DIGITAL STORYTELLING TO ENGAGE INDONESIAN EFL STUDENTS IN SPEAKING ACTIVITY

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Abstract

In every EFL classroom, there are always students who are active and some silent, because each student has different skills in expressing their thoughts of using English as a second language. Based on the reasons above, appropriate media to deal with silent students is needed, which is Digital Storytelling. Therefore, the objective of this study is to identify silent students' engagement in the EFL-speaking classroom through Digital Storytelling it has three research questions and they were: What are the reasons the students become silent in the EFL-speaking classroom; How does the engagement of silent students in a Digital Storytelling project; How responses from silent students toward Digital Storytelling. The subjects of the study were silent students in the seventh semester of the English Education Department at one University in Bandung. The participants of this study were ten students and the sample was selected by using a purposeful sampling technique based on the researcher's need to get the finding. The data were collected through a questionnaire and video observation. The results show that the students were more engaged in learning the speaking process by using Digital Storytelling. In conclusion, Digital Storytelling is recommended to be used to improve students' engagement in learning to speak.

Keywords: Digital Storytelling, Indonesian EFL Students, Speaking

INTRODUCTION

Speaking is a language skill that must be mastered in learning English. It is the ability to articulate sounds or words to express, tell, and deliver thinking, ideas, and feelings. According to Brown (2007), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In a country that places English as a second or foreign language, speaking skill in language learning has often been viewed as the most demanding of the four skills (Bailey, 1994).

In Indonesia, being able to speak English as a second language is very challenging. This is in line with Alharbi (2015), who states that learning to speak English is not an easy task. It needs a lot of practice and strong willpower to keep practicing (Halimah, 2018). Moreover, every student in Indonesia, specifically in the English Education Department at State Islamic University has different skills and understanding. There are some students who are active, and some are silent. Ping (2010), states that the word "silent" is not merely defined as an individual decision not to speak. Baurain (2011) reveals that silence is absence, withdrawal, or withholding, perhaps as a result of disinterest, boredom, frustration, or force. Regarding those statements above, it is indicated that silence is a means of the inability of students to talk or

express their thoughts and ideas in front of a teacher and other students. According to Juniati, Jabu, & Salija (2018), there are several reasons why students are silent in the EFL speaking classroom. First, students who keep silent in class have psychological problems such as a lack of confidence, lack of motivation, emotional problems, different personalities, and lack of understanding. Then, the influence of their peers also causes them to keep silent. In this case, few students felt shy toward their friends because of their speech. Then, they decided not to talk.

Based on the reasons above, appropriate media to deal with silent students is needed. The media that can be used in the EFL-speaking classroom is Digital Storytelling. Digital storytelling is the application of technology that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to the productive use of technology in their classrooms (Robin, 2008). According to Mokhtar, Halim, & Kamarulzaman (2011), Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative, and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Bunmark (2004) in Razmi, Pourali, & Nozad (2014) introduced digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with texts. He believes that integrating visual images with written texts both expands and accelerates student comprehension by boosting the students' interest in discovering new ideas. Through Digital Storytelling, EFL students can turn given narratives into multimedia production to develop four skills in English, especially in speaking skills. The technique of digital storytelling can be used effectively in a classroom setting to motivate vocal production. Digital Storytelling, not only learning, becomes personal, enjoyable, attractive, and creative, but it also helps students improve their writing, reading, listening, and speaking skills by learning to express an opinion and constructing digital narratives for an audience (Razmi et al, 2014). Digital Storytelling refers to a short form of digital film-making that allows students to recreate a story relating to their field of study. It is based on "the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video" (Robin, 2012) in Gimeno-Sanz (2015).

There are several studies regarding Digital Storytelling. First, research by Gimeno-Sanz (2015), discussed the benefits of using Digital Storytelling (DS) as an element of innovation and motivation with learners of English for Specific Purposes enrolled in Aerospace Engineering at the Universitat Politècnica de Valencia, Spain. The studies describe the context and the method and conclude with a number of findings from a student survey that shed evidence to conclude that DS is a useful and engaging teaching approach with which students improve non-linguistic skills and competencies, as well as productive linguistics skills. The second is a study conducted by Mokhtar et al. (2011), which shows that storytelling has beneficial effects on reading skills by students in which they associate meanings and emotions with words. The students also develop their vocabulary and learn when and where to use certain words and phrases. Third, a study was conducted by Campbell (2012), which presented the engagement in writing as well as the motivation and ability to create higher quality writing, yet in particular, students move beyond novelty or entertainment. This research summarizes a two-year study and focuses on the unpredicted findings embedded in the classroom teachers' instructional approaches. This research is different from the previous research because they observed the use of Digital Storytelling in reading and writing skills, while this research observed it in speaking skills. Furthermore, the things that do this research are different because the result of this research is voices from silent students. Based on the research background above, the study also is intended: to find out the reasons that make students silent in speaking class; find out how the silent students engaged in the Digital Storytelling project; and find out the responses from silent students toward Digital Storytelling.

METHOD

This research uses qualitative research as an approach. According to Creswell (2012), qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. Qualitative research is research procedures that produce descriptive data: people's own written or spoken words and observable behavior (Hatch, 2002). In addition, MacDonald & Headlam (1999) reveal that the qualitative approach provides results that are usually rich and detailed, offering ideas and concepts to inform the research. Qualitative is needed to explore the problem and develop the central phenomenon (Creswell, 2014). The central phenomenon is the fundamental idea, concept, or process studied in qualitative research (Creswell, 2012). In other words, in qualitative research, the researcher explores the problem to find the meaning of the problem, and the central phenomenon in this research is Digital Storytelling to engage Indonesian EFL students' speaking activity with voices from silent students. This research also uses a case study. Based on Zhang & Yin (2009), the case study is used in many situations to contribute to our knowledge of the individual, group, organizational, social, political, and related phenomena. A case study is used in this research because this research explores the engagement of EFL students in the Digital Storytelling project which voices silent students. In addition, the researcher collected detailed information using a variety of data collection procedures during a maintained period of time (Stake, 2010). A case study describes a contemporary real phenomenon in detail.

The research was conducted in the English Education Department of the University in Bandung. This site was chosen because it is believed that the location has some data related to the research for several reasons. Firstly, this university has a language major, mainly the English Education Department, in which Digital Storytelling is taught. Secondly, the researcher as one of the students in this major gets more efficiently to gain the data from this research site. Furthermore, Emilia (2005) states that the familiarity between the researcher and the research site tends to lead to more natural research conduction, that it avoids any students' unnatural behavior performances. Despite their awareness of the study and the fact that the class was set up for research. In other words, the researcher is appropriate to gain data on this site. The participants of this research are silent students of the English Education Department in the seventh semester. Knowing the condition of students in the seventh semester in the English Education Department is appropriate because the students have learned and had prior knowledge of Digital Storytelling and the researcher has observed their speaking activity by looking at their participation in class for 4 years together. This research employs a purposeful sampling technique. Purposeful sampling is an activity in which the researcher identifies the participants based on the researcher's need to get the finding (Creswell, 2012). The 10 participants are selected in a seventh-semester class. The participants are chosen based on the observation of their participation in the speaking activity for 4 years together. The participants are also chosen because they have a classification and are able to ask for additional data.

To gain data and explore this phenomenon, the researcher uses questionnaires, observation, and document analyses. The questionnaire was used in an open-ended type. The aims of the questionnaire in this research are to collect the data about the reasons why the students are silent in class and the responses of silent students about their experience in participating in a Digital Storytelling project. The other instrument is observation. Based on Creswell (2012), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In the observation, the researcher makes a simple checklist about engagement to find out the engagement of silent students in the Digital Storytelling project. This sample checklist was adapted by Merch (2010) and Pasaribu & Harendita (2018).

According to Creswell (2012), there are six interrelated steps involved in qualitative data analysis and interpretation. The first is preparing and organizing the data for analysis. In this

step, the data obtained is organized from the questionnaire of the reasons why students are silent. It scored the students' answers. Then, the researcher has collected the Digital Storytelling group project which is in the video; there were silent students who participated orally. The second is exploring and coding the data. The data is analyzed by observing the engagement of silent students in the Digital Storytelling project. Then, the data is coded by examining the data according to what is needed. The third is coding to build descriptions and themes. Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins (Rossman & Rallis, 2012). The data from analyzing and collecting the silent students' engagement is coded based on the sample checklist. The fourth is representing and reporting qualitative findings. After coding the data, analyze it for description and themes, layer and interconnect themes, and report findings to the research questions. This calls for displaying findings in tables and figures and constructing a narrative to explain what researchers have found in response to the research questions. The fifth is interpreting the findings. Interpretation involves making sense of the data, or the "lessons learned," as described by Lincoln and Guba (1985). Interpretation in qualitative research means that the researcher steps back and forms some broader meaning about the phenomenon based on personal views, comparisons with past studies, or both. From the reporting and representing of findings, a qualitative researcher interprets the meaning of the research. This interpretation consists of advancing personal views, making comparisons between the findings and the literature, and suggesting limitations and future research. The last is validating the accuracy of the findings. To check the accuracy of the research, the triangulation data is employed as the validation procedure. Creswell (2012) says that validation intends to have participants, external reviewers, or the data sources themselves provide evidence of the accuracy of the information in the qualitative report. In this step, the researcher validates the data by member checking. This member checking involves taking the results of the research to participants and asking them about the accuracy of the report.

FINDINGS AND DISCUSSION

The research findings report the data from the questionnaire and video observation. The research findings have three points to present; the students' reasons for being silent in speaking activity, the engagement of silent students in the Digital Storytelling project, and the responses from silent students toward Digital storytelling.

The questionnaire was conducted to find the reasons why students keep silent in a speaking activity. The questionnaire was taken in the seventh semester by an English Education Department student at one of the universities in Bandung. The questionnaire consists of 14 items, which include 3 points: yes, no, and the explanation. After collecting the data, the frequency of every statement or question was analyzed by categorizing the frequency into a percentage. In this research, 14 questions have been answered by the participants, and here is the data from the questionnaire listed below:

Table 1: The result of the questionnaire

No	Students Reasons	Yes	No	Explanation
1	A. Linguistic problems			
	1. Problems with vocabulary	70%	30%	I have lack of vocabularies because I sometimes have to read books of journals in English, it makes me use no variations of the vocabulary
	2. Problems with expressing myself in English	90%	10%	Because I have a sense of shame and a lack of confidence when speaking English

No	Students Reasons	Yes	No	Explanation
1	A. Linguistic problems			
	3. Problems with comprehension and listening	50%	50%	I am quite able to understand and quite able to listen well to what was said by the lecturer or other people.
	4. Doubts about the accuracy of grammar	90%	10%	Because, in my opinion, learning grammar is quite difficult so I don't really understand grammar
2	B. Psychological Problems			
	1. Lack of confidence; nervousness; shyness	90%	10%	Since I doubt and worry if I'm wrong in grammar, so when I have the opportunity to speak, I felt less confident. Besides, I get nervous quickly when I have to speak in front of many people.
	2. Feel desperately in a hurry	70%	30%	Because I felt I could not speak English well so when I spoke I felt rushed and hopeless
	3. Because of my level of the target language	70%	30%	Yes sometimes we have to know about our target language
	4. Because of a tense atmosphere	80%	20%	Because of fear being wrong and afraid of being ridiculed
	5. Lack of confidence in my own idea	80%	20%	Sometimes I feel worried if my ideas go wrong and don't make sense.
	6. Lack of confidence in pronunciation	50%	50%	I'm not confident with my pronunciation and afraid being laughed at my friends
3	C. Problem with time			
	1. Lack of time to answer	60%	40%	Sometimes there is always my friend who answer too long, so there is no time for me to speak
	2. Was not given a chance to speak out; turns were not allocated	80%	20%	There is always a chance to speak; I am just doubtful of what I will talk about.
	3. Missed timing (others speak before I do; teachers move on to other students; difficulty in claiming turn)	90%	10%	While I'm thinking of what I supposed to say, my classmate is already speaking it
	4. The teacher did not notice my soft voice	50%	50%	Sometimes when I have the courage to answer, my voice is too soft.

The first question of the linguistic problems section shows that vocabulary becomes one of the reasons why students become silent in speaking class. From 10 participants, 70% answered 'yes' and 30% answered 'no'. It implies that they are silent because of their lack of vocabulary in speaking English. The second question shows that the problems with expressing ideas become one of the reasons why students became silent in speaking class. 9 from 10 participants, there is 90% answer "yes" and 10% answer "no". It can be seen that most of the students explained that they are afraid and not confident in expressing themselves in learning to speak English. The third question shows that comprehension and listening become one of the reasons for half the silent students and the rest "no". 9 from10 the participants, there is 50% answered "yes" and 50% answered "no". 5 of 10 participants explained that they are having no problems with their comprehension and listening. They said that they are like listening. In

contrast, the rest of them explain that they have problems with comprehension, especially in listening, because they are quite able to listen well. In the fourth question, it shows that doubts about accuracy and grammar become one of the reasons why students are silent in speaking in class. Of 10 participants, there are 10% answered "yes" and 90% answered "no". There are 9 participants out of 10 who explained that the reason for being silent in speaking activity is because of doubts about accuracy and grammar, they explained that they are still confused in grammar. This problem is called a linguistic problem (Harumi, 2010).

The first psychological problems section shows that confidence, nervousness, and shyness become one of the reasons why students are silent in speaking class. Of 10 participants, 90% answered "yes" and 10% answered "no". 9 of the participants explained that they are not confident to speak in front of many people and they are the type of shy people who are shy and lack confidence. This problem is called a psychological problem, as suggested by Juniati, Jabu, & Salija (2018). The second question shows that they are desperately in a hurry to become one of the reasons why students are silent in speaking class. From 10 participants, 70% answered "yes" and 30% answered "no". It can be concluded that they feel desperately in a hurry because of the fear of being wrong or afraid of making a mistake. It is in line with Berman (1998), who stated that such silence is "a socially salient response indicating embarrassment, confusion, annoyance, lack of understanding, or low esteem." They could not express their ideas orally because they were afraid of making mistakes. In the third question, 30% of the silent students selected "no," and 70% selected "yes". They explain that their level of the target language is low. It supports the reason why they are keeping silent in class. The fourth question shows that the tense of the atmosphere becomes one of the reasons why students are silent in speaking class. Of 10 participants, 80% answered "yes" and 20% answered "no". 8 participants of 10 participants explained that sometimes the atmosphere in class has an influence on their speaking ability. It is in line with Reda (2012) who acknowledges that those students not being able to speak in the class are highly affected by particular contexts of class, race, and culture. She believes that anxiety about student silence in any professional situation is also controlled by "difficult classroom situations and the unjust power relations between teachers and students. The fifth question shows that the lack of confidence in my own idea becomes one of the reasons why students are silent in speaking in class. From 10 participants, 80% answered "yes" and 20% answered "no". 80% of them admitted they feel a lack of confidence when they want to deliver their idea. Most of the silent students explain that it is hard to speak in English because of their confidence and their knowledge of English; therefore, they have decided not to talk in a speaking activity. In the sixth question, it shows that the lack of confidence in pronunciation becomes one of the reasons for the students why students became silent and for the rest "no" in speaking class. Of 10 participants, 50% answered "yes" and 50% answered "no". 5 of 10 participants explained that they were having no problems with their comprehension and listening. In contrast, the rest of them explain that they have problems with pronunciation because they are worried if their pronunciation is wrong and afraid of being laughed at by their friends.

The first question of the problem with the time section, it shows that the lack of time to answer becomes one of the reasons why students are silent in speaking class. Of 10 participants, 60% answered "yes" and 40% answered "no". 6 participants of 10 participants explained that they had no chance to speak in class because their friends spoke too long. This problem is called a problem with time (Harumi, 2010). In the second question, it shows that they were not given a chance to speak out; turns were not allocated to was one of the reasons why students became silent in speaking class. From 10 participants, 80% answered "yes" and 20% answered "no". They explain that they were not given a chance to speak because the lecturer used to give the time to active students. The third question shows that missed timing (others speak before I do; teachers move on to other students; difficulty in claiming turn) becomes one of the reasons

why students are silent in speaking class. From 10 participants, 90% answered "yes" and 10% answered "no". Based on the explanation, students need time to think and prepare for that. The fourth question shows that the teacher did not notice my voice becoming one of the reasons why students were silent in speaking class. Of 10 participants, 50% answered "yes" and 50% answered "no". 5 of 10 participants explained that they are having no problems with their voice because actually, their voices are loud; they only have no confidence to speak. In contrast, the rest of them explain that the reason above is often happening in class; the lecturer often doesn't hear their voice because their voice is too soft.

The average of the whole group of participants who choose linguistic problems as their reasons is 25.06%. The reasons included various situations such as problems with vocabulary, problems with expressing myself in English, problems with comprehension and listening, and doubts about accuracy and grammar. For the psychological problems, the average of the whole of the participants who chose psychological problems reached 24%. The reasons included various situations such as a lack of confidence; nervousness; shyness; feeling desperately in a hurry, because of my level of the target language, because of the tense atmosphere, lack of confidence in my own idea, and lack of confidence in pronunciation. For the problem with time, the average of the whole of the participants who chose the problem with time reached 23%. The reasons included various situations such as a lack of time to answer, was not given a chance to speak out; turns were not allocated, missed timing (others speak before I do; teachers move on in other students; difficulty in claiming turn), and teacher did not notice my soft voice because of my level of the target language, because of tense atmosphere, lack confidence in my own idea, and lack of confidence in pronunciation. It can be concluded that linguistic problems as the first ranked cause of why students became silent at State Islamic University. It is in line with Berman (1998) who stated that such silence is "a socially salient response indicating embarrassment, confusion, annoyance, lack of understanding, or low esteem." They could not express their ideas orally because they were afraid of making mistakes. Then, the influence of their peers also causes them to keep silent. In this case, few students felt shy toward their friends because of their speech.

The second questionnaire is based on students' responses:

Table 2: The responses from silent students on digital storytelling

No	Questions	YES	NO	Reasons
1	Students are more interested in learning EFL speaking after using Digital Storytelling.	100%	0%	Because the media used for digital storytelling is entertaining, which is it an animated video.
2.	Students are more confident in speaking after using Digital Storytelling.	90%	10%	Because students can tell a story with confidence, the students become voice actors for an animated video where their faces don't need to be displayed. In addition, they can prepare carefully and practice in advance such as preparing a script and practicing pronunciation.
3.	Students are interested in EFL speaking after using the Digital Storytelling method.	90%	10%	Yes, because with digital storytelling, students can work freely and creatively as possible to express their speaking while telling stories.

No	Questions	YES	NO	Reasons
4.	Students find it easy to give expression and idea after using Digital Storytelling.	90%	10%	Because Digital Storytelling can be an exercise that can make it easier for students to express themselves and their ideas.
5.	Students are motivated after using Digital Storytelling	90%	10%	That is very true because, with digital storytelling, students can speak English with more confidence after being helped by it.

For the first question, students responded that they are interested in the Digital Storytelling method because Digital storytelling is an innovative method that can make silent students speak, free to express their ideas, and improvise their speaking as creatively as possible. For the second question, 9 out of 10 silent students are more confident in speaking after using Digital storytelling. In other words, Digital Storytelling gives the benefits for students to improve their speaking ability and creativity. For the third question, 9 out of 10 silent students' answered they are more interested in EFL speaking after using Digital storytelling because Digital storytelling is a fun and entertaining method that can motivate students to speak, and gives them a new experience in learning to speak. For the fourth question, 9 out of 10 participants agree with that statement because Digital Storytelling can be an exercise for students to express themselves freely without fear of making mistakes and seeing many people. For the fifth question, 9 of 10 participants answered that they are motivated to speak because Digital storytelling is more interesting and entertaining so they are more motivated to speak by using Digital Storytelling.

This section showed the findings of the data from the video observation of the DS project that aims to find out the students' engagement by speaking during the process of making the video. The observation is conducted to answer the second research question. This is the silent students' engagement in DS project the title "The Boy who Cried Wolf."

Table 3: Student's Engagement

No	Observation Aspects	Engagement Yes	No	Note
1	Silent students participated by speaking in a Digital Storytelling project.	✓		Student participated by speaking in the DS project (V minute 00.00.11 – 00.00.27, 00.00.30 – 00.00.48, 00.01.53)
2	Silent students felt comfortable during participating in the Digital Storytelling project.	✓		Student comfortable during participate in DS project
3	Silent student frequently participate orally in Digital Storytelling project	✓		Student frequently participate in DS project from the beginning until the middle of the story
4	Silent student enjoyed participating orally in Digital Storytelling project	✓		Student enjoyed during participate in DS project
5	Silent students' pronunciation is excellent; good effort at accent	✓		Student pronunciation is excellent; good effort at accent
6	Silent students' pronunciation is good; good effort at accent	✓		Student' pronunciation is a good effort at accent
7	Silent students' pronunciation is okay; No effort towards a native Accent		✓	

No	Observation Aspects	Engagement Yes	No	Note
8	Silent students' pronunciation is lacking and hard to understand; No effort towards a native accent		✓	

Digital Storytelling is used because Digital storytelling is one of the multimedia tools that can support teaching and learning, as well as students' motivation. This research explores how digital storytelling can be a useful tool for both teachers and students in order to support learning and skills (Alismail, 2015). Furthermore, Digital storytelling can help teachers save time and effort. Some studies argue that teachers who use digital storytelling more effectively encourage their students to engage in discussion, and participation and make content more comprehensible. Based on findings in video observation, it can be seen that all silent students are engaged in Digital Storytelling projects. Through Digital storytelling, they are participating and motivated to speak and express their feelings and ideas without fear of making mistakes and being seen by many people. Students can be assigned tasks where they are asked to research a topic, search for images, record their voice, and then choose a particular point of view, as described in the seven digital storytelling elements. This process helps to improve students' academic knowledge and skill, using technology can be an active factor in education for the new generation, making educational goals easier to achieve.

CONCLUSION

The aims of this study are to find the cause of the reasons why students are silent in speaking class. Moreover, the study also aims to find the engagement of silent students in the Digital Storytelling project, and how are the responses from silent students after using the Digital Storytelling Project at Islamic State University. Regarding the score calculation of silent students' responses to the questionnaire, it can be concluded that the factors of the student's silence in class are influenced by 3 factors, namely linguistic problems, psychological problems, and problems with time. The presentation's linguistic problems catch up to 25% for linguistic problems. For other participants, there are 24% of psychological problems and 23% had problems with time.

The result of the student's engagement in the Digital Storytelling project can be concluded that this engagement falls into emotional engagement. According to da Rocha Seixas et al (2016) emotional engagement involves the affective and emotional reactions of students while fulfilling the activities." Emotional engagement involves the affective and emotional relationships of students facing the activities of subjects and other elements that compose the school environment. Interest, happiness, well-being, disgust, anxiety, and frustration are examples of such reactions. In addition, Students with high emotional or affective engagement are intrinsically motivated to learn and feel attached to their school (Lam et al., 2014).

The result of the student's engagement in the Digital Storytelling project can be concluded that this engagement falls into emotional engagement. According to da Rocha Seixas et al (2016) emotional engagement involves the affective and emotional reactions of students while fulfilling the activities." Emotional engagement involves the affective and emotional relationships of students facing the activities of subjects and other elements that compose the school environment. Interest, happiness, well-being, disgust, anxiety, and frustration are examples of such reactions. In addition, Students with high emotional or affective engagement are intrinsically motivated to learn and feel attached to their school (Lam et al., 2014).

The result of the student's responses to the process of learning to speak English through Digital Storytelling can be concluded that they have a positive response toward Digital Storytelling. The students are more interested, motivated, and confident to speak when using Digital

Storytelling although there are some students who do not feel the same. Thus, the author believes that Digital Storytelling is the one strategy that can make the students more engaged in the learning speaking process. Silent students said that Digital Storytelling is an innovative, interesting, and entertaining method in which students can improvise their speaking as creatively as possible, makes students free to express their ideas, and helps students who are silent to be more able to speak out. It is in line with Burmark (2004), introducing digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with texts.

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