain a deeper understanding of English learning materials. Additionally, my hopes for digital storytelling is for the stories presented to be more engaging, longer in duration, and diverse in content."	

Student D Female	"I hope to become <u>better at speaking and listening</u> to English."
Student E Female	"More interested in learning English. I also hope I <u>can speak English better</u> and correctly."
Student F Female	"I hope I am increasingly interested in learning English and <u>want to speak it better</u> and more accurately."
Student G Male	"I hope that I <u>can</u> broaden my experience in digital learning. In addition, I hope that I can <u>improve my English speaking and writing skills</u> to be better so that I can speak English fluently and improve my writing skills in arranging various English words."
Student H Male	"So that I can better understand and comprehend English learning materials. I also hope to be able <u>to speak and read in English correctly</u> ."
Student I Female	"To be able <u>to speak English fluently</u> ."
Student J Male	"Being able to understand English even better, and also being able <u>to sharpen my listening skills</u> in English."

From the interviews in Table 4.13, it's clear that 10 participants have high expectations for digital storytelling to improve their English skills. Student A, a male, hopes it will improve his understanding and proficiency in listening, speaking, and writing English. Student B, also male, stressed the importance of better understanding English, especially in speaking and listening, and looks forward to engaging stories or animations in digital storytelling.

Student C, a female participant, wanted to improve her speaking, reading, and writing skills in English. She also preferred more interesting stories, longer storytelling sessions, and a variety of storytelling styles. Student D aimed to get better at speaking and listening in English. Student E aimed to improve her fluency in speaking and writing English and preferred digital storytelling over traditional methods. Similarly, Student F wanted to improve her speaking skills.

Student G hoped to broaden his digital learning experience and improve his English speaking and writing skills. Student H aimed to better understand learning materials and improve his English speaking and reading abilities. Student I aimed to speak English fluently, while Student J sought to improve his understanding of English and sharpen his listening skills.

Responses from students A to J indicated that digital storytelling was expected to deepen students' English skills comprehensively. Their expectations include improving listening, speaking, reading, and writing skills, as well as a deeper understanding of the material. In addition, they hope that digital storytelling will continue to present interesting and varied content to maintain their interest and motivation to learn. This view confirmed that digital storytelling has great potential to be an effective tool in improving students' English skills comprehensively.

B. Discussion

This part presented the data analysis results of the research findings mentioned above. This discussion aims to answer the research questions. This research has 1 main question. The research question is “What are the perceptions of young learners regarding the use of digital storytelling as an English language

learning tool?” To answer the main question is divided into 3 kinds of questions, those are the benefits, the obstacles, and the expectations of learning English using digital storytelling.

The researcher described the result in one instrument: an interview to answer the research questions. Based on the result of the interview from 10 samples. They gave positive perceptions on the use of digital storytelling. They like it because it is understandable to use it in the English language learning process.

The digital storytelling method in this study was positively evaluated by students as an effective approach to improving English language learning. Interview results showed that students find digital storytelling makes learning more interesting and easier to understand. They appreciate this learning tool's ability to present materials visually and interactively, which helps them gain a deeper understanding of English.

Additionally, digital storytelling has also proven beneficial in facilitating more effective English language learning. Respondents stated that this method made it easier for them to understand the material and increased their enthusiasm for learning. This indicated that the use of technology in an educational context can significantly impact the way students interact with learning materials, providing a more enjoyable and immersive experience.

Based on research conducted by Astuti (2023), entitled "The Use of Digital Storytelling to Improve Students' Speaking Ability in Secondary EFL Classroom," and the results of this study, it can be seen that the findings showed that the use of

digital storytelling has a positive impact on students' English speaking ability. The findings of this study are in line with the results of this study which also showed that digital storytelling is effective in improving English speaking ability, although with a different research design and approach.

However, differences in research methodology such as experimental designs that may differ between the two studies may affect the generalizability of the findings. Additionally, different characteristics of student samples, diverse learning environments, and other contextual factors such as technological support or teaching strategies used can also influence the interpretation and implications of the findings from both studies.

The findings of this study reveal that students perceive digital storytelling as a highly effective method for improving their English language learning. This aligns with the research by Liu et al. (2017), which demonstrated that digital storytelling significantly boosts student engagement and motivation in learning English as a foreign language. The interactive and visual aspects of digital storytelling were found to make learning more enjoyable and accessible, leading to increased participation and interest among students. In this study, students consistently reported that digital storytelling made lessons more engaging and easier to understand, which mirrors Liu et al.'s findings on the positive impact of interactive learning tools.

In this research, students noted that digital storytelling helped them better understand and retain English language concepts. This is consistent with Huang et al. (2017), who found that digital storytelling effectively improved various

language skills, including speaking, listening, and comprehension. The immersive and context-rich nature of storytelling activities facilitated a deeper understanding and retention of language concepts. This was particularly evident in this study, where students highlighted how digital storytelling made learning new vocabulary and grammar more intuitive and memorable.

These findings also suggested that digital storytelling improves the overall learning experience by encouraging creativity and self-expression. Kim (2014) observed that digital storytelling not only aids language acquisition but also boosts students' confidence and creativity. Students in Kim's study were more willing to express themselves and participate actively when engaged in digital storytelling tasks. Similarly, young learners in this research expressed that digital storytelling provided a platform for them to articulate their ideas, improve their learning experience, and build their confidence in using English.

While the benefits of digital storytelling are shown, this research presents certain obstacles too, which are challenges for them. Technological limitations and the need for sufficient teacher training in digital tools are significant barriers. Johnson and Kendrick (2017) emphasize the importance of providing sufficient technical support and resources to both students and educators to maximize the benefits of digital storytelling. These findings also identified issues such as the fast pace of videos and the need for a conducive learning environment. Addressing these challenges involves adjusting video content to the young learners' comprehension level and ensuring a quiet and supportive classroom setting.

The overall positive perception of digital storytelling in this study supports the broader body of research indicating its potential to transform English language learning for students and young learners. The findings suggested that when implemented thoughtfully, digital storytelling can significantly improve student engagement, comprehension, and enjoyment in learning English. However, to fully realize its potential, it is crucial to address the technological and contextual challenges identified. Providing ongoing training for educators, ensuring access to necessary digital tools, and creating supportive learning environments are key steps in optimizing digital storytelling as an educational strategy.

These findings indicated that digital storytelling has great potential in improving English language learning among students and young learners. By considering the specific educational context and students' and young learners' needs, the use of this technology can be adapted to provide a more engaging and effective learning experience in improving students' and young learners' English language skills.

The results of this study showed that using digital storytelling learning tools helps students learn languages better. It not only makes learning more interesting but also motivates students to participate more actively in class. This approach also showed that technology can be a very useful tool in language learning. These findings provide good ideas for teachers to design more effective and engaging teaching. However, to optimize digital storytelling as a learning tool, consider the video speed. Too-fast videos can obstruct comprehension, so adjusting the speed can help all students follow along.

In addition, creating a good learning environment helps students focus better on the lessons. Obstacles include students having limited access to and understanding of technology, and difficulties in understanding English completely. To help with this, more support like explaining vocabulary or using simpler language is needed for better understanding. Students also expect digital storytelling to improve their English skills significantly, helping them speak, listen, read, and write better. While digital storytelling has great potential for learning English, it's important to address these challenges by adjusting content, supporting technology, and creating a good learning environment. These efforts will make digital storytelling more effective and accepted in schools or any English courses.

Integrating digital storytelling in English learning environments has gained significant interest due to its potential to improve language skills. Students expect digital storytelling to deepen their English skills, particularly in listening, speaking, reading, and writing. Many students expressed their desire to better understand and accurately use English, with a specific emphasis on enhancing speaking and listening skills through engaging stories or animations. Additionally, several students noted that digital storytelling can make learning English more interesting and engaging, thus sustaining their motivation. There is also an expectation that digital storytelling will broaden their digital learning experience, reflecting a broader educational benefit beyond language improvement. Overall, students see digital storytelling as a valuable way to make learning English more effective and enjoyable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher will present conclusions and recommendations for further research, based on the findings that have been discovered and discussed.

A. Conclusions

Based on the data analysis in the previous chapter, it can be concluded that this approach is positively evaluated by students as an effective way to improve their learning. This study showed that students consider digital storytelling capable of making learning more engaging, easier to understand, and providing a fun learning experience. These results are consistent with previous findings that emphasize the elements of fun and engagement in learning can increase students' motivation to learn.

Furthermore, digital storytelling has proven beneficial in facilitating a deeper understanding of the English language and increasing students' learning enthusiasm. This positive response illustrates that the use of technology in educational contexts can have a significant positive impact on students' learning experiences.

However, it was found that there were several obstacles faced, which were challenges for them. As video speed is too fast, less conducive learning environments, limited access and understanding of technology, as well as difficulties in understanding English language materials, remain concerns. Optimizing the effectiveness of digital storytelling by adjusting video speed or

duration, creating quieter learning environments, and providing additional support for students experiencing difficulties in understanding the materials are crucial steps.

The findings from this study reveal that students have high expectations for digital storytelling as a method of learning English. They believe it will improve their skills in speaking, listening, reading, and writing while making learning more enjoyable and engaging. Students expect that digital storytelling, which includes things like animations and videos, will make difficult language easier to understand. They believe it will also help them feel more confident because it offers a fun and engaging way to practice.

Thus, students view digital storytelling positively and expect it to significantly improve their English learning experience. Meeting these expectations will require thoughtful implementation to ensure content is engaging, accessible, and supportive of various learning needs, promising to increase the quality of English education for young learners in modern educational practice. Hence, this study confirmed that digital storytelling can be an effective tool in improving the way young learners learn English.

B. Suggestions

Based on the findings of this research, several practical suggestions can be proposed for further development and implementation of digital storytelling in English language learning. First, curriculum development should integrate digital storytelling as a crucial part of English language teaching methods in schools or

any English courses to maximize young learners' learning experiences and improve the quality of education. Second, it is important to provide sufficient training to teachers so that they can effectively integrate digital storytelling technology into their teaching. Third, optimizing technology in schools and any English courses, optimizing sufficient technology access, and focusing on technology use that meets the needs of young learners are essential steps.

Fourth, further research is needed to broaden the sample scope, including students from diverse backgrounds and regions. This would allow the research to consider various school or English course contexts, such as differences in implemented curriculum, levels of access to technology facilities, and cultural variations in learning styles at each school or English course. Considering these factors will provide a more comprehensive picture of how digital storytelling can be applied and adapted in different educational settings. Such research will help identify the strengths and weaknesses of this method in a wider context and offer valuable insights for developing more effective learning strategies.

Lastly, continuous evaluation of the implementation of digital storytelling is needed to monitor its impact on students' English language skills and their learning motivation over time. By applying these suggestions, understanding the needs and expectations of young learners, and addressing the existing challenges, it is hoped that digital storytelling can continue to develop and become an effective tool in improving the quality of English language learning. It can also make a positive contribution to English education in schools or any English courses, aligning with the demands of the current digital era.

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APPENDICES

APPENDIX A: Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2742/Un.08/FTK/Kp.07.6/03/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

Mengingat

Menetapkan

KESATU

KEDUA

KETIGA

KEEMPAT

KELIMA

KEENAM

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1738/Un.08/FTK/Kp.07.6/01/2024

Menunjuk Saudara

Dr. Nashriyah, M.A

Untuk membimbing Skripsi

Nama : Fira Rizky

NIM : 200203063

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Perception on the Use of Digital Story Telling to English Language Learning for Young Learners

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 22 Maret 2024

Dekan,



Safrul Muluk



Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Duren Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip

APPENDIX B: Recommendation Letter of Conducting Research from
Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4129/Un.08/FTK.1/TL.00/5/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMPN 3 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FIRA RIZKYA / 200203063**
Semester/Jurusan : **VIII / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Tandi 3, No. 29, Ateuk Munjeng, Kec. Baiturrahman, Kota Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perception on the Use of Digital Story Telling to English Language Learning for Young Learners***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Mei 2024

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 28 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: Recommendation Letter of Conducting Research from *Dinas Pendidikan*



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan Panglima Nyak Makam No. 23 Gp. Kota Baru, Banda Aceh, 23125
Pos-el :dikbud@bandaacehkota.go.id laman:www.dikbud.bandaacehkota.go.id

SURAT IZIN
NOMOR :074/A4/2199/2024
TENTANG

IZIN MENGUMPULKAN DATA

Berdasarkan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor : B-4129/Un.08/FTK.1/TL.00/5/2024 tanggal 14 Mei 2024, perihal Penelitian Ilmiah Mahasiswa, Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh memberikan izin kepada.

nama : Fira Rizkya
NIM : 200203063
jurusan/prodi : Pendidikan Bahasa Inggris
untuk : Melakukan pengumpulan data pada SMP Negeri 3 Banda Aceh dalam rangka menyelesaikan skripsi dengan judul "Students' Perception on the Use of Digital Story Telling to English Language Learning for Young Learners".

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 31 Mei s.d 15 Juni 2024.
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Surat izin pengumpulan data ini dibuat untuk dapat dipergunakan sebagaimana mestinya

A R - R A N I R Y

31 Mei 2024 M/22 Dzulqaidah 1445 H

a.n. Kepala Dinas Pendidikan dan
Kebudayaan Kota Banda Aceh
Kabid Pembinaan SMP,



Evi Susanti, S. Pd., M. Si.
NIP. 06760113 200604 2 003

Tembusan:

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
2. Koordinator Pengawas Sekolah Banda Aceh
3. Kepala SMP Negeri 3 Banda Aceh

**APPENDIX D: Confirmation Letter of Conducting Research at the SMPN 3
Banda Aceh**



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BANDA ACEH
Jalan Nyak Adam Kamil III Neusu Jaya Telp. (0651) 21546 Banda Aceh
e-mail:smpn3bnaofficial@gmail.com - website:www.smpn3bandaaceh.sch.id

SURAT KETERANGAN

Nomor. 074/175 /2024

Sehubungan dengan surat saudara Nomor. 074/A.4/2199/2024 tanggal 31 Mei 2024 hal tersebut pada pokok surat, yang bertanda tangan dibawah ini

n a m a : Nurjani, S.Pd., M.Pd
nip : 19710801 199702 2 002
jabatan : Kepala Sekolah
npsn : 10105411
nss : 201066102003

dengan ini menerangkan bahwa

n a m a : FIRA RIZKYA
nim : 200203063
jurusan/prodi : Pendidikan Bahasa Inggris

Telah melakukan penelitian/mengumpulkan data untuk penyelesaian Skripsi dengan judul **"Students' Perception on the Use of Digital Story Telling to English Language Learning for Young Learners"** sejak Tanggal 31 Mei s.d. 15 Juni 2024.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

جامعة الرانيري

A R - R A N I R I

Banda Aceh, 3 Juni 2023
Kepala Sekolah,

Nurjani, S. Pd., M. Pd
Pembina Tk. I
NIP/19710801 199702 2 002

APPENDIX E: Interview Protocol

INTERVIEW PROTOCOL

Project : Students' Perception on the Use of Digital
Storytelling to English Language Learning for
Young Learners

Time of Interview :
Date :
Place : Classroom of SMPN 3 Banda Aceh

Interviewer : Fira Rizkya

Interviewee :
Age of Interviewee :
Gender of Interviewee : Female/Male

Position of Interviewee : Students of SMPN 3 Banda Aceh Grade 3

List of Questions

The interview was done in the classroom and was recorded through handphone. The interview takes about 15-20 minutes. The data was also obtained with structured interviews. The data from the audio recorded were transcribed into written form for further analysis and can be accessed only by the researcher.

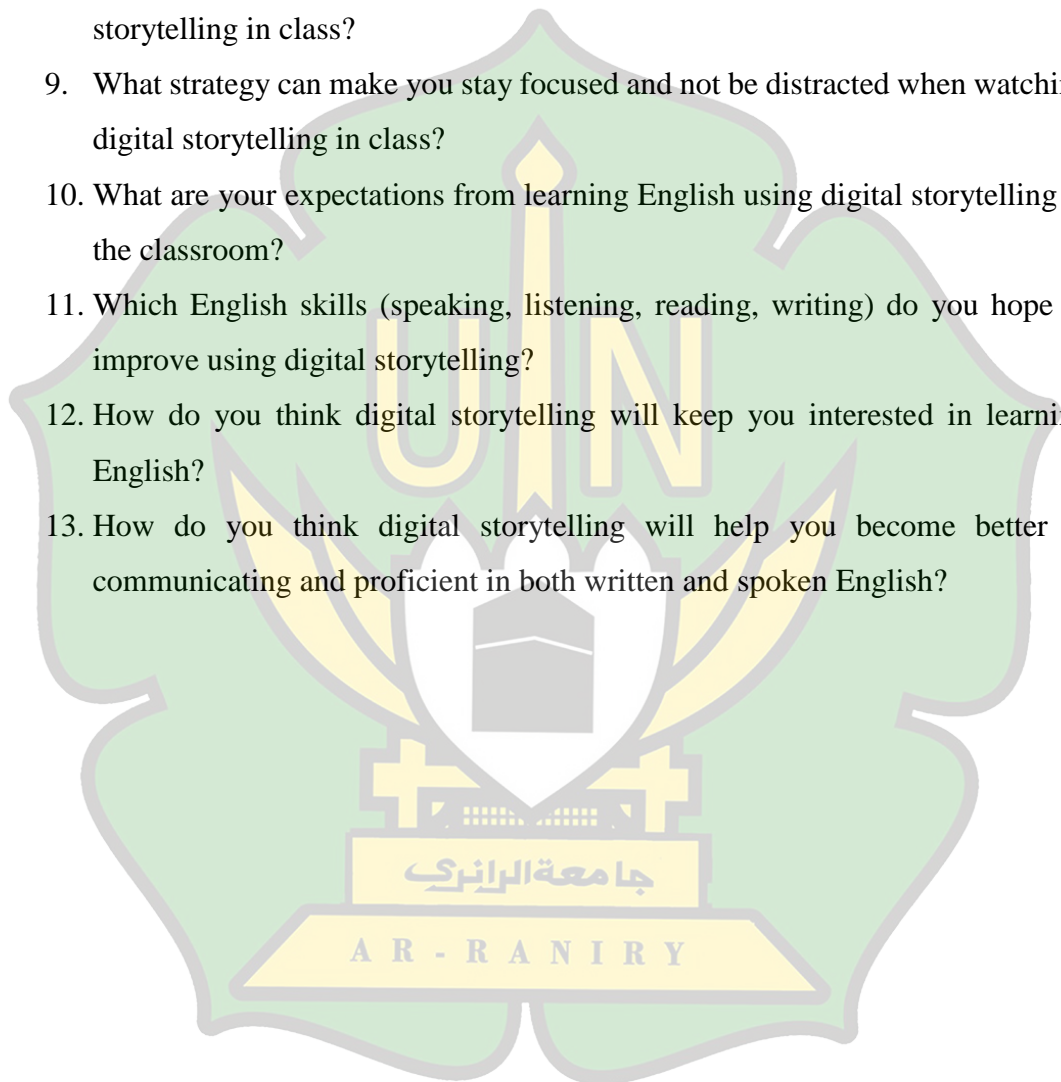
1. Apa kesan kamu terhadap penggunaan digital storytelling dalam pembelajaran bahasa Inggris di kelas?
2. Apa saja manfaat yang dapat kamu ambil dari pembelajaran Bahasa Inggris menggunakan digital storytelling?
3. Bagaimana penggunaan digital storytelling membuat belajar bahasa Inggris lebih menarik bagi kamu?
4. Dapatkah kamu menjelaskan bagaimana digital storytelling membantu kamu memahami dan mengingat kata-kata dalam bahasa Inggris dengan lebih baik?

5. Apa yang paling kamu sukai dari penggunaan digital storytelling untuk belajar bahasa Inggris?
6. Apa saja kendala yang kamu hadapi dari belajar bahasa Inggris menggunakan digital storytelling?
7. Apakah ada bagian-bagian dari digital storytelling yang terlalu sulit untuk dipahami?
8. Tantangan apa yang kamu hadapi dalam mengikuti pembelajaran saat menonton digital storytelling di kelas?
9. Strategi apa yang dapat membuat kamu tetap fokus dan tidak terganggu saat menonton digital storytelling di kelas?
10. Apa harapan kamu dari pembelajaran bahasa Inggris menggunakan digital storytelling?
11. Keterampilan berbahasa Inggris mana (berbicara, mendengar, membaca, menulis) yang kamu harap dapat ditingkatkan menggunakan digital storytelling?
12. Bagaimana menurut kamu digital storytelling akan membuat kamu tetap tertarik untuk belajar bahasa Inggris?
13. Bagaimana menurut kamu digital storytelling akan membantu kamu menjadi lebih baik dalam berkomunikasi dan mahir dalam bahasa Inggris lisan dan tulisan?

Translated Questions into English

1. What is your impression of using digital storytelling to English language learning in the classroom?
2. What benefits can you take from learning English using digital storytelling?
3. How does using digital storytelling make learning English more interesting for you?
4. Can you explain how digital storytelling helps you understand and remember English words better?
5. What do you like most about using digital storytelling to learn English?

6. What obstacles/difficulties do you face in learning English using digital storytelling in the classroom?
7. Are there any parts of digital storytelling that are too difficult to comprehend or understand?
8. What challenges do you face in keeping up with learning when watching digital storytelling in class?
9. What strategy can make you stay focused and not be distracted when watching digital storytelling in class?
10. What are your expectations from learning English using digital storytelling in the classroom?
11. Which English skills (speaking, listening, reading, writing) do you hope to improve using digital storytelling?
12. How do you think digital storytelling will keep you interested in learning English?
13. How do you think digital storytelling will help you become better at communicating and proficient in both written and spoken English?



AUTOBIOGRAPHY

1. Name : Fira Rizkya
2. Place/Date of Birth : Banda Aceh / August, 13th 2002
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Ateuk Munjeng, Kec. Baiturrahman, Kota Banda Aceh
7. Email : 200203063@student.ar-raniry.ac.id
8. Occupation : Student of English Language Education Department,
UIN Ar-Raniry, Banda Aceh.
9. Parents
 - a. Father's Name : Alm. Firdaus
 - b. Mother's Name : Cut Raihana Fatmi
 - c. Father's Occupations : Lecturer
 - d. Mother's Occupations : House Wife
 - e. Address : Ateuk Munjeng, Kec. Baiturrahman, Kota
Banda Aceh
10. Educational Background
 - a. Elementary School : MIN 1 Banda Aceh
 - b. Junior High School : SMPN 3 Banda Aceh
 - c. Senior High School : SMAN 2 Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh