



**A SYSTEMATIC REVIEW OF DIGITAL STORYTELLING IN IMPROVING
SPEAKING SKILLS FOR YOUNG LEARNERS**

SKRIPSI

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ABSTRACT

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Digital storytelling is a concise variant of digital media creation that enables regular individuals to craft and distribute their narratives on the internet. This approach is frequently applied in educational institutions, museums, libraries, as well as social work and healthcare contexts, along with community settings. Numerous applications, web-based applications, and tools designed for digital storytelling are available for use with young learners. The primary objective of this study is to examine the utilization of digital storytelling among young learners and to identify the benefits they derive from incorporating digital storytelling into English language learning tasks.

The method used for this study was a systematic literature review. The data was sourced from a research paper that had been published in a journal listed in both the Sinta and Scopus databases. The information was gathered using a lens database, with the references centered around the keyword "enhancing speaking skills through digital storytelling for young learners." Following an extensive review of numerous research articles addressing the digital storytelling approach, the researcher identified 10 articles (comprising 3 from Sinta and 7 from Scopus) that aligned with the criteria of this study. The collected data was then scrutinized through coding, utilizing the research questions as the basis for analysis.

The findings of this research analysis indicate that a range of educational activities tailored for young learners can be effectively incorporated using digital storytelling. In response to the initial inquiry of the research, it is evident that educators possess multiple avenues for instructing young learners through the utilization of digital storytelling. These avenues encompass diverse activities such as audio listening, participation in video-based speaking exercises, reading and writing texts, engaging in communication and discussions, undertaking examinations, submitting assignments, as well as offering, explaining, and disseminating learning materials. In relation to the outcomes stemming from the second research query, it was determined that the utilization of digital storytelling brings about advantages in enhancing the speaking capabilities of young learners. Additionally, young learners also reap supplementary benefits, which encompass heightened self-assurance, enhanced peer interaction, augmentation of vocabulary, and the cultivation of proficient pronunciation skills.



CHAPTER I

INTRODUCTION

This chapter discusses (1) the background of the research, (2) the research questions, (3) the purpose of the research, (4) the research significance, and (5) the definition of key terms.

1.1 Background of the Study

At this time, technology has developed rapidly and it becomes crucial to use the technology in education. The power of technology for learning can increase the motivation and interest of young learners (Ahmad and Yamat, 2020). The advancements in technology during the twenty first century have resulted in a profound transformation. Rao (2019) said these innovation have led to significant advancements in various fields, propelling human progress to new heights. The introduction of internet technology has brought about remarkable transformations in the realm of education during contemporary times. Due the technological advancements, a considerable number of individuals perceive English as highly essential for enabling effective communication. Given its status as a global language, the significance of English in the present day world is undeniable, and hardly anyone would argue otherwise. English serves not only as a medium for literary works such as poetry, fiction, or drama but also plays a foundational role in conveying and comprehending scientific discoveries, technological advancements, and modern

gadgets (Gohil, 2018). Moreover, it functions as a unifying language that connects people worldwide.

To achieve proficiency in English, individuals need to develop and train four essential skills: listening, writing reading and speaking. This research will concentrate on honing one of these skills, which is speaking. Effective communication with our interlocutors heavily relies on strong speaking skills, ensuring smooth and coherent conversations. To enhance speaking skills, ample practice is crucial. Beginners frequently employ a technique of replicating phrases spoken by others in English, a method commonly used by teachers in the classroom to aid students in achieving accurate pronunciation. Based on favorable outcomes observed in past research, henceforth ICT is very powerful for language teaching and learning. Teachers should introduce beneficial apps or website to their students, encouraging them to engage in additional exercise at home, this interactive approach to learning proves to be more enjoyable, fostering increased student participation and productivity during lessons (Khanh, 2021).

Many educators and instructors believe that ICT has a positive influence on the teaching and learning of the English language. ICT has the potential to be efficiently employed in the context of language education. Most young learners find pleasure in using the internet, television, radio, YouTube, and other mobile learning platforms, especially when it comes to acquiring English language skills. The attainment of proficiency in a second language is influenced by various factors, with age being a particularly significant one. There are several advantages to using ICT in teaching

English to young learners according to experts (Johnstone, 2009 as cited in Damar, Gursoy, & Korkmaz, 2013):

Young learners often grasp languages with greater ease, especially in terms of mastering pronunciation, and they cultivate an instinctive, intuitive proficiency because they can lean on inherent language acquisition processes. Young learners possess a greater capacity to promptly imitate native speakers accurately, and they are less prone to experiencing anxiety during the language learning process. Furthermore, young learners have ample time to immerse themselves in the target language and process a greater ability to develop awareness of intercultural identity possibilities.

The objective of teaching English to young learners extends beyond merely imparting the language itself, it also involves providing them with and understanding of their potential cultural identity. Dewi (2019) said that the earlier young learners become acquainted with the cultured, the more profoundly they grasp their own identity. To foster cultural appreciation and enhance their motivation in learning English, teachers can employ technology as a tool.

Digital storytelling is among the techniques employed nowadays to harness the full potential of technology. The utilization of digital storytelling has the capacity to offer numerous advantages for learning. Because the stories are meaningful, so young learners can understand them with ease. Maya and Diana (2022) stated digital storytelling technique can also attract many senses. Morsali (2016) stated young learners or students receive dual advantages from this approach, as it encourages them to nurture their imaginative skills and assume responsibility for their actions. Using digital storytelling to teach young learners can also help them expand their vocabulary or

improve their speaking skill. They have the opportunity to produce interpretive digital narratives rooted in various content and enhance their speaking abilities through the utilization of digital storytelling. Digital storytelling enables a significant interaction between content and context, a vital aspect for enhancing learners' speaking proficiency.

Abdelmageed and El-Naggar (2018) conducted a study with the aim of examining how digital storytelling impacts the oral proficiency of English language learners. Furthermore, the research sought to assess the level of satisfaction learners had with their experience of using digital storytelling. The outcomes of this investigation reveal a significantly positive and beneficial influence on the acquisition of speaking skills. Furthermore, participants indicate a significant level of satisfaction with this method of learning. Furthermore, Andayani (2019) points out that previous research related to digital storytelling was mainly concentrated in English language learners, with limited research dedicated to exploring the application of digital storytelling among young learners.

According to Maya and Diana (2022), it was mentioned that storytelling serves as an excellent method for enhancing speaking skills. In process of teaching and learning, storytelling is frequently used. Using storytelling approach to teaching and learning improves students' or young learners motivation to learn English and allows them to experiment with different activities and creativity to gain experience speaking about the subject they are studying.

There are number of articles discussing the participation of elementary school students (Ramalinga et al, 2022; Maya, Sumarni, & Suseno, 2022; Elenein, 2019; Zarifsanaiey, Mehrabi, Naeeni & Mustapha, 2022).

Ramalingam et al. (2022) conducted a study to explore how the utilization of mobile applications in digital storytelling could potentially aid in the enhancement of speaking skills among primary school students. Tosun (2015) claimed young learners have unique demands that must be satisfied, teachers and parents must be aware of these characteristics and must find learning so that these young learners do not feel bored. Fu et al. (2021) proposed a technique aimed at aiding young learners and educators in comprehending the integration of digital storytelling within the classroom. This method entails furnishing students with digital visuals and pre-established narrative frameworks. This empowers individuals to create and share their distinct narratives, which can later be preserved for future reflection and self-evaluation. As indicated by this study, digital storytelling not only supports student learning but also affords educators the chance to adopt advanced and improved teaching methodologies. While conventional storytelling techniques have been established and widely embraced in educational practices, digital storytelling represents an innovative method that is still relatively uncommon in the educational settings of young learners (Rahiem, 2021). Another study focused that children can be stimulated to use their imagination by the storytelling method (Hsu 2017).

Systematic Literature Review (SLR) is an approach to research that entails the process of locating, examining, and amalgamating research articles with the aim of addressing a precise research query. Jesus et al. (2020) said SLR intends to make a contribution towards dismantling these and similar misconceptions that have emerged concerning e-learning, it aims to achieve this by examining the research conducted in this field over the past decade. SLR is used to explore data regarding the volume of

research that has been conducted on a certain subject. SLR is study that is done by researchers by collecting a variety of books, articles and magazines relevant to the topic and the researcher's goals.

The aim of using this research is to help readers understand how digital storytelling works, especially as a means of enhancing young learners speaking skills. With a time span 10 years, it is expected to obtain valid dataAs researchers' findings, digital storytelling amplifies the speaking skills of most participants and fosters a sense of excitement among students, leading to an enhancement in their speaking proficiencies. This transformation turns them into engaged learners in the learning journey (James et al., 2019).

1.2 Research Question

The present research tried to investigate how digital storytelling can improve speaking skills for young learners. It is guided by the following main research questions.

1. How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023?
2. What advantages might young learners expect from the digital storytelling based on the findings from articles published approach from 2013-2023?

1.3 Purposes of the Study

This research is investigating how digital storytelling can help improve speaking skills for young learners. There are two main purposes of this research.

1. To investigate the extent to which digital storytelling improves young learners speaking skills based on the findings from articles published from 2013-2023.

2. To investigate the extent to which digital storytelling benefits young learners' speaking skills based on the findings from articles published from 2013 to 2023.

1.4 Research Significance

Basically, the main purpose of storytelling is to interact with others and share information. In today's era, there are many modern technologies for telling stories, for example digital storytelling. As a result, teachers, parents, and students or young learners is indirectly required to understand technology, especially in the field of education. Teachers, students or young learners must therefore constantly monitor the advancement of educational technology. Also, this study is particularly beneficial for teacher, students or young learners. This study can aid educators in simplifying the process of teaching speaking skills to young learners or students by demonstrating that digital storytelling offers an uncomplicated approach.

1.5 Definition of Key Terms

To avoid miscommunication the researcher used several key terms such as digital storytelling, speaking skills, and young learners .

Digital storytelling for Young Learners is to improve their language skills while building creativity, imagination, and critical thinking skills. Technology allows children to be actively involved in the learning process and provides exciting and challenging learning experiences.

Speaking skills, in the context of Young Learners refers to the ability of children to use spoken language well and effectively. The development of speaking skills in Young Learners is very important because it plays a role in building a strong foundation for more advanced language speaking skills in the future. Teachers or parents can use a



variety of methods and strategies to help Young Learners develop speaking skills, including language games, simple dialogues, practice speaking on topics that interest them, and provide positive feedback to improve their speaking skills.

Young learners is a term that refers to children or young learners who are in the early stages of learning or education. Typically, the term is used to describe children in the age range from preschool to elementary school, which is around the age of 3 to 12 years. This study specifically examined young learners aged 8-12 years.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestions based on the findings of the study.

5.1 Conclusion

The integration of outcomes derived from the analysis of the eight reviewed studies underscores the noteworthy influence of digital storytelling in improving language learners' speaking abilities and their broader language acquisition process. These studies collectively underscore the adaptability, efficacy, and instructional possibilities that come with incorporating digital storytelling into language instruction.

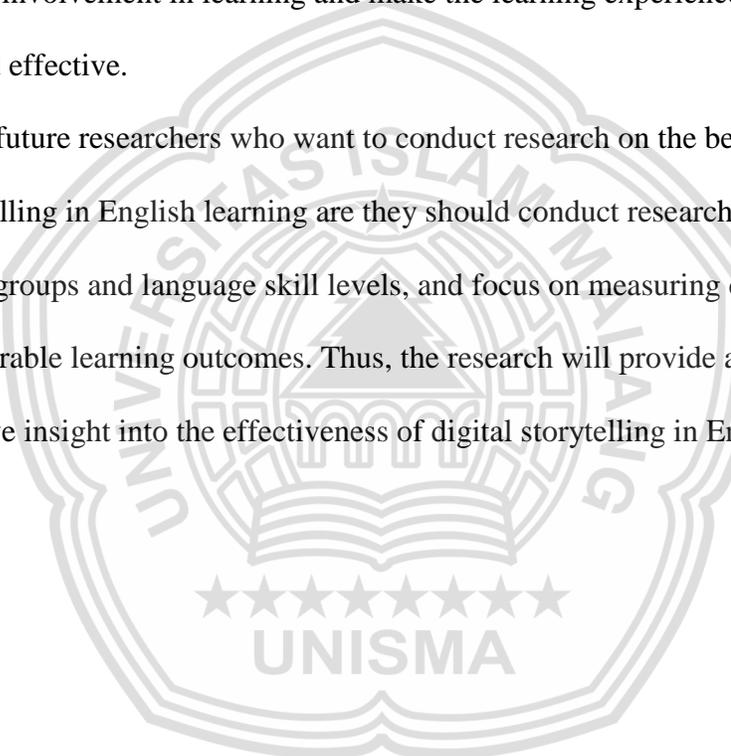
The research demonstrates that digital storytelling presents a potent instructional method, allowing learners to actively participate with language in meaningful circumstances. From the utilization of digital fairy tale books to role-playing and photovoice techniques, the integration of digital media and interactive elements captivates learners' attention and facilitates language skill development. Digital storytelling emerges as a motivating tool that encourages active participation. It harnesses learners' technological familiarity and creativity, fostering an immersive and enjoyable learning environment.

By using digital storytelling, instructors or teachers possess a potent instrument for crafting immersive language learning encounters that empower students to communicate with confidence and eloquence.

5.2 Suggestions

Advice for Young Learners teachers in using digital storytelling is to make sure that the digital stories used are relevant to the interests and level of understanding of children. By selecting stories that match students' interests, these activities will increase their involvement in learning and make the learning experience more enjoyable and effective.

For future researchers who want to conduct research on the benefits of using digital storytelling in English learning are they should conduct research that considers different age groups and language skill levels, and focus on measuring concrete and clearly measurable learning outcomes. Thus, the research will provide a more comprehensive insight into the effectiveness of digital storytelling in English language learning.



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