

**FOSTERING SECONDARY SCHOOL STUDENT'S
SPEAKING FLUENCY THROUGH TASKS-BASED
DIGITAL STORYTELLING AT MADRASAH ALIYAH
WALISONGO**



By:
MUHAMMAD MUSAWIMIN
SRN T20196069
J E M B E R

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SPEAKING FLUENCY THROUGH TASKS-BASED
DIGITAL STORYTELLING AT MADRASAH ALIYAH
WALISONGO**

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department

By:

MUHAMMAD MUSAWIMIN
SRN T20196069

Approval by Advisor:



SANDI FERDIANSYAH, M.Pd.
NIP.1985031922019031004

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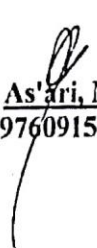
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The Board Examiners

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As'ari, M.Pd
NIP. 197609152005011004

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NIP. 198108142014112003

Members:

1. Sandi Ferdiansyah, M.Pd
NIP. 198503192019031004
2. Dra. Sofkhatin Khumaida, M. Pd., Ph. D
NIP. 196507201991032001

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)

Has been approved by
Dean of Education and Teacher Training


Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

‘Hakuna matata’

(No trouble" or "no worries" and "take it easy about something that we cannot control)

وَأَبْكِي أَضْحَكَ هُوَ وَأَنَّهُ

“And that He is the one who makes people laugh and cry.”

(Surat An-Najm Ayat 43)¹

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¹ Qur'an Kemenag. Online version. Access from <https://tafsirweb.com/37129-surat-an-nahl.html>

DEDICATION

I respectfully dedicate this thesis for:

1. Mr. Indari and Mrs. Sarofah, my two beloved parents, who has worked tirelessly to make the dream come true of seeing the last child get a bachelor's degree, always guiding me with love and sincerity, and praying for me every step of the way. May Allah SWT be pleased with your struggle, and may you be given a long life to see me achieve my goals.
2. Ayun Dofiq, my older brother, who always supports me and reminds me to work on my thesis every day, every time I breathe. But it is okay, because I will always love you, and may Allah reward you for your kindness.
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4. Digna Arisshio Risma Miranda, The initials of the angel who always accompanies me through my ups and downs at lectures; I hope that your kindness will be rewarded by ALLAH SWT.

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First of all, I would like to express my gratitude to Allah Swt, who has given me mercy, blessings and health to complete my final thesis. Additionally, the researcher acknowledges that this thesis could not have been completed without the assistance and guidance of several parties. I would like to extend my respectful thanks to the following people:

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7. Participants in this study who are willing to be involved in a series of learning activities and in-depth interview session.

The author acknowledges that this thesis has not yet attained perfection, both in terms of its writing and language. Therefore, the author welcomes criticism and suggestions aimed at refining this thesis to perfection. It is hoped that this thesis will prove valuable to future researchers.

May Allah SWT reward the exceptional kindness of those who have assisted me in the completion of my thesis.

Jember, 09 November 2023

Researcher

ABSTRACT

Muhammad Musawimin, 2023: Fostering Secondary School Students' Speaking Fluency through Tasks-based Digital Storytelling.

Keywords: *Speaking Fluency, Tasks-based Strategy, Digital Storytelling*

Learning speaking fluency in the context of English as Foreign Language (EFL) learning is an essential component of language acquisition for learners. Despite the substantial body of research dedicated to enhancing speaking fluency, there exist a limited number of studies that specifically delve into the utilization of digital storytelling as a tool for fostering speaking fluency within language classes. To address this void, this study centers its focus on the potential of digital storytelling as a means to enhance speaking fluency.

Facilitated the improvement of speaking fluency among secondary school students through of task-based digital storytelling served as an engaging and highly effective approach for fostering their proficiency in oral communication. Within this framework, researchers directed their attention towards exploring the strategies and methods that empowered students to enhance their ability to speak fluently.

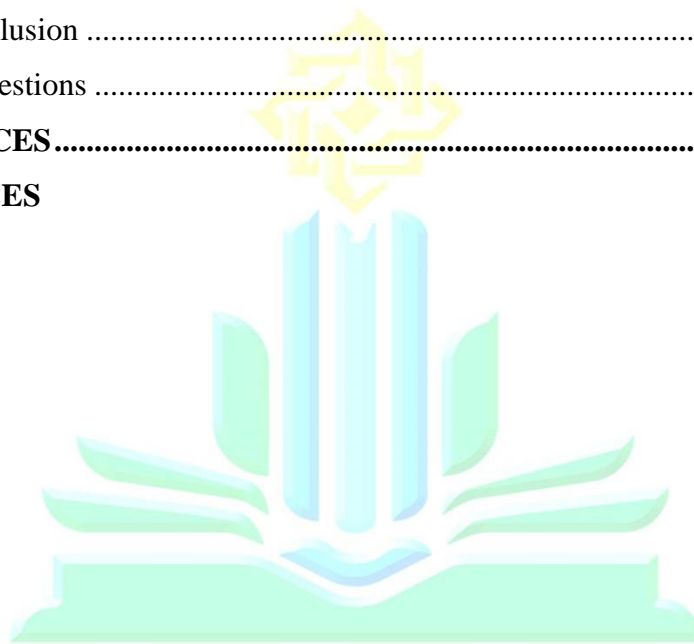
This case study documents the implementation of a digital storytelling project as a means to facilitate the development of speaking fluency among high school EFL students. The primary objective of this research is to elucidate the experiences of students as they engage with digital storytelling strategies in their pursuit of enhanced speaking fluency. Employing a case study research design, this project unfolded within a high school situated in Jember. The study participants were drawn from 11th-grade students, aged between 16 and 17 years. Data collection transpired across three phases, encompassing classroom observations of student learning activities, an analysis of student learning artifacts and semi-structured interviews. Data analysis procedures involved transcription and thematic analysis as adopted by the researchers.

This research has uncovered three key findings that highlight the role of digital storytelling in shaping students' experiences as they strive to improve their speaking fluency: 1) DST-mediated speaking fluency development, 2) Enhancing students' enthusiasm for acquiring speaking fluency and 3) The enjoyable learning students experience in speaking classroom. Drawing from the research findings, it can be deduced that the emotions and experiences students encounter while learning speaking fluency through digital storytelling are advantageous for both students and educators. The theoretical implications explored in this research affirm that when digital storytelling mediates the process of learning speaking fluency, it facilitates students in nurturing their creativity, experiencing joy and enthusiasm in their learning journey, and ultimately enhancing their speaking skills. Consequently, this research strongly recommends digital storytelling as an effective learning approach for students aspiring to improve their speaking fluency.

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CHAPTER I

INTRODUCTION

This chapter contains various topics that are continuous with current research including research background, research questions, research objectives, research benefits, and definitions of key terms. As follows explanation.

A. Research Background

Generally speaking, one of the main goals of learning language is to develop fluency in speaking. The consideration of speaking fluency lies in accuracy, intonation, and pronunciation. Judging from several language skills, speaking brings out more of its existence in communication. According to Harmer (2015) states that fluency refers to focusing on the content of the conversation for effective communication. When this opinion is translated into speaking fluency, speaking fluency is very influential in the way a person communicates to convey their ideas or introduce their culture to others. In the manufacturing process (DST), Students are divided into several groups to make it easier to capture the material (Syafryadin, Haryani, Salniwati, & Ainur Rosyidah, 2019). In other words, speaking skills developed with lots of interaction and communication. Hence, speaking fluency could also develop with lots of practice.

Students' interest in using online platforms has a significant impact on language development, is important and leads to increased research on how to improve speaking fluency, especially English. To learn to speak English fluently, teachers need to create a particular space because there are many criteria (speech breakdown, speed in speaking, and repair fluency) that must be achieved by students to be able to speak fluently. Assessment of performance in the three stages of producing foreign language pronunciation involves using objective measures of foreign language fluency, which include solving fluency, speed fluency, and remedial fluency, as previously described in the study. (Hanzawa, 2021). From the criteria mentioned above, learning speaking can be carried out in certain stages so that it can improve students' speaking fluency. Current research

on foreign language development in the FL context indicates that learners can enhance their verbal abilities. (Saito & Hanzawa, 2018). As criterion to be achieved, there is a need to design a learning strategy which helps students to improve their speaking fluency.

In recent years, the integration of modern technology in education, especially in language learning, has resulted in the availability of a large number of easily accessible resources, knowledge and information for language learners. One of the tools that can be used as media in language learning is digital storytelling (DST). Through the use of modern technology, students can learn languages, with digital storytelling being a practice that promotes the integration and creation of meaning through multiple narrative modes, as outlined by Lambert (2013). This multimodal tool goes beyond simply including images, video or sound in text or stories. Ferdiansyah (2017) states that DST provides an exciting opportunity for students to create and bring a story alive by using digital tools to put together visuals, narration, special effects and sounds. In a language teaching context, it is important to divide a range of tasks that foster both language learning and the development of technical skills. Additionally, the application of task-based DST as a student learning medium certainly has several stages of activity and in it there are tasks that must be fully guided, such as lead-in activities, making stories and follow-up activities.

Based on empirical evidence, researchers have used digital storytelling as a means to improve students' speaking skills. Through the process of creating digital stories, students can improve their speaking skills, as argued by Engin (2014), who states that student-generated videos facilitate second language learning through research, simplification, explanation, and a greater focus on form. This allows students to present stories about themselves and receive positive feedback from the audience. The experimental group in one study reported significant improvement in their speaking skills after receiving the digital storytelling treatment, with 93.4% of participants indicating it had a positive

impact. In particular, digital storytelling not only improves speaking skills, but also motivates learners to learn and develop their language skills.

In a similar vein, Rubini, James, Yong, and Melor (2019) conducted a study on the use of digital storytelling to enhance language skills, specifically in English. Their research focused on identifying students' limitations in speaking and found that after creating video scribes, students experienced an improvement in their speaking abilities. Additionally, students had a positive perception of digital stories as a learning tool. Another study conducted by Moradi Hamzeh, Chen Hefang (2019). This paper highlights the importance and complexity of modern technology, particularly digital storytelling, in education and its application to language learning. It examines the important phases and elements of building an effective digital story, as well as the steps involved. In addition, this paper provides a critical description of the application of digital storytelling in language education and its impact on academic achievement. The third study, conducted by Ahmed A. Al Khateeb (2019), found that this innovative educational approach promotes a culture of social orientation and increases students' competency and willingness to share their learning experiences with others. This study also highlights how group work can be used to build digital stories and identifies the main content aspects that are present in the resulting stories.

Previous research has examined the use of digital storytelling to improve language skills, particularly in English, and has focused on specific language skills. However, there is a need for more attention to how digital storytelling can be used to improve speech fluency in EFL settings. Therefore, this study aims to specifically target the development of improving speaking fluency through the use of digital stories.

B. Research Question

Based on the research background, the researcher formulates the research question as follow: How can secondary school students improve their speaking fluency through tasks based Digital Storytelling?

C. Research Objective

After drawing research question and reviewing previous studies, this research has research objective as follow: To explore how tasks based Digital Storytelling mediate the development of students' speaking fluency.

D. Research Significances

The researcher expects that this research can give contributions to:

1. Theoretical Significance

This study contributes to widening the perspectives of researchers regarding the use of technology and media to improve language skills. Researchers use technology media, namely (DST) which is used as a reference by other researchers if there is related research.

2. Practical Significance

a. For English Teacher

Researchers hope that teachers who have problems in learning speaking skills can use alternative media that researchers use, namely digital storytelling. In this study, researchers provide information about how digital storytelling is applied in speaking classes. Researchers provide information to teachers about improving students' speaking fluency after using digital storytelling in class.

b. For Future Researcher

The aim of this research is to inspire and encourage further research on the same topic. Researchers can further explore the strategies students use to improve their speaking fluency, in addition to building on the research findings as another reference for studying strategies to improve students' fluency. The results of this study would be useful for future researchers who

are interested in this field. The researcher hopes that all the limitations in this study can be corrected by future researchers.

E. Definition of Key Terms

1. Digital Storytelling

Digital storytelling (DST) is a narrative technique leveraging digital media resources like images, audio, text, and videos to convey stories, whether they're fictional or non-fictional. DST represents a novel approach to bolstering language skills among English as Foreign Language (EFL) learners. In today's digital age, where internet access is readily available, people have a plethora of platforms at their disposal to express themselves using various forms of media like images, text, and videos.

2. Speaking Fluency

Speaking fluency is the ability to communicate clearly by pronouncing words accurately, using appropriate intonation, maintaining a suitable pace, and employing correct grammar. It ensures effective and accurate expression of ideas or messages.

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CHAPTER II

LITERATURE REVIEW

In this section, this chapter presents a discussion of two aspects: the previous research and the theoretical framework. The previous research section highlights studies that are relevant to the current research, while the theoretical framework section presents the theory that supports the current research. Further details on the discussion are given below.

A. Previous Study

This study is not the first to use DST as a tool to improve speaking skills. There are several previous studies that examine the same topic. They use various frameworks from various experts. The following is an explanation from related research:

The first study was conducted by Rubini, James, Yong, and Melor (2019) entitled *"Hear Me Out! Digital Storytelling to Enhance Speaking Skills"*. The purpose of this research is to examine how digital storytelling can improve students' English speaking skills and their attitudes towards using digital storytelling as a means to improve their speaking skills. This research was conducted on 20 Form 4 students from a suburban school in Pahang, Malaysia. The findings indicated that students' speaking skills improved after making videos of their scribes, and they had positive perceptions of digital storytelling. Therefore, teachers may consider utilizing digital storytelling as a teaching approach to improve students' English skills and encourage their enthusiasm to speak the language.

The second study was conducted by Hamzeh Moradi and Hefang Chen, (2019) entitled *"Digital Storytelling in Language Education"* used a Qualitative Study. This paper emphasizes the importance and complexity of modern technology, especially digital storytelling, in education. It examines the main aspects of using digital storytelling in language education, including the essential stages and components of impactful digital storytelling, procedures for creating

digital storytelling, and a critical analysis of the application of digital storytelling in promoting academic success.

The third study was conducted by Ahmed A. Al Khateeb (2019) "*Socially oriented digital storytelling among the Saudi people EFL students Impact and content analysis*" use a Qualitative study. The study involved 60 Saudi female students studying English as a foreign language (EFL). The findings show that creating a new educational environment that promotes social interaction and cultural orientation can increase students' competency and motivation to share learning experiences. The study also sheds light on the process of forming group work and the key themes that emerged in the digital stories produced by students.

The fourth study was conducted by Min Huang, Ting-Ting Wu, Cheng, Parsazadeh (2020) "*Integrating Computational Thinking Concept Into Digital Storytelling to Improve Learners' Motivation and Performance*". The purpose of this research is to investigate the potential benefits of integrating computational thinking (CT) into learning English, particularly in terms of increasing learner motivation and performance. This study used the "present, practice, and producer" method to introduce the concept of CT in English classes, and involved 52 elementary school students. Data collection was carried out through knowledge tests, storytelling exercises, and motivational and anxiety surveys. The results from the experiment show that the CT approach leads to increased language learning and greater motivation in both extrinsic and intrinsic goal orientations. These findings suggest that the CT approach can improve problem-solving skills and increase motivation and performance in learning English through digital storytelling.

The fifth study was conducted by Tanrikulu (2020) "*Students' perceptions about the effects of collaborative digital storytelling on writing skills*". The study was conducted on two different classes of first-year students enrolled in the Ministry of Education of Turkey, which consisted of a total of 61 participants. The purpose of this study was to investigate students' perceptions of the impact of Collaborative Digital Storytelling (DST) on their writing skills in writing classes. The results show that students believe DST can improve their writing skills,

which can be seen from their positive feedback on the use of DST in improving the structure and content of their writing. This study also found that multimedia and scripting features had a positive impact on writing and helped integrate technology with writing.

The sixth study was conducted by Md Yunus, Viknesh Nair (2022) “*Using Digital Storytelling to Improve Pupils’ Speaking Skills in the Age of COVID 19*”. This study was conducted on 35 EFL students. This study used pre- and post-tests, as well as questionnaires, as data collection tools. The results show that digital storytelling has a positive impact on students' speaking skills. In addition, digital storytelling not only engages students in story content, fosters motivation and curiosity, but also increases their confidence in speaking English. Questionnaire responses indicated that digital storytelling promotes 21st century learning by facilitating interactive and collaborative learning, which encourages students to speak English.

Based on the explanation above, it can be seen that previous research shows that each researcher has studied the application of digital storytelling to improve students' language skills first and then has their own aspects to focus on in the language skills they want to improve. While this research is focused on examine how can secondary school students improve their speaking fluency through tasks based Digital Storytelling use a case study type framework of Creswell's (1997) qualitative research.

Table 2.1 Similarities and Differences

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Rubini. James, Yong and Melor (2019). Hear Me Out! Digital	<ul style="list-style-type: none"> Both of them use Digital storytelling media to improve speaking skills. 	In the previous research the researcher using digital storytelling to improve speaking skill, while in this research the

1	2	3	4
	Storytelling to Enhance Speaking Skills.		researcher use digital storytelling more focus on speaking fluency.
2	Hamzeh and Chen (2019). Digital Storytelling in Language Education.	<ul style="list-style-type: none"> Both of the researchers have the same topic about DST. 	In the previous, The Researcher more focuses on DST in language education and use DST to develop language education. While In this research, the researcher uses DST to improve speaking fluency.
3	Khateeb (2019). Socially orientated digital storytelling among Saudi EFL learners.	<ul style="list-style-type: none"> Both of the researchers have the same topic about DST. Both of the researchers have the same Research design. 	In the previous research focused on social orientation. While in this research use DST to improve skill in English, especially speaking fluency.
4	Parsazadeh, Cheng , Wu , and Hu (2020). Integrating Computational Thinking Concept Into Digital Storytelling to	<ul style="list-style-type: none"> Both of the researchers have the same topic about DST. 	In the previous studies DST focused on improving Computational Thinking and Previous studies DST focused on problem solving in language learners. While in this studies focus on enhancing speaking

1	2	3	4
	Improve Learners' Motivation and Performance ang		fluency through DST
5	Tanrıku (2020). Students' perceptions about the effects of collaborative digital storytelling on writing skills.	<ul style="list-style-type: none"> • researchers have the same research design. • Both of the researchers have the same topic about DST 	In the previous studies DST focused on improving writing skill. While in this research researcher use DST to improve speaking fluency.
6	Nair and Melor Yunus (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19.	<ul style="list-style-type: none"> • Both of the researchers have the same topic about DST. • Language skill that wants to improve is same. 	In the previous researchers focused more on improving speaking skills and use Pre-Test and Post Test to measure the speaking ability of student is used in the previous study. While in this research use DST to improve speaking fluency.

Reflecting on relevant previous research, it seemed that almost all of them in this research were conducted in the context of implementing Digital Storytelling to improve English language skills as a learning strategy. However, the learning process of Islamic Junior School students in increasing their confidence to be able to speak English fluently needed further research. To fill this gap, this research conducted a case study that focused on exploring the

B. Theoretical Framework

1. Digital Storytelling

a) Definition of Digital Storytelling

The impact of a story can be profound, challenging our beliefs and triggering memories that make us want to hear the story repeatedly. Normann (2011, p.1) defines digital storytelling as a blend of spoken narrative, visuals, soundtrack, and technology used to convey a story. As students in the 21st century have different needs and characteristics compared to those in the 20th century, digital storytelling is seen as a fitting medium for teaching and learning that engages both students and teachers. Using technical tools, digital storytelling fulfills the storyteller's desire to share personal stories through images, music or soundtrack, and graphics (Garcia & Rossiter, 2010). By incorporating multiple media into storytelling, digital storytelling allows teachers to present complex material in unique ways, making it easier for students to comprehend.

Digital storytelling makes it easier for teachers to use unique ways of presenting complex material without taking a long time to get students to understand it. Digital storytelling helps teachers easily integrate various media into storytelling.

This sentence shows that just as fiction books have seven common elements that make them interesting and well-crafted, there are three main types of digital storytelling that can also create good, authentic stories. These three types of digital storytelling include personal narratives, historical documentaries, and informative or instructional stories. By following the seven main elements namely theme, arrangement, characters, point of view, plan, conflict and style, digital storytellers can create stories that are not only interesting but also true to their personal experiences or the historical events they are describing. By following these guidelines, digital storytelling can effectively convey emotions, ideas and messages to its audiences in powerful and meaningful ways.

b) Advantages of The Use of Digital Storytelling in Class

Digital storytelling offers several advantages for students and teachers in the classroom. One of the benefits is that it can increase student motivation and engagement with the material. As Ohler (2008) notes, “Using digital storytelling as a teaching strategy, especially when it involves collaboration and the creative use of technology, increases student motivation and engagement with the subject matter” (p. 32).

Another advantage of digital storytelling is that it provides new and innovative ways for students to tell personal or group stories. According to Ware and Warschauer (2005), “Digital storytelling offers students the opportunity to create and share personal and cultural narratives in a multimodal and collaborative way” (as cited in Miller, 2009, p. 24).

Digital storytelling can also encourage students to organize and express their ideas and knowledge in meaningful ways. As Robin (2008) states, “Digital storytelling provides a unique opportunity for students to synthesize their understanding of a topic and present it in creative, engaging, and memorable ways” (p. 221).

Overall, the use of digital storytelling in the classroom can provide many benefits for both students and teachers. It can increase student motivation and engagement, offer new ways to tell stories, and encourage students to express their ideas and knowledge in meaningful ways.

c) Digital storytelling in language learning

As previously explained, Digital Storytelling integrates different literacy and language skills, because it combines multimedia research, production and presentation skills with traditional activities such as writing skills and oral production. “past-oriented provider/control model to a future-oriented navigator model, where learning is distributed (networked), just-in-time and individually purposed, and where ‘consumer-producers’ are attracted to the creation and growth of knowledge rather than compelled to conform to ‘legacy systems’” Hartley, McWilliam, Burgess, & Banks,

(2008), p 64. Thus, one assignment – Digital Story Creation – in a foreign language class seems to provide an integrated approach to learning.

Digital storytelling is a powerful tool in language learning as it integrates various language and literacy skills such as multimedia research, production, presentation, writing and spoken production. Hartley, McWilliam, Burgess, & Banks (2008) describe how it shifted from a past-oriented provider/control model to a future-oriented navigator model, in which learning is distributed, timed, and individually targeted. Digital storytelling encourages 'producers-consumers' to create and grow knowledge rather than adapting to 'legacy systems' (Hartley, McWilliam, Burgess, & Banks, 2008, p.64). As such, assigning digital storytelling projects in foreign language classes provides an integrated approach that fosters creativity, collaboration, and critical thinking among students.

Digital storytelling offers a platform for students to engage with a variety of multimedia technologies and resources, including images, audio, video, and text, to create coherent narratives that convey messages effectively (O'Banion & Shea, 2006). Therefore, digital storytelling in foreign language education can offer an effective way to enhance language learning and teaching.

d) Challenges of The Use of Digital Storytelling in Class

Using digital storytelling in the classroom presents various challenges, including language-related issues, developmental concerns, external obstacles, and pre-existing knowledge. Each of these categories needs to be further examined to enhance English teaching through digital storytelling (Matamit, Roslan, Shahrill, & Said, 2020). Therefore, it is important to pay close attention when using DST as a learning medium in the classroom.

2. Speaking Fluency

a) Definition of Speaking fluency

Speaking fluency is a crucial aspect of language education as it is a primary indicator of English proficiency (Diyab, 2013). Fluency refers to the uninterrupted, smooth, and consistent delivery of speech (Koponen &

Riggenbach, 2000). Zhang (2009) also defines fluency as the ability to communicate messages effectively and comfortably. Therefore, speaking fluency can be defined as the skill of conveying information with precision and accuracy. Jones (2007 as cited in Buitrago, 2017) argues that fluency in speaking is not necessarily characterized by complete accuracy and a lack of hesitation, but rather by the speaker's ability to communicate their message effectively and coherently. Furthermore, Segalowitz (2010) emphasizes that oral fluency is a complex cognitive skill that requires speakers to use linguistic knowledge in a seamless and fluid manner. Zamel (1987 as cited in Buitrago, 2017) defines fluency as the use of language that resembles that of native speakers in terms of appropriate language features such as pauses, interjections, intonation, and stress. Fluency can be improved through regular practice and frequent interaction with others. Please note that this paraphrase includes some changes in sentence structure and wording to avoid plagiarism while retaining the original meaning.

b) Types of Speaking Fluency

According to Segalowitz (2010), there are two types of fluency: cognitive fluency and utterance fluency. Cognitive fluency refers to speakers' ability to plan and execute their speeches effectively. Tavakoli and Skehan (2005) further explain that utterance fluency comprises three components: breakdown fluency, speed fluency, and repair fluency. Breakdown fluency is measured by analyzing the duration and frequency of pauses and filled pauses during speech. Speed fluency is determined by calculating the rate of syllables uttered per second. Repair fluency, on the other hand, is indicated by the frequency of false starts, corrections, and repetitions made by the speaker.

Moreover, cognitive fluency is the ability of speakers to process and create utterances automatically (Kormos, 2006), or the capacity to plan and execute language expressions (De Jong et al., 2013). It should be noted that speaking fluency is not an innate ability, but it can be developed through deliberate practice to enhance efficiency and decrease interference (Cavallieri,

2018). Additionally, Lennon (2000) suggests that the evaluation of someone's fluency in speaking depends on the perception of the audience.

In other words, the assessment of speaking fluency is subjective and depends on the perception of the listener. Luoma (2004) pointed out that the use of minimum pause duration as a criterion for measuring fluency is based on the individual judgment of the listener. Meanwhile, Ejzenberg (2000) suggested that evaluating speakers' fluency can be done through dialogues. Although many studies have focused on measuring monologue speaking fluency, it does not necessarily mean that these studies are invalid.

EFL learners usually struggle to achieve fluency in English as they are not native speakers. They invest a significant amount of time and money in learning English, but sometimes fail to meet the course requirements to speak fluently. This is due to their lack of understanding of the English language chunks that are commonly used by native speakers. According to Richards (2008), students with a low level of English often rely on memorized chunks of language, which heavily depend on vocabulary. However, Lackman (2011) argues that a lexical approach involving deep chunking is important for improving fluency, despite neglecting grammar and structural properties of the language. As a solution, researchers propose using DST as a tool to enhance the fluency of EFL learners.

c) Teaching speaking through digital storytelling

The present study requires relevant information regarding the teaching of speaking skills to support the research objectives. To achieve the best results in improving the students' speaking proficiency in retelling a story, the researcher aims to integrate digital storytelling with effective teaching techniques. Hence, this section provides an overview of the concept of teaching speaking, strategies for teaching speaking skills, and fundamental principles for teaching speaking.

Teaching speaking involves instructing ESL and EFL learners on how to articulate English sounds and patterns, as well as the correct use of word and sentence stress, intonation, and rhythm in a second language. This teaching

also entails guiding students on how to select appropriate language based on their audience, situation, and topic, organizing their thoughts coherently, expressing their values and opinions, and speaking fluently without unnatural pauses (Nunan, 2002, p.32). In addition to enhancing speaking skills, digital storytelling can enable students to showcase their creative output while also demonstrating the accuracy and value of their speech.

The primary aim of teaching speaking is to enable students to utilize their skills to the best of their abilities by avoiding message ambiguity, focusing on proper pronunciation, grammar, vocabulary, and adhering to social and cultural norms in different communication settings. As Harmer (2003) notes, teachers should not only impart knowledge about language features in conveying speech but also facilitate the development of students' ability to process language and information directly. Thus, teachers play a crucial role in monitoring their students' progress.



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CHAPTER III

RESEARCH METHOD

In this section, the process of conducting a research project is outlined, with different components such as research design, research setting and participants, instructional procedures, data collection, data analysis, and beliefs described in detail. The information provided is free from plagiarism and rewritten to avoid resemblance to the original text.

A. Approach and Research Design

This research employs qualitative methodology through a case study research design, which aims to provide an in-depth description of a single unit. (Yin, 2018) State a qualitative case study is a research method that involves an in-depth and detailed examination of a specific case or unit of analysis. It is characterized by its emphasis on understanding complex social phenomena within their real-world context. The unit of analysis can be an individual, group, site, class or community, and the case study approach can address descriptive questions such as "what happened" or explanatory questions by exploring the process behind the phenomenon. Thus, case studies are a suitable research design to investigate specific phenomena, situations, or events through detailed analysis and description.

For presenting data, researchers used a qualitative descriptive technique. This technique means a description of how the story is told in depth and perfection. Descriptive research theory is the study of how humans experience the world, and narrative researchers construct these stories through in-depth interviews and writing narratives about those experiences Gudmundsdottir (2001). The researcher tells about how DST Task-Based Learning can be implemented to teach students' speaking fluency. He tells stories and focuses on telling the story of his strategy in depth. Is the story in class, constraints, problems, strengths, etc.

B. Research contexts and setting

The case study took place at Ma. Walisongo, one of the Islamic Senior High Schools located in Jember, East Java, with the purpose of introducing diverse methods of English language instruction to students. English was a mandatory subject in the Indonesian curriculum and was taught twice a week, with each lesson lasting for 45 minutes. The English teacher at the school had confirmed the regular time allocation for English lessons to be 45 minutes.

In this case, Digital Storytelling was used to involve students in integrating creative abilities through creating stories in digital form. It was hoped that students not only improved their speaking fluency but also enhanced their creativity skills as story illustrators. The selection of this school was based on several considerations as follows: (1) The school provided supporting facilities that helped learning activities during the research, such as an LCD projector, language laboratory, computer laboratory, etc; (2) there were additional extracurricular activities outside class hours, one of which was the English Club, which was used for further studies exploring a series of activities based on planned procedures; (3) the school fully supported this research, which was expected to contribute to the school in the future. With these considerations, researchers not only examined a case in learning to speak but also explored its potential for students' creative thinking skills in creating digital stories and integrating illustrations into them creatively.

C. Research Participants

Considering that participants were fundamental in conducting the research, the researcher made several considerations. The researcher took class XI at Ma. Walisongo. First, this decision was based on the English teacher's recommendation. He had recommended Class XI for students to study English more deeply. Therefore, the most effective strategy was needed to be taught in the class. The students didn't need boring classes and especially in conveying it anymore. Second, the number of participants was sufficient to carry out this strategy. Because the number of students was more than 12 people, it meant that it

was easier for researchers to apply their strategies in class. DST indirectly instilled students' thoughts that English was not always difficult; it could be fun and related to their daily experiences if given the right strategy, especially since the subject of this research was class XI students.

To begin my research, I visited schools and met English teachers to gain access to my fieldwork. During those meetings, I obtained permission to communicate further with the English teacher via instant message to schedule a future meeting. After that, I messaged my English teachers to discuss my research project, and they suggested we meet in person at the school to discuss the project in more detail. English teachers also required me to provide written permission or approval from my university before undertaking any research, as a matter of ethical practice.

On the following day, I visited the school to deliver my letter and was granted permission by the vice principal to formally meet with the English teacher. During that meeting, I explained the focus of my research on the use of digital storytelling in teaching speaking to students, and the English teacher expressed agreement with my topic and granted me permission to conduct research at the school. The English teacher also informed me that the school followed the K-13 curriculum for their learning activities, with each English lesson lasting for 45 minutes and scheduled twice a week. This information was reiterated by the English teacher as the standard time allocation for English lessons at the school.

For this study, the English teacher recommended that I focus my research on Class XI, particularly in Class XI IPA, which consisted of 12 students aged between 17 to 18 years old. The selection of these participants for qualitative research was done with a specific purpose in mind - to provide a more informed approach towards formulating research questions and gaining a deeper understanding of the topic being studied.

Prior to commencing my research at the school, I obtained a student permit and ensured that the students understood the purpose of my research. To obtain the student permits, I asked the students if they were willing to participate in my

study and prepared a letter to be given to their parents. The letter outlined the purpose of my research and guaranteed the safety and comfort of the students while participating in the study. Obtaining the consent of the parents was crucial as it indicated their awareness and approval of their child's participation in the study.

D. Instructional procedures

Prior to introducing the Digital Storytelling strategy in the learning process, certain procedures were followed. As per Sirisimangkorn (2018), each project consisted of three stages - planning, implementation, and production of the final product. During the planning stage, the teacher and students collectively discussed the scope and subject of the activities. The teacher also provided an explanation of Digital Storytelling, including the process of creating storyboards and digital stories. Additionally, the teacher explained the kind of story the students would be telling and provided a brief overview of the concept of Digital Storytelling.

Table 2.2

Table of Project DST

Learning Step	Learning purpose	Activities
1	2	3
Pre-DST Activities.	<ul style="list-style-type: none"> • To introduce the student with DST, kinds and example of DST. • To understand students: what is Digital storytelling and what is a storyboard. 	<ol style="list-style-type: none"> 1. The pre-service teacher and students engaged in a discussion about materials pertaining to Digital Storytelling (DST), during which they watched DST videos and analyzed its genre, plot, and characters. 2. Pre service teacher

1	2	3
		<p>Explained the storyboard and how to make it.</p> <p>3. After discussing the materials related to Digital Storytelling, the pre-service teacher and students shared their thoughts and insights with other students.</p> <p>4. The pre-service teacher provided feedback to the students based on their discussion and analysis of the Digital Storytelling materials.</p>
	<ul style="list-style-type: none"> To build student's responsibility and creative thinking 	<p>1. PST explains the assignment DST.</p> <p>2. Students work on assignments in groups.</p>
Pre-Activities making DST.	<ul style="list-style-type: none"> To make student understand Storyboard and how to make it. 	<p>1. PST gives students Storyboard, show them how to make storyboard</p> <p>2. Each student worked to determine which pictures would be selected to be included in the story.</p> <p>3. After selecting the</p>

1	2	3
		<p>photos to be included in the storyboard, students continue with their creation, namely inserting pictures as well as story narration according to the pictures.</p>
Main-Activity.	<ul style="list-style-type: none"> • Rewritten: The aim is to assist students in enhancing their ability to speak fluently. • To improve their pronunciation skills.. • To enhance students' familiarity with new vocabulary. • To train students in speaking from the stories they make. 	<ol style="list-style-type: none"> 1. Each student creates a story and voices each character. 2. The pre-service teacher instructs students to practice telling stories according to the characters they get. 3. At this point, the pre-service teacher emphasized students to really practice telling stories so that their speaking fluency could increase as expected in this study. 4. After they were fluent in telling stories, they started recording and including voices in their respective DST projects.
Post-Activities	<ul style="list-style-type: none"> • To build students speaking fluency. 	<ol style="list-style-type: none"> 1. The pre-service teacher requests that each student provide a reflection on

1	2	3
		learning with Digital storytelling strategy.
		2. Teacher gives reflection on student's project.

Table 2.2 shows the instructional procedures for a DST-oriented project. Researcher investigates how material sources speak for executing DST strategies activities during speaking learning. This activity also helps students to improve their fluency in speaking, during their DST creation process and also improve their teamwork skills.

The researcher began the learning process by increasing students' curiosity. They worked individually to help students develop responsibility and understand their own abilities, getting them used to thinking creatively. The researcher asked students to develop their ideas about stories and pictures first. They created a different Digital Storytelling (DST) task for each student. Students were asked to complete their respective assignments as a fluent speaking learning activity. Researchers monitored the progress of projects made by students. The purpose of the researcher was not to divide all students into groups because, if a group was made, there would always be students who did not work on it, which would affect the success of this research. In this first meeting, the pre-service teacher focused on how students understood what digital storytelling and storyboards were, so all aspects of both were explained in detail by the pre-service teacher. Then, they continued with discussions until students understood the core topic of this first meeting.

In the pre-making DST activities, the researcher had previously given the Storyboard to be worked on to the students. While watching the DST videos, each student also wrote the elements of their own story. Then they decided what story they wanted to create, so they could come up with a theme or title that they would

adopt in their project. Making storyboards for all groups was accompanied by a pre-service teacher, so if there were students who were still confused about making those, students could ask the pre-service teacher.

The third activity was the core activity. In the core activity, students were asked to practice telling stories according to the characters they had acquired. In this activity, the pre-service teacher played a full role in guiding each student when practicing telling stories because this activity was the essence of this research, namely to improve their speaking fluency. After they practiced and felt they were qualified to tell the story according to the character they had gotten, they continued by filling in the voice based on the image they had previously chosen. In this process, students were also trained in their creativity in editing their DST videos. Of all the activities that had been carried out, students were later instructed to upload their DST video on YouTube and submit the link to the pre-service teacher.

In the final stage, the teacher conducted a peer assessment of each student. The pre-service teacher provided verbal feedback on the work of each group and gave appreciation for their efforts in making storyboards to tell stories, including providing evaluations of narration, audio storyboards, and selecting pictures.

E. Data Collection Technique

In this section, the author detailed the data collection methods utilized in the study. The qualitative research approach employed triangulation of data sources;

1. Observation

Observation was based on a predetermined research focus, making it the main tool in the data collection. With this premise, direct observation could direct the researcher to understand more deeply about the focus of the case being studied (Creswell, 2014). Here, the researcher did not only collect field notes during the lesson process but also captured some images when students were actively involved in critical incidents such as discussing storytelling

material, observing examples of digital narratives, creating storyboards, and so on. Therefore, these images could help researchers in the process of analysing digital-based data (i.e., pictures taken) that had been collected.

2. Interview

In this part, there were several steps. The first step involved the researcher creating a list of questions which were later asked to the student participants. The second step encompassed questions related to the research. The third list of questions was made by the researcher with the assistance of the English Teacher. The fourth step involved the researcher asking some students about the questions. The researcher gained information through interviewing the students. The last step involved the researcher acquiring data from Observation, Documents, and learning artefacts.

The researcher had invited the students to a focus group interview. They asked the questions in Bahasa Indonesia. The questions that were asked during the interview were designed to explore students' experiences with digital storytelling strategies, their attitudes towards storytelling in digital form, and the impact of digital storytelling strategies on their speaking fluency. Example questions could have included:

a) Students Aspects:

- How do you feel about speaking in general?
- What are your strengths and weaknesses in speaking?
- What did you find most challenging about telling stories in English?

b) Learning Process Aspects:

- What are your experiences with digital storytelling?
- How did you learn to create digital storytelling?
- How can digital storytelling strategies help you improve your speaking fluency?

c) Products Aspects:

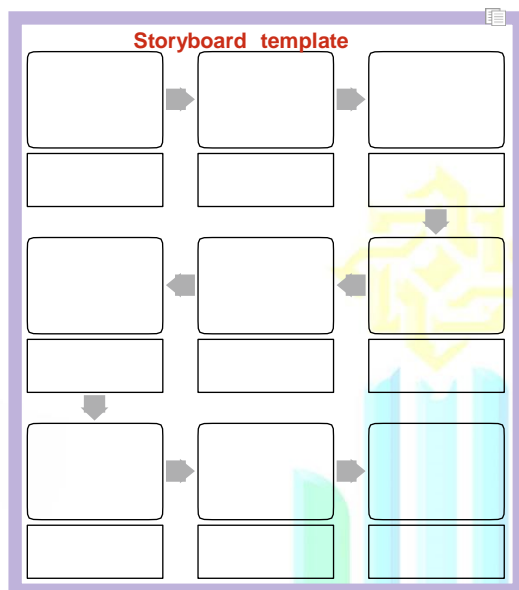
- Can you describe a time when digital storytelling strategies were most helpful in improving your fluency?
- What aspects of your digital storytelling strategy have helped you the most?
- How has your fluency improved since using digital storytelling strategies?

Interviews were conducted in a comfortable and confidential setting to encourage students to share their thoughts and feelings openly. The researcher selected the top *five most engaged students* in the class for interview purposes. Researchers obtained permission from the school and parents or guardians of students before conducting interviews, and the results of these interviews were recorded for analysis purposes.

The data obtained from the interviews were analyzed thematically to identify patterns and themes related to students' writing skills and the effectiveness of note-taking strategies. Findings from the interviews were used to draw conclusions and make recommendations for future research in the area.

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This is example of learning artefacts:



A storyboard is a visual tool used in various creative fields, such as film, animation, advertising, and even education, to plan, visualize, and communicate the sequence of events in a project. The primary functions of a storyboard are as follows:

Visual Planning: Storyboards help creators plan the visual elements of their project. **Narrative Structure:** Storyboards help structure the narrative by breaking it down into key scenes. **Communication:** Storyboards act as a means of communication between different team members working on a project. **Efficiency:** By using storyboards, creators can make necessary adjustments and revisions before committing to the full production. **Creative Visualization:** Storyboards allow creators to visually explore and make creative decisions about camera angles, composition, and visual elements. **Feedback and Collaboration:** They facilitate feedback and collaboration as team. **Documentation:** Storyboards serve as a record of the project's development. **Educational Tool:** In education, storyboarding can be used to enhance comprehension, encourage creative thinking, and help students organize their ideas when working on projects or presentations. **Prototyping:** In some cases, a storyboard can act as a prototype for the final product, demonstrating the look and feel of an advertisement or product before production.

Overall, storyboards play a crucial role in the creative process, serving as a visual blueprint to help creators and teams streamline production, enhance creativity, and ensure the final product aligns with the intended vision.

By using a combination of observation, documentation, and interviews, the researcher aimed to evaluate the effectiveness of digital storytelling in enhancing the speaking fluency of secondary school students. Thematic analysis was utilized to identify recurring patterns and themes in the data collected, and this analysis was used to draw conclusions.

F. Data Analysis

The process of examining and interpreting data gathered from various sources is referred to as data analysis. According to Creswell (2014), the goal of this process is to minimize alternative interpretations and arrive at precise conclusions based on the acquired facts. Data analysis involves four main stages, which include data collection, data reduction, data presentation, and drawing conclusions.

First, the researchers gathered information required for the study by conducting data collection. It is essential to ensure that the data collected is pertinent and authentic to the research topic. The methods of data collection include observation, interviews, and documentation studies.

Second, once the data has been gathered, the next step is to condense or refine it. This involves reviewing and correcting any inaccuracies or inconsistencies in the data to enhance its quality and minimize potential bias during the analysis.

Third, the presentation of data is done to present data in a form that is easily understood by readers. Presentation of data can be done using tables, graphs, or diagrams. This makes it easier for readers to understand and draw conclusions from the data presented.

Finally, the researcher draws conclusions based on the analyzed data. Accurate interpretation of data is crucial to draw valid conclusions. The research findings should either validate the research hypotheses or answer the research questions.

In all steps of data analysis, researchers must ensure that the data used is valid and relevant, and carry out careful and accurate analysis. This is important to

produce the right conclusions and ensure that the research results have a significant contribution in the field under study.

1. Data Collection

The very first step of data analysis was collecting data. Before the data was analyzed, it had to be collected firstly. The researcher collected the data through some techniques: interviews, observations, and questionnaires. It aimed to help the research a lot until the end of the research.

2. Data Condensation

Condensation was a process that involved selecting, focusing, simplifying, abstracting, and changing field notes, interview notes, documents, and other empirically founded materials. By applying condensation, it made the data clearer, stronger, and more accountable. The researcher separated accurate from inaccurate data. It made it easier for the researcher to continue into the next step.

- a. Selecting
- b. Researcher should be selective in collecting data. She should know which one is secondary and primary data.
- c. Focusing
- d. Researcher should limit which data is needed and not based on research question. Because research question leads to the course of research.
- e. Simplifying and Abstracting

To conclude this research, it is important to summarize all the core steps, processes, and statements. Furthermore, the quality of the data should also be evaluated to ensure the validity and reliability of the findings.

3. Data Display

In presenting data, it needs the activity of displaying data to simply the researcher for showing the data into brief description, chart, graphic, matrix, relation between the categories, flowchart and so on. Displaying the data is

simply the researcher to what she is going to do next. She has more plan for her next step.

4. Conclusion Drawing and Verification

The previous conclusion was temporary; it changed as time went on and reflected what was happening during its conduct. If it needed to be changed because there was a newer opinion or other factors, it had the newest conclusion as well.

G. Trustworthiness

The reliability of research findings in empirical studies pertains to the accuracy of the data presented in the reports. According to Elo, Karianen, Kanste, Polkki, Utrianen, and Kyngas (2014), the research framework outlines the qualitative content of the analysis process, from data collection to reporting of results, to ensure reliability. By providing trustworthy information, the study avoids being highly uncertain. To assess the validity of the study, the researchers employed the data triangulation method. Cross-method triangulation was utilized to assess possible patterns across the various data sources, including observation, document analysis, and interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

In that chapter, we explored the study findings and engaged in a discussion, where the results of the research project were presented. Subsequent sections provided detailed information on the research findings and analysis.

A. Research Findings

The current study investigates how students acquire speaking skills while utilizing Digital Storytelling as an engaging learning strategy. Through the collection of data via document analysis, semi-structured interviews, and classroom observations, the research conclusions are presented and contextualized. The application of the Digital Storytelling strategy is supported by evidence from interview transcripts. The findings encompass three primary areas: 1) DST-mediated speaking fluency development, 2) Enhancing students' enthusiasm for acquiring speaking fluency and 3) The enjoyable learning students experience in speaking classroom. These outcomes are described in detail alongside comprehensive discussion.

DST-mediated speaking fluency development

In Storytelling learning, the teacher initiates the process by providing a comprehensive explanation of the concept, its application, and the different types of storytelling, including fictional and non-fiction stories. To ensure clarity, the teacher supplements the explanation with relevant examples. In this particular case, the focus is on non-fiction storytelling, which revolves around the students' own life experiences. After establishing the foundational knowledge, the teacher delves into the intricacies of creating narratives and storyboards. The material is

presented in-depth, covering essential elements such as plot development, character building, setting, and themes. Students receive guidance on how to craft engaging and meaningful narratives that effectively convey their personal experiences. To further enhance understanding and inspire creativity, the teacher showcases examples of digital storytelling videos. One of the videos viewed by the students is titled "I am Introvert," presented in English. By observing this video, students gain insights into how storytelling can be brought to life through multimedia elements, such as visuals, sound, and narration.

Related to the text as seen in Figure 1.

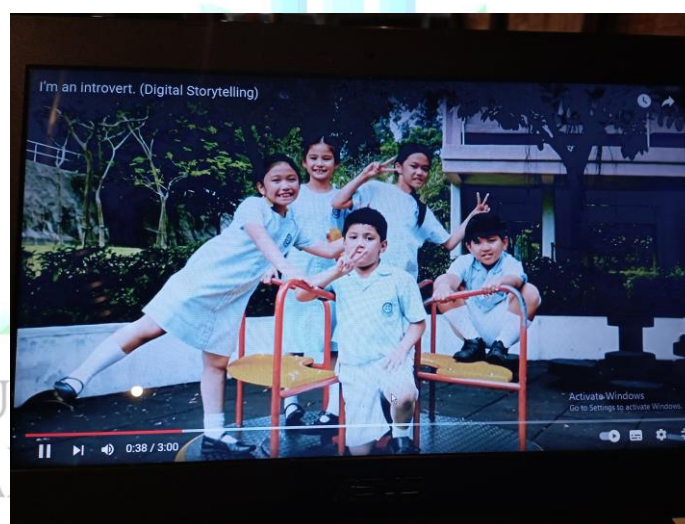


Figure 1. The example of video Digital storytelling. (Figurer1, 22 Mei 2023)

Teacher : How can this activity (*watching video and write vocabularies*) build your speaking fluency?

Student : When I first watch the Digital Storytelling video, I feel confuse because I was not familiar with English and cannot understand it. However, as I continue watching, I find pleasure in it and I also started to learn to see and imitate how the narrator said the words in the video and I am also help by the subtitles.

In the context given, the text suggests that during the interview or discussion, some students share their thoughts and viewpoints while others also express their opinions.

Teacher : How can this activity (*watching video and write vocabularies*) build your speaking fluency?

Student : Because we can see and learn. While watching the video, we recorded the vocabulary in the video, so we knew a little about the meaning of the story in the video because after that we looked for the meaning of the vocabulary we recorded. (Interview student of XI IPA, 22 Mei 2023)

Moreover, (Figure 2) illustrates that students engage in the activity of noting down vocabulary encountered in the video. This particular task poses a challenge to them as it is unfamiliar, particularly with respect to identifying and categorizing verbs and nouns. By engaging in this exercise, students naturally come across new vocabulary, including verbs and nouns that were previously unfamiliar to them. Consequently, the acquisition of new vocabulary has the potential to enhance their speaking fluency.



Figure 2. After watching the DST video, students write the new vocabulary in the video. (Figure2, 22 Mei 2023)

Teacher : Which part of the activity allows you to learn Speaking in a more effective way?

Student : When we come across new and unfamiliar words in our vocabulary, it's not uncommon to encounter terms that are completely foreign to us, leading to a sense of novelty and unfamiliarity. These words might be so rare or specialized that they rarely make an appearance in everyday conversations or written materials.

Teacher : How does the activity develop your speaking fluency?

Student : looking up the definitions of newly acquired vocabulary and then writing them down can significantly improve our recall of these words, greatly contributing to the improvement of our speaking skills. (Interview student of XI IPA, 21 Mei 2023)

Following the students' completion of the video and their compilation of unfamiliar vocabulary, the teacher presented them with an engaging task. The assignment was to construct a narrative story centered on their own life experiences or personal accomplishments. The chosen theme aimed to facilitate the process of storytelling for the students and enhance their speaking fluency. By drawing inspiration from their own lives, the students were encouraged to connect deeply with their narratives, fostering a sense of authenticity and personal investment. The chosen theme provided a familiar foundation for their storytelling, making it easier for them to express themselves and articulate their ideas effectively.

This exercise was designed not only to develop their narrative skills but also to improve their oral fluency and communication abilities. By narrating stories based on their own experiences, the students would naturally tap into their existing knowledge and personal emotions. This approach allowed them to

express themselves more confidently, utilizing vocabulary and expressions that they were already familiar with.

Themes of personal experiences and accomplishments served as catalysts for storytelling, providing a comfortable starting point for students. When they started crafting their narrative, they had plenty of personal anecdotes to draw from. They could share moments of success, challenges they had overcome, or important events that had shaped their lives. In telling stories, students did not only focus on content but also on delivery. Familiar themes allowed them to concentrate on honing their storytelling techniques, using the right intonation, pacing, and gestures to enhance their narrative impact.

When students shared stories with their classmates, they had the opportunity to practice their speaking skills in a supportive and engaging environment. They received valuable feedback from their peers, further refining their ability to convey their ideas clearly and attractively. Through this process, their confidence to speak and express themselves in English grew, and their fluency increased.

Ultimately, the chosen theme of personal experiences and achievements enabled the students to cultivate their storytelling skills while simultaneously enhancing their speaking fluency. By harnessing their own life experiences, the students discovered the power of storytelling as a means of effective communication and self-expression. This assignment nurtured their creativity, linguistic proficiency, and confidence in sharing their unique stories with others. (Figure 3) showed the task to make a script for DST.

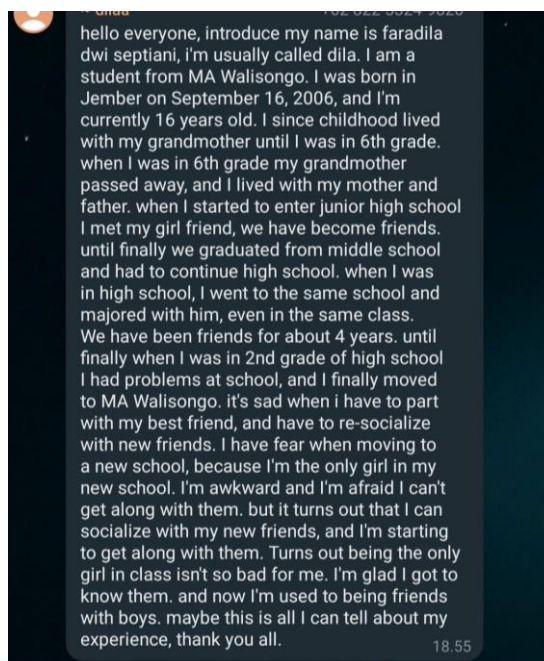


Figure 3. The task of students to create narrative stories based on their experiences or achievements in life. (Figure3, 23 Mei 2023)

Enhancing students' enthusiasm for acquiring speaking fluency

Over the course of three meetings with eleventh-grade students, the Digital Storytelling (DST) strategy was thoughtfully implemented to enhance the learning experience and foster creativity. In the initial meeting, the focus was on establishing a more dynamic and open relationship between teachers and students. By cultivating a flexible environment, teachers could better collaborate with their students, encouraging them to actively participate in the creation of DST projects. This approach instilled a sense of ownership and enthusiasm among the students, as they felt more involved in shaping their learning journey.

Moving to the second meeting, the core concepts of Digital Storytelling were introduced to the students. They were provided with a comprehensive resource that aimed to elucidate the essence of DST and guided them through the process of creating their own digital narratives. The resource was meticulously designed to help students understand Digital Storytelling better by offering clear explanations, step-by-step instructions, and inspiring examples in the form of digital storytelling videos (Figure 1). These examples showcased the potential and

versatility of DST, motivating the students to explore their creative potential in the context.

Additionally, the teacher assigned a task (Figure 2) that encouraged students to explore new vocabulary related to Digital Storytelling. This activity served a dual purpose: it enriched their understanding of the subject matter and equipped them with the appropriate language to express their ideas effectively. By learning new vocabulary, students could articulate their thoughts and emotions more precisely; enhancing the quality and impact of their digital narratives, and this had an impact on the progress of their speaking fluency learning.

In the subsequent meeting, the teacher provided materials (Figure 3) on crafting narrative stories, with a specific emphasis on stories derived from the students' life experiences and achievements. This approach aimed to promote self-expression and authenticity, encouraging students to draw upon their unique experiences to create compelling and relatable digital stories. By sharing personal narratives, students were encouraged to develop empathy, connect with their peers, and gained a deeper appreciation for the diverse experiences within the classroom.

In the next stage of the project, students embarked on a quest to find numerous pictures that aligned with the narrative text they had created. This process involved extensive research, exploration, and creativity. Students were encouraged to search through various online sources, such as image libraries, stock photo websites, or even take their own photographs, to gather a wide range of visuals that effectively represented the elements of their narrative. Once the students had compiled a substantial collection of pictures, they moved on to the editing phase. Using specialized video editing software, they meticulously arranged the images in a sequence that corresponded with the flow of their narrative. This arrangement aimed to create a visually engaging and coherent storyline as shown in (figure 4).



Figure 4 a type of image used to illustrate text content. (Figure4, 22 Mei 2023)

During the third meeting, the main activity involved practice sessions for sound dubbing. Each student rehearsed the narration of their self-created story text, which was showcased in the final assignment. The students focused on improving their pronunciation and fluency while telling the story for their dubbing project. The teacher provided feedback on their final exercise, aiming to evaluate the students' proficiency in reading stories effectively. In this activity, each student practiced individually, and the teacher offered corrections and guidance during the process. The primary purpose of this activity was to assess the students' storytelling abilities and how well they could convey the narratives through sound dubbing as shown in Figure 5.



Figure 5. Students' Rehearsal of dubbing a DST project. (Figure5, Students' Rehearsal of dubbing a DST project, 23 Mei 2023)

Prior to finalizing their projects, the students undertook a voiceover exercise to assess their pronunciation and storytelling skills. The students approached this stage with immense enthusiasm and eagerness, embracing the

challenge eagerly. They were highly motivated to speak English with their unique accents, infusing their performances with a touch of individuality. Throughout the activity, the students exhibited discipline and cooperation, fostering a positive and conducive learning environment. Additionally, practicing for a brief period yielded significant enhancements in the students' pronunciation and fluency.

As always, the students were requested to share their thoughts and feelings about their experience participating in the DST Video-making activity. The interview was translated into English as shown below.

Teacher : How do you feel at the rehearsal meeting?

Student : at first, I feel *anxious and nervous* because I have difficulty speaking English fluently and reading confidently. To overcome this, I diligently practice reading first to improve my pronunciation. As a result, I can tell the story *without hesitation*.

Teacher : So, can this activity improve your speaking fluency?

Student : a lot, because of this activity we spoke a lot of English while at the same time we were guided to pronounce the correct English vocabulary, we also trained our intonation to read our own narrative stories. (Interview student of XI IPA, at classroom, 23 Mei 2023)

The fourth and final phase of the Digital Storytelling project involved students embarking on the video editing journey. Within this stage, they delved into the process of piecing together a cohesive narrative by seamlessly integrating visuals, such as photos or graphics, alongside the spoken word captured through voiceovers. Additionally, students selected and incorporated a fitting background soundtrack that complemented the mood and message of the story, all of which was based on the script meticulously crafted in the preceding meeting.

The temporal dimension of the video, spanning a duration of two to three minutes, was a parameter that was determined by the teacher. This concise yet impactful timeframe challenged students to condense their narrative into a concise yet engaging presentation. The objective was to maintain the viewer's attention while effectively conveying the essence of the story.

Guidance during this phase was a pivotal aspect of the process. Recognizing its significance, the teacher took on an active role in supporting and directing each student's creative and technical decisions. This ensured that the video aligned with the intended narrative and met the project's objectives. The teacher's involvement empowered students to navigate the editing software, make informed choices about visual and auditory elements, and troubleshoot any challenges that arose, as viewed in (Figure 6).



Figure 6. Students edit Digital Storytelling videos. (Figure6, 24 Mei 2023)

In (figure 6), based on the concept they were given, each student was actively involved in crafting their own DST project. Within this task, every student was presented with a chance to showcase their skills and invest their endeavors in presenting their utmost achievements. This undertaking was regarded as an innovative module within the realm of English education, as this specific multimedia approach hadn't been integrated into their English learning previously. Moreover, students had recently uncovered the existence of English-

based storytelling conveyed through the video format, marking a novel revelation in their educational journey.

This data is collected again to get another perspective on its use Task-based Digital Stortelling strategy in learning speaking fluency which is translated into English as displayed.

Teacher : What your opimion using Task-based digital storytelling in fluency learning?

Student : Engaging in this activity is *enjoyable* as I can showcase stories featuring my own characters, and it offers me a first-time opportunity to share narratives in English. I am also content with the current arrangement. The practice of digital storytelling has contributed to my vocabulary growth and the exploration of fresh terminology.

Teacher : How does the digital storytelling strategy develop speaking fluency?

Student : As I engage in digital storytelling endeavors, I can recall vocabulary-focused narrations and participate in voice-over drills. My approach involves initially understanding the meanings, followed by composing my narration. This process aids in solidifying the vocabulary within my storytelling. However, the most significant boost to my English speaking fluency arose from dubbing exercises. Through repetitive practice, I honed the fluidity of my English sentence delivery. (Interview student of XI IPA, 24 Mei 2023)

The student's statement suggested that crafting a digital storytelling project held the potential to enhance not only speaking fluency but also to refine

pronunciation. Moreover, this project provided students with their initial exposure to creating narratives in English, an experience they hadn't encountered previously. Additionally, this undertaking aided in the augmentation of students' vocabulary as they encountered and absorbed new words. Furthermore, this activity fostered students' creative aptitude; this was exemplified by their prior lesson in video editing, where they learned to enhance the quality of their videos through their artistic inputs.

The final task focused on asking participants to write reflections about their experience from the first meeting to the last. However, this worksheet eventually became homework for them as shown in Figure 7. This activity aimed to allow students to develop their creativity in writing skills through reflection on writing. They wrote based on their performance, and students read aloud their narrative frames to share their learning experiences.

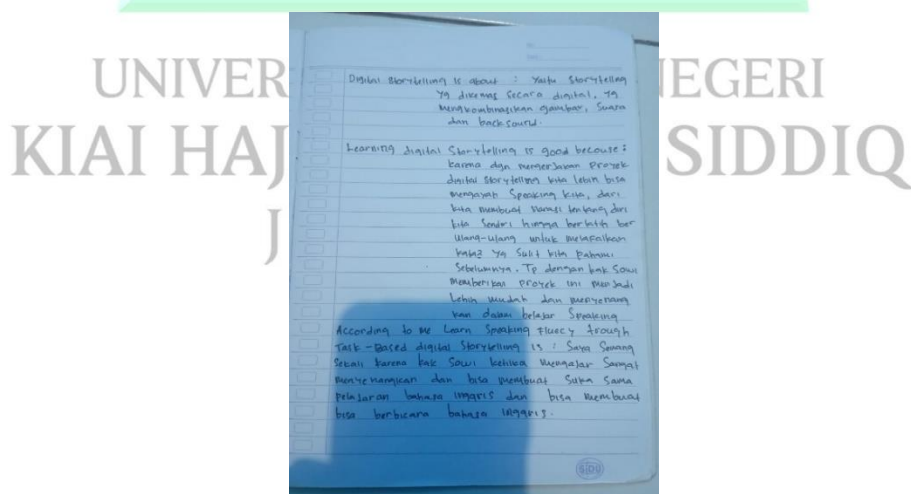


Figure 7. Reflection every student as long as learning speaking fluency through digital storytelling. (Figure7, 24 Mei 2023)

Seen from Figure 7, there was a correlation with the interview data. The students wrote in their reflection paragraphs, they mentioned that they felt it was fun when they made the final digital storytelling project, they could express their

emotions or their characters. They felt that the DST strategy was one of the media that could increase speaking fluency and vocabulary.

This data is collected again to get another perspective on its use digital storytelling strategy in learning fluency which is translated into English as displayed.

- Teacher : What do you think about using digital storytelling in learning fluency?
- Student : It is an enjoyable experience, as I can illustrate through my personal journey in my narrative, and I gained my initial exposure to English storytelling. I'm also quite content with the outcome, given that digital storytelling has played a pivotal role in advancing both my spoken fluency and vocabulary expansion. (Interview student of XI IPA, 24 Mei 2023)

Based on this statement, it seemed evident that students perceived learning speaking fluency via digital storytelling as an enjoyable endeavor. This sentiment arose from their prior lack of exposure to English learning tools, making digital storytelling a welcomed method for enhancing fluency and vocabulary growth in their eyes..

The enjoyable learning students experience in speaking classroom

Learning speaking fluency through digital storytelling media represented a fresh educational approach for eleventh-grade students. Previously, their learning had primarily revolved around textbooks for comprehension and application. Even in cultivating speaking skills, the teacher's instructions had often centered on crafting dialogues and rehearsing them with peers. However, in the pursuit of enhancing spoken fluency, the introduction of digital storytelling as an instructional tool had been introduced. The students were enthusiastic about this

novel dimension in English education, particularly in regard to fluency development.

Initially, some students found themselves perplexed and uneasy, as they anticipated the upcoming challenge of narrating stories using the digital medium and English language. Nonetheless, as subsequent sessions unfolded, their apprehension transformed into contentment, especially during the culmination of the project when they engaged in a friendly competition to enhance the visual appeal of their digital storytelling videos. This experience left them elated, as it allowed them to blend productivity with their learning endeavors, as shown in figure 8.



Figure 8. Portraits of student projects (Figure8, 25 Mei 2023)



Figure 9. Portraits of another student projects (Figure9, 25 Mei 2023)

In Figure 8 and Figure 9, based on the concepts given to students, they created their digital storytelling projects. In this activity, each student enjoyed, expressed their skills, and used their efforts to show their best.

As usual, students were asked to share their thoughts on how they felt while attending this fluency class. The following is the English translation of the interview.

Teacher : Which part of the meeting did you find most enjoyable?

Student : At the meeting where we made narrations and filled in voice dubbing, in making narrations we got more new vocabulary which we then practiced were pseudo when practicing voice dubbing. At first we found it difficult in this project but, over time this process is very enjoyable because we can express our thoughts and want to give the best, and try as hard as possible even though none of us speak English, but this is where we can work while studying.

Teacher : How does the digital storytelling strategy develop speaking fluency?

Student : When I practice voice dubbing over and over again, this really impresses in our minds, because we can get the tone and pronunciation when we repeat it. (Interview student of XI IPA, 25 Mei 2023)

It can be seen from the first student statement that making digital storytelling projects is enough to develop word knowledge and vocabulary, not only about vocabulary but can also build can improve their accuracy such as pronunciation and use of language. This activity can also make students learn in a different way, not only learning but also work. In this final task they feel happy

with their work. They try to make their projects as good as they can, even though none of them are very good at English.

B. Discussion

A recent case study research design investigated how Secondary School Students' Speaking Fluency through Tasks-based Digital Storytelling strategies influenced their learning of speaking fluency. Additionally, the study explored the impact of Task Based Digital storytelling on students' speaking fluency development. The researchers draw three key conclusions from their findings: firstly, Students' experience when creating a Digital Storytelling project to develop Speaking fluency. Secondly, enhancing students' enthusiasm for acquiring speaking fluency. Lastly, the enjoyable learning students experience in speaking classroom.

The initial findings from students' engagement in crafting Digital Storytelling projects to enhance speaking fluency highlight the uniqueness of each student's learning journey through this approach. (Ferdiansyah, 2019) State this is a captivating and significant method compared to oral and written storytelling methods, this is because DST offers English language learners the opportunity to acquire comprehensive, multi-dimensional English skills. Digital storytelling assignments emerge as motivating tools for both language students and educators. These assignments also provide platforms for students to explore roles, apply language and creative skills, and even empower those with limited speaking abilities to communicate in English effectively. By participating in activities designed to test their creativity, students engage in an enriching language acquisition process. For instance, within digital storytelling projects, students conclude with assignments that involve identifying new vocabulary, composing personal narratives, and gradually integrating new words into their language repertoire. This process not only occurs within students' broader academic context but also introduces an invigorating dimension to their learning experiences, especially after a lengthy day of study. In essence, these findings underline the impact of active digital storytelling engagement on speaking fluency, while

highlighting the potential of technology and creativity to elevate language acquisition. The first finding is supported by (Souvik, 2023) shows about applying digital storytelling in English. They mention that students have varying levels of experience with digital storytelling tools, and may face technological challenges or prefer other ways to get creative writing opportunities.

In the context of enhancing fluency through task-based digital storytelling, an important step involves students practicing before finalizing their audio recordings. This process contributes to the second key finding: Enhancing students' enthusiasm for acquiring speaking fluency. According to (Ghanizadeh, 2017) digital storytelling exercises positively influence learners' vocabulary acquisition, improving their ability to understand and comprehend written and spoken English. This enthusiasm arises from a structured process where students read their self-created narratives aloud, with the teacher assessing pronunciation and guiding corrections when needed. Following this practice phase, students move on to voice recording and editing their final projects. As previously discussed, these activities play a significant role in improving students' ability to communicate smoothly and comprehend effectively. By narrating stories within their personal narratives, students face a challenge that resonates particularly with diverse learning styles among young learners. This exploration of speaking fluency through digital storytelling diverges from traditional methods, sparking newfound interest. This comprehensive journey not only shapes speaking abilities but also nurtures language comprehension and creativity. Articulating narratives within the digital storytelling framework ignites motivation, ultimately fostering a renewed dedication to mastering speaking fluency through this innovative approach. This is also related to the findings from (Murray, 2019) state When students are enthusiastic about acquiring fluency, they tend to accept challenges, endure difficulties, and actively seek opportunities to communicate and interact in the target language. The students demonstrated a strong dedication in the presentation of their videos. They carefully integrated segments of voice dubbing with images, a process that was guided by the choices made before. This attention

to detail and the meticulous approach undertaken during the amalgamation of audio and visual elements underscores the students' commitment to their work.

For the last phase, from the last finding mention that enjoyable learning experience in speaking classroom. The researcher also discovers that students reported an enjoyable learning experience in their speaking classrooms. (Wang, 2014) Revealed that students find digital storytelling a fun and effective method to improve their language skills, thereby fostering a positive learning experience. This enjoyment could be attributed to the integration of digital storytelling methods. When students find the learning process enjoyable, they are more likely to remain engaged and motivated, which can positively impact their overall language learning outcomes. These findings collectively highlight the potential benefits of using digital storytelling strategies, particularly the task-based approach, in middle school language education. The study suggests that such strategies not only contribute to speaking fluency development but also foster enthusiasm and enjoyment among students in their language learning journey. Furthermore, (Richards, 2014) stipulates that in speaking classrooms, an atmosphere of fun and active engagement significantly shapes the learning experience. Students are not only recipients of information but active participants who find the process of acquiring speaking skills fun and immersive.

Although this investigation yielded valuable and intriguing insights into English teaching and learning methods, it did have two notable limitations. Firstly, due to the short duration of the study and students' preparation for final semester exams, there were constraints on the researchers' ability to consistently observe student learning while implementing digital storytelling techniques. As a result, there was a hope that future research would allocate more time and adopt a well-structured approach to address this gap effectively. Secondly, the assessment of speaking fluency learning was not carried out with precision. For forthcoming research, a more comprehensive examination of the progress in specific speaking fluency acquisition was recommended. Consequently, the researcher proposed

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion for this concluding phase of the research have been delineated. Condensed overviews of the complete research chapter and a proposition have been provided within the conclusion, aimed to offer direction for prospective researchers. The subsequent segments outline the pivotal facets of the conclusion and suggestion.

A. Conclusion

Based on these discoveries, researchers ascertained that language learners can derive advantages from the utilization of task-based digital storytelling. These benefits encompass: 1) Student's experience when creating Digital Storytelling projects to develop Speaking fluency; 2) Enhancing students' enthusiasm for acquiring speaking fluency and 3) The enjoyable learning students experience in speaking classroom. The outcomes demonstrate that students find comfort in acquiring speaking fluency and gaining novel learning experiences by engaging in digital storytelling projects. This research introduces a shift from traditional storytelling methods to ones involving digital media, yielding innovative outcomes and fostering an eagerness to enhance speaking proficiency. Likewise, the heightened enthusiasm among students for achieving speaking fluency is apparent through their participation in digital storytelling endeavors. These projects not only enhance speaking skills but also contribute to vocabulary and language acumen. Students' exposure to crafting English story videos represents a unique experience, fostering their linguistic growth. Lastly, the research underscores the role of digital storytelling as a strategy that infuses the speaking learning process with enjoyment and delight. It empowers students to express their individuality creatively.

Furthermore, this study offers two theories and practices consequences for smooth learning through digital storytelling methods. theoretical The conclusion

of this study is that digital storytelling allows students to improve their abilities the ability to improve vocabulary mastery, understanding what is said, and done improve their speaking fluency. Practical application of digital storytelling strategies for teachers, meanwhile, supported the development of pedagogical skills and teaching competence to achieve professional competence in the learning process. In addition, this research could have been one of the educational innovations using techniques such as digital storytelling to change the learning process environment. For example, remembering what actually happened during the teaching and learning process, teachers sometimes continued to concentrate on boring tasks activity. Since no media was available to practice the task, it was expected that the use of interesting learning strategies would make students interested in learning teaching materials provided by the teacher.

B. Suggestion

At the end of this study, researchers provided suggestions as follows for the use of digital storytelling strategies to teach speaking fluency below.

a. For pre-Service and in-service English teacher

The use of learning methods might be one of the techniques to achieve learning goals in language learning and teaching. To give a new one learning and teaching strategies, therefore the researchers argue that using digital storytelling techniques can be an alternative tool for teaching speaking fluency to EFL student. In addition, it is expected to support English teachers who want to use digital storytelling to teach speaking fluency.

b. For further researcher

The researchers aspire that these discoveries hold relevance for fellow scholars intrigued by the incorporation of digital storytelling techniques to enhance speaking fluency acquisition. Moreover, the outcomes of this study offer an avenue for comparison with analogous research endeavors currently in the planning stages.

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Appendix: (1)**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Muhammad Musawimin

NIM : T20196069

Major : English Education Program

Faculty : Faculty of Education and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis untitled "Fostering Secondary School Student's Speaking Fluency through Task-Based Digital Storytelling at Ma Walisongo" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 09th November 20 2023

Author



Muhammad Musawimin

NIM. T20196069

Appendix: 2 (Lesson plan)**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : MA. Walisongo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 3x45 menit (4 Pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial Recount text dan struktur kebahasaan dalam sebuah teks tulis. • Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks recount tulis (C4).
<p>4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Merancang sebuah teks recount lisan dan tulis terkait peristiwa yang ada pada gambar yang diberikan oleh guru sesuai kaedah dan unsur kebahasaan. • Menceritakan ulang teks recount menggunakan bahasa sendiri.

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C. Goal of Learning

At the end of learning students are expected to be able to:

1. Identify Digital Storytelling.
2. Creating his own digital storytelling
3. Students' speaking fluency can be increased.

D. Learning Material

Storyboard (Lampiran 1)

E. Learning Method

PPP (Presentation, Practice and Production)

Using the Scientific Approach method and discussions, assigning skills.

F. Media, Tools, and Source

1. Media: Software editor video, HP.
2. Tools: LCD, Projector, board marker.
3. Source: Dictionary, You Tube, Article.

G. Step Learning Activities

Meeting (1)

Activities	Description	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher leads the students to pray, to start the class. • The teacher greets students, asks how students are doing, and checks student attendance. • The teacher gives motivation to students regarding the importance of speaking skills so that students have an interest in learning to speak, so 	5'

	<p>that students' self-confidence can increase.</p> <ul style="list-style-type: none"> • The teacher explains the purpose of learning. • The teacher conveys what material would be taught. 	
<p>Main activities</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Students are given various examples of digital storytelling videos. • Students are asked to watch Digital storytelling videos together. <p>Menanya</p> <ul style="list-style-type: none"> • Students are asked to identify words that do not understand their meaning, and the teacher encourages students to guess the meaning of these words. • The teacher gives questions about the video to find out the level of understanding of students. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Students are given Example Storyboard text. • The teacher asks students to observe the contents of the storyboard. <p>Mengolah Informasi</p>	<p>35'</p>

	<ul style="list-style-type: none"> • The teacher explains the Digital storyboard and its functions. • Students were asked to identify the contents of the storyboard, then the teacher gave several questions about the storyboard to find out students' understanding. • The teacher discusses with students about the contents of the story board that relates to the realities that students face. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • The teacher gives several examples of storyboards as discussed. • Students are asked to fill out the storyboard. 	
Closing	<ul style="list-style-type: none"> • The teacher asks the students if there is anything they don't understand about what they have learned. • Teacher reflect on the activities and content of learning activities and content of learning with the values of everyday life • The teacher reminds students to work on assignments and 	5'

	<p>brings them to the meeting at the next meeting for consultation.</p> <ul style="list-style-type: none"> • The teacher directs students to pray. • Teacher greets. 	
--	--	--

Meeting (2)

Activities	Description	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher leads the students to pray, to start the class. • The teacher greets students, asks how students are doing, and checks student attendance. • The teacher gives motivation to students regarding the importance of speaking skills so that students have an interest in learning to speak, so that students' self-confidence can increase. • The teacher explains the purpose of learning. • The teacher conveys what material would be taught. 	5'
Main activities	<ul style="list-style-type: none"> • The teacher gives a review of how to make a narrative story. • The teacher gives students the opportunity to ask questions. 	35'

	<ul style="list-style-type: none"> • The teacher instructs students to make story narratives. • The teacher guides students to make up their own stories. • After the students finished making the narration, students were instructed to look for pictures that matched the narration and make own Storyboard. 	
Closing	<ul style="list-style-type: none"> • The teacher asks the students if there is anything they don't understand about what they have learned. • The teacher reflect on the activities and content of learning activities and content of learning with the values of everyday life • The teacher reminds students to work on assignments and brings them to the meeting at the next meeting for consultation. • The teacher directs students to pray. • Teacher greets. 	5'

Meeting (3)

Activities	Description	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher leads the students to pray, to start the class. • The teacher greets students, asks how students are doing, and checks student attendance. • The teacher gives motivation to students regarding the importance of speaking skills so that students have an interest in learning to speak, so that students' self-confidence can increase. • The teacher explains the purpose of learning. • The teacher conveys what material would be taught. 	5'
Main activities	<ul style="list-style-type: none"> • Students are instructed to edit to create digital stories. • Students are asked to practice filling out the voices in the story. • The teacher monitors students when practicing filling in voices, correcting pronunciation or explaining vocabulary that students do not understand. 	35'

	<ul style="list-style-type: none"> • Students are asked to include photos and sounds in their projects. • After the Digital storytelling project has been completed, students are asked to collect the results. 	
Closing	<ul style="list-style-type: none"> • The teacher asks the students if there is anything they don't understand about what they have learned. • The teacher reflect on the activities and content of learning activities and content of learning with the values of everyday life • The teacher asks students to collect their Task. • The teacher directs students to pray. • Teacher greets. 	5'

Meeting (4)

Activities	Description	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher leads the students to pray, to start the class. • The teacher greets students, asks how students are doing, and checks student attendance. 	5'

	<ul style="list-style-type: none"> • The teacher gives motivation to students regarding the importance of speaking skills so that students have an interest in learning to speak, so that students' self-confidence can increase. • The teacher explains the purpose of learning. • The teacher conveys what material would be taught. 	
Main activities	<ul style="list-style-type: none"> • The teacher provides feedback on student projects. • The teacher gives directions on how to make their speaking fluent. • The teacher gives students the opportunity to ask questions. • Students are asked to reflect on the learning methods and media used by the teacher. 	35'
Closing	<ul style="list-style-type: none"> • The teacher asks the students if there is anything they don't understand about what they have learned. • The teacher reflect on the activities and content of learning activities and content of learning with the values of everyday life 	5'

	<ul style="list-style-type: none"> • The teacher asks students to collect their Task. • The teacher directs students to pray. • Teacher greets. 	
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Jember, 30 Maret 2023

Guru Pamong, Mengetahui, Kepala Sekolah
MA WALISONGO

Muhammad Musawimin

Drs. ANWAR SANUSI, M.Pd

NIM : T20196069

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Lampiran 1 (Materi Pembelajaran)

Digital storytelling

Digital storytelling is the practice of using digital tools and multimedia elements to convey stories or narratives. This concept combines traditional storytelling techniques with technology to create engaging and immersive experiences for audiences. Digital storytelling may involve the use of various types of media, such as text, images, audio, video, animation, and interactivity, to create richer and more compelling stories.

In digital storytelling, stories are often presented in a more creative and interactive format than conventional narratives. This can include elements like background sounds, visual effects, animations, and user interactions. The primary goal of digital storytelling is to connect emotions, spark curiosity, and present stories in a more captivating way for audiences.

Common examples of digital storytelling include story videos, narrative podcasts, interactive stories in the form of websites or apps, blogs, and other multimedia content that combines various types of media. Digital storytelling is often used in education, marketing, social campaigns, and entertainment.

Modern technology has made digital storytelling more accessible and achievable. Various tools and platforms, such as video editing software, interactive presentation creators, and other multimedia content creation tools, enable anyone to create digital stories with great appeal.

It was important to understand basic storytelling principles, including narrative structure, characterization, and emotional development, while engaging in the process of digital storytelling. Creativity, audience understanding, and technical skills in using digital tools helped you embrace the full potential of digital storytelling.

Aspect of Digital Storytelling

Digital storytelling encompasses several key aspects that contribute to creating engaging and impactful narratives using digital tools and multimedia elements. Here are some important aspects of digital storytelling:

1. **Narrative Structure:** Just like traditional storytelling, digital storytelling involves a clear narrative structure with a beginning, middle, and end. It introduces characters, settings, conflicts, and resolutions to create a coherent and compelling storyline.

2. **Media Integration:** Digital storytelling combines various forms of media, such as text, images, audio, video, animations, and interactive elements. The effective integration of these media enhances the storytelling experience and helps convey emotions and messages more powerfully.
3. **Emotional Connection:** Creating an emotional connection with the audience is crucial in digital storytelling. The use of visuals, music, and storytelling techniques helps evoke emotions and immerse the audience in the story.
4. **Interactivity:** Unlike traditional storytelling, digital storytelling can include interactive elements that allow the audience to engage with the narrative. This might involve making choices, clicking on objects, or navigating through a multimedia presentation.
5. **Audience Engagement:** Digital storytelling often considers the preferences and expectations of the target audience. Crafting content that resonates with the audience's interests and values enhances engagement.
6. **Visual Aesthetics:** Visual elements play a significant role in digital storytelling. High-quality images, typography, color schemes, and visual effects contribute to the overall appeal and effectiveness of the story.
7. **Voice and Audio:** Audio elements, including voiceovers, background music, and sound effects, contribute to the auditory experience and help convey mood and tone.
8. **Tran's media Storytelling:** This aspect involves extending the story across multiple platforms or media formats. It allows for a deeper exploration of the narrative world and encourages audience participation.
9. **Character Development:** Building relatable and well-developed characters is essential for engaging storytelling. Audiences connect with characters' experiences and emotions.
10. **Message and Theme:** Like any form of storytelling, digital narratives often carry a message, lesson, or theme. Clearly communicating this aspect enhances the impact of the story.
11. **Platform and Format:** Different platforms (websites, social media, apps) and formats (videos, podcasts, interactive websites) have varying requirements and capabilities. Adapting the storytelling approach to the chosen platform is important.

12. **Collaboration:** Digital storytelling can involve collaboration between writers, designers, artists, and other professionals to create a multidimensional narrative.
13. **Call to Action:** In some cases, digital storytelling may include a call to action, encouraging the audience to engage with the story's message, share it, or take specific actions.
14. **Ethical Considerations:** When using real-life stories or sensitive topics, ethical considerations regarding accuracy, representation, and the impact on the audience are important.
15. **Accessibility:** Ensuring that the digital story is accessible to a diverse audience, including those with disabilities, is a vital aspect of responsible digital storytelling.

Balancing these aspects effectively would result in a digital story that captures the audience's attention, conveys a meaningful message, and leaves a lasting impact.

Generic Structure of Digital storytelling

Certainly, here's a generic structure that you can use as a framework for creating a digital storytelling narrative:

1. Introduction:

- **Hook:** Start with a captivating opening that grabs the audience's attention. This could be a thought-provoking question, a surprising fact, or an intriguing scene.

2. Setting the Stage:

- **Context:** Provide background information about the setting, time period, and any relevant details that the audience needs to understand the story.

3. Introducing Characters:

- **Main Characters:** Introduce the main characters of your story. Describe their personalities, motivations, and relationships to set the stage for their journey.

4. **Conflict or Challenge:**

- **Inciting Incident:** Introduce the central conflict or challenge that the characters will face. This is the event that sets the story in motion.

5. **Rising Action:**

- **Complications:** Present a series of events that escalate the conflict and make it more challenging for the characters. Each event should build tension and propel the story forward.

6. **Character Development:**

- **Emotions and Growth:** Explore how the characters react to the challenges. Show their emotional journey and growth throughout the story.

7. **Climax:**

- **Turning Point:** This is the highest point of tension in the story. The characters confront the central conflict head-on, and important decisions are made.

8. **Resolution:**

- **Outcome:** Share the outcome of the characters' actions. The conflict is resolved, and loose ends are tied up.

9. **Conclusion:**

- **Reflection:** Reflect on the journey the characters have taken and the lessons learned. Consider the impact of the story's events on the characters and the larger themes.

10. **Closing Thought:**

- **Message or Call to Action:** Conclude with a thought-provoking message, lesson, or call to action that resonates with the audience.

11. **Media and Multimedia Elements:**

- **Visuals, Audio, and Interactivity:** Throughout the narrative, integrate relevant media elements such as images, videos, audio clips, animations, and interactive features that enhance the storytelling experience.

Certainly! A recount text is a form of writing that retells past events in the order in which they happened. Here's a generic structure you can follow when creating a digital storytelling narrative using the recount text format:

1. **Orientation:**

- Introduce the context by providing information about the time, place, and people involved in the story.

2. **Series of Events:**

- Describe the events in chronological order. Start with the earliest event and progress through to the most recent.
- Include details about what happened, who was involved, and where the events took place.

3. **Sequencing Words:**

- Use transition words and phrases to indicate the sequence of events, such as "first," "next," "then," "after that," "finally," etc.

4. **Personal Perspective:**

- Use first-person or third-person perspective to recount the events. Describe thoughts, feelings, and reactions to make the narrative more engaging.

5. **Use of Past Tense:**

- Write in the past tense to maintain consistency and reflect the fact that the events have already occurred.

6. **Descriptive Language:**

- Use descriptive language to paint a vivid picture of the events. Include sensory details to help the audience visualize the scenes.

7. **Climax or Turning Point** (if applicable):

- If your story has a climax or turning point, describe it in detail. This is a key moment in the narrative that changes the course of events.

8. Resolution:

- Conclude the narrative by describing how the events were resolved or how they led to a particular outcome.

9. Reflection (optional):

- Reflect on the significance of the events and their impact on you or others involved. This can provide a deeper understanding of the story's meaning.

10. Closing Statement:

- End the narrative with a closing statement that sums up the story or leaves the audience with a final thought.

11. Media and Multimedia Elements:

- Integrate relevant media elements such as images, videos, audio clips, or interactive features that enhance the storytelling experience and complement the text.

Remember that this structure is adaptable and can be tailored to suit your specific story and chosen medium. The key is to maintain a coherent flow of events, engage the audience emotionally, and convey a clear message or theme. As you develop your digital storytelling skills, you'll find creative ways to play with this structure and create narratives that truly captivate your audience.

Storyboard

A storyboard was a series of pictures or illustrations used to plan the visual sequence of a story, film, animation, or other media projects. Storyboards helped depict how the story would visually unfold, step by step. It was a highly useful tool in the process of producing visual content, as it allowed creators to plan visual composition, camera movement, scene sequences, and other details before creating more complex final versions, such as films or animations.

In the context of digital storytelling, storyboards helped plan how various multimedia elements would be integrated into the narrative. Each image in the storyboard represented a scene or a specific moment in the story. These images

were typically accompanied by brief descriptions, dialogue, or other notes that explained what happened in each scene.



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Digital storytelling: Storyboard template

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JEMBER

Appendix: (3) (Matrix of Research)

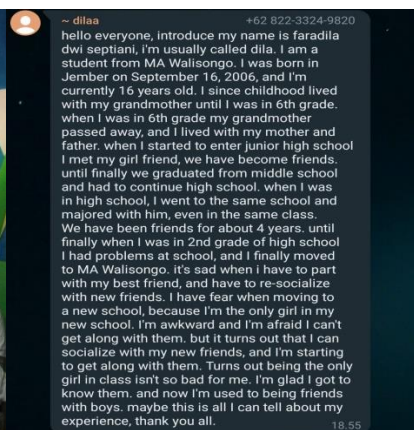
TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Improving Secondary School Student's Speaking Fluency through Tasks-based Digital Storytelling.	1. Speaking fluency 2. Tasks based digital storytelling	<ul style="list-style-type: none"> • Aspect of Speaking <ul style="list-style-type: none"> - Tasks based DST - Digital storytelling 	<ul style="list-style-type: none"> • Speed and rhythm • Vocabulary • Pronunciation and intonation <ul style="list-style-type: none"> • Pre-tasks • While tasks • Post tasks <ul style="list-style-type: none"> • Narrative • Sound • Images • Digital Effect 	1. Learning artifact 2. Direct observation 3. Interview	1. Research approach: Qualitative study 2. Type of research: Case study 3. Technique of data collection: <ul style="list-style-type: none"> - Document Review - Observation - Interview 4. Data analysis: Thematic analysis	1. How can secondary school students improve their speaking fluency through tasks based Digital Storytelling?

Appendix: (4)**Documentation**

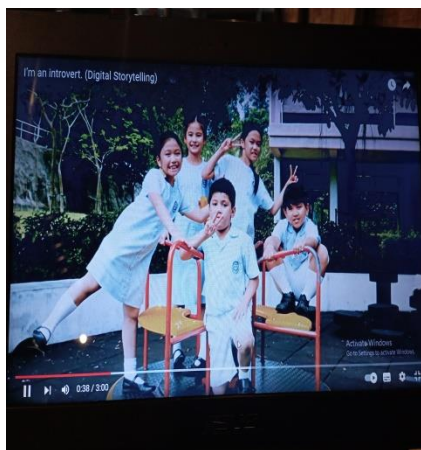
Teaching and Learning activities



Vocabularies writing activities



Students make a narrative story based own experience in their life.



Examples of illustrations of images chosen by students to combine



Editing process: combine pictures and input dubbing voice



Teacher guide a students to exercise telling story before they edit video

Appendix: (5) (Certificates)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website:www.http://ffik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-2386/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA WALISONGO

Jalan, Krangkongan, Tegalwangi, Umbulsari, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196069
 Nama : MUHAMMAD MUSAWIMIN
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Fostering Secondary School Students' Speaking Fluency through Tasks-based Digital Storytelling" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Anwar Sanusi

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI



YAYASAN PENDIDIKAN ISLAM WALISONGO

MADRASAH ALIYAH WALISONGO

AKTE NOTARIS : WIDHA SARI WIJAYA, S.H., M.Kn.

Nomor: AHU-0023219.AH.01.04.Tahun 2015

TERAKREDITASI : A

Jalan raya I Paleran Umbulsari Telephone 082 330 210 426

Website: www.mawalisongo.sch.id Email: mawalisongo9@gmail.com

SURAT KETERANGAN

Nomor : 14 / Mdr. 20580315 / 05 / 2023

Yang bertanda tangan di bawah ini:

Nama : Drs. Anwar Sanusi. M.Pd
 Jabatan : Kepala Madrasah
 Unit kerja : Madrasah Aliyah Walisongo

dengan ini menerangkan bahwa:

Nama : Muhammad Musawimin
 Tempat, tgl lahir : Jember, 30 Juni 2000
 Jenis kelamin : Laki-laki
 NIM : T20196069
 Fakultas : Tarbiyah dan Ilmu keguruan
 Prodi : Tadris Bahasa Inggris

Mahasiswa tersebut diatas benar-benar telah melaksanakan penelitian di MA Walisongo Tegalwangi Umbulsari Jember dalam rangka peulisan skripsi "Fostering Secondary School Students' Speaking Fluency Trough Tasks-Based Digital Storytelling"

Demikian surat keterangan ini dibuat dengan sebenarnya, agar digunakan sebagaimana mestinya.

Tegalwangi, 27 Mei 2023

Kepala Madrasah,



Drs. ANWAR SANUSI, M.Pd.

JOURNAL OF RESEARCH ACTIVITIES

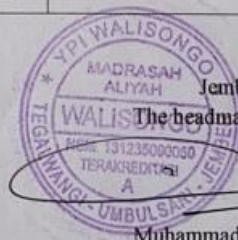


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UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

JURNAL KEGIATAN PENELITIAN
FOSTERING SECONDARY SCHOOL STUDENTS' SPEAKING FLUENCY THROUGH
TASKS-BASED DIGITAL STORYTELLING

No.	Day/Date	Activities	Name of Informant	Signature
1.	Monday, 05/15/2023	Submit a research permit letter	Khoirul Hidayat	
2.	Saturday, 05/20/2023	Observation	Fery Septian Nur D, S.Pd	
3.	Monday, 05/22/2023	Observation, interview and Documentation	Muh. Zaini Wafa, S.Pd	
4.	Tuesday, 05/23/2023	Observation, interview and Documentation	Muh. Zaini Wafa, S.Pd	
5.	Wednesday, 05/24/2023	Observation, interview and Documentation	Muh. Zaini Wafa, S.Pd	
6.	Thursday, 05/25/2023	Observation	Muhammad Murrohmun	
7.	Friday, 05/26/2023	received a letter of completion of research	Khoirul Hidayat	



Jember, 28 May 2023

The headmaster Ma Walisongo

Muhammad Muhtarom, S.Pd.I

Appendix: (5)**CURRICULUM VITAE****Personal Information**

- Full Name : Muhammad Musawimin Muhdor
- NIM : T20196069
- Gender : Male
- Place & Date of Birth : Jember, Jun 30th 2000
- Address : Umbulsari-Jember
- Religion : Islam
- Department/Major Courses: FTIK/English Department
- Email Address: bungsowi2@gmail.com

Educational Background

- 2007 - 2013 MI Miftahul Ulum 03 Umbulsari
- 2013- 2016 Mts Hasanuddin Semboro
- 2016 - 2019 Ma Walisongo Umbulsari