

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

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Abstract: Digital storytelling is a succinct form of digital media creation that empowers individuals to craft and share narratives online. It finds applications in educational institutions, museums, libraries, as well as social work, healthcare, and community contexts. Various applications and tools are available for young learners to engage in digital storytelling. This study's main objective is to explore how digital storytelling is used by young learners and the benefits it provides in English language learning. Employing a systematic literature review, the study sourced data from a journal listed in Sinta and Scopus databases, using a Lens database and focusing on the keyword "enhancing speaking skills through digital storytelling for young learners." Through this process, the researcher identified 10 relevant articles for analysis (comprising 3 from Sinta and from Scopus). The researcher analyzed the data by coding it based on the research questions. Researchers use tables to analyze data. The results of the article that can answer the research questions were added to the table. Researchers have two research questions (1) How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023? (2) What advantages might young learners expect from the digital storytelling based on the findings from articles published approach from 2013-2023?. The collected data underwent coding based on research questions. The study underscores the feasibility of integrating digital storytelling into education, offering diverse activities like audio listening, video-based speaking exercises, reading, writing, communication, discussions, exams, assignments, as well as content sharing. The analysis revealed that digital storytelling not only improves speaking skills but also boosts self-confidence, peer interaction, vocabulary, and pronunciation among young learners.

Keywords: Digital Storytelling, speaking skills, young learners

INTRODUCTION

In an era marked by rapid technological advancement, the integration of technology in education has emerged as a critical imperative. The potential of technology to revolutionize learning cannot be overstated, particularly in its ability to captivate and motivate young learners (Ahmad and Yamat, 2020). Notably, the advent of internet technology has brought about profound changes in the landscape of education, reshaping the way knowledge is acquired and

disseminated. In this digital age, English has risen to paramount importance as a global language, serving as a conduit for literary expression, scientific breakthroughs, technological advancements, and cross-cultural communication (Gohil, 2018).

Mastering English proficiency entails honing four fundamental skills: listening, writing, reading, and speaking. Among these, the focus of this research lies squarely on the cultivation of effective speaking skills. The ability to communicate articulately and coherently is pivotal in establishing meaningful interactions. To bolster speaking proficiency, consistent and deliberate practice is imperative. Novice learners frequently adopt techniques such as mimicry, wherein they emulate phrases spoken by others, a method commonly employed by educators to refine pronunciation. Building on the promising outcomes observed in previous research, Information and Communication Technology (ICT) emerges as a potent ally in language teaching and learning. Educators are encouraged to introduce beneficial apps and websites, empowering students to engage in supplementary exercises at home. This interactive approach not only enhances enjoyment but also augments student participation and productivity in lessons (Khanh, 2021).

A consensus among educators and instructors affirms that ICT exerts a positive influence on the teaching and learning of the English language. Young learners, in particular, exhibit a natural affinity for internet-based platforms, finding them conducive to acquiring English language skills. Proficiency in a second language is influenced by a multitude of factors, with age playing a particularly significant role. Young learners demonstrate an innate aptitude for language acquisition, especially in terms of mastering pronunciation. Their ability to emulate native speakers accurately is noteworthy, coupled with a reduced likelihood of experiencing language-related anxiety. Moreover, young learners possess ample time to immerse themselves in the target language, affording them a heightened awareness of intercultural identities.

Furthermore, students gain a valuable chance to enhance their limited exposure to a diverse range of learning experiences by engaging in real-time activities that involve communication and interaction with both teachers and peers. This includes sharing challenges encountered in the learning process, discussing potential solutions, and cultivating spontaneity and self-assurance (Ismiatun & Suhartoyo, 2022). The objective of teaching English to young learners extends beyond linguistic proficiency; it encompasses the cultivation of cultural

understanding and identity. Early exposure to diverse cultures profoundly impacts a young learner's sense of self.

Digital storytelling emerges as a dynamic technique harnessing the full potential of technology in language education. Its inherent meaningfulness facilitates easy comprehension for young learners, engaging multiple senses in the learning process (Maya and Diana, 2022). Leveraging digital storytelling in teaching young learners offers a dual advantage—expanding vocabulary and refining speaking skills. By creating interpretive digital narratives rooted in various content, students enrich their speaking abilities.

As research suggests, the impact of digital storytelling on the oral proficiency of English language learners is significantly positive, with participants expressing high levels of satisfaction with this method of learning (Abdelmageed and El-Naggar, 2018). This approach not only motivates young learners to engage with the English language but also encourages experimentation and creativity in expressing their understanding of various subjects.

In summary, this systematic literature review spanning a decade aims to shed light on the profound impact of digital storytelling in amplifying young learners' speaking skills. By amalgamating diverse sources, this research endeavors to provide a comprehensive understanding of how technology-driven storytelling can revolutionize language education. The ensuing findings are anticipated to validate the efficacy of digital storytelling, further fueling excitement and proficiency among young learners in their quest to master spoken English. The researcher set out the following research question: (1) How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023? (2) What advantages might young learners expect from the digital storytelling based on the findings from articles published approach from 2013-2023?

METHODOLOGY

Research Design

This study adopts a systematic review methodology, encompassing both quantitative and qualitative approaches. Within the systematic review framework, quantitative techniques are employed to quantitatively synthesize the findings of relevant studies, while qualitative methods are applied to compile and analyze the results of descriptive research. This combined approach allows for a comprehensive evaluation and examination of previous research, providing a solid

foundation for deriving meaningful insights and potential solutions.

The primary objective of this systematic review is to investigate the efficacy of digital storytelling in enhancing the speaking skills of young learners. Notably, there is a notable dearth of research dedicated to exploring the potential benefits of digital storytelling in this context. Consequently, this study encompasses a wide spectrum of digital storytelling applications tailored for young learners, with the aim of offering a thorough understanding of its contributions towards the improvement of their speaking proficiency. By synthesizing a diverse array of studies, this research design seeks to fill a critical gap in the existing body of knowledge, ultimately providing valuable insights for educators and researchers alike. As a result, it can relate to the issue of choice. Additionally, the predetermined journal criteria allow researchers to concentrate on studying the targeted outcomes.

Table 1: Criteria of the Article

No.	Criteria of the Article
1.	Indexed by Sinta and Scopus
2.	Published in the last ten years range (2013-2023)
3.	The level of study only Higher Education
4.	The scope is digital storytelling for the enhancement of speaking skills
5.	The study setting is Indonesia

This criterion is adapted from Sum & Oancea (2022). The same criteria are in the category of the article that has been published by journals. The focus of this study pertains to the journal articles regarding the utilization of digital storytelling to enhance the speaking skills of young learners.

Data Collection

The data for this study was gathered through a meticulous search on scholarly journal databases, specifically those indexed by Sinta and Scopus. Sinta, overseen by the Indonesian Ministry of Education, Culture, Research, and Technology, serves as a recognized national journal data center and a vital platform for scientific research. On the other hand, Scopus is an internationally acclaimed library database that adheres to stringent standards, encompassing a wide array of reputable international journals.

To ensure the inclusion of relevant and high-quality research articles, a systematic approach was employed. Initially, a search on Google Scholar yielded approximately 30 articles pertaining to digital storytelling. Subsequently, around 20 articles related to speaking skills were identified, followed by the discovery of 14 articles specifically addressing the topic of young learners. The selection process focused on titles that corresponded to the three keywords of interest. Ultimately, 10 articles met the established criteria. The subsequent phase of article selection was based on their journal indexing status. Only articles indexed by both Sinta (<https://sinta.kemendibud.go.id/>) and Scopus (<https://www.scopus.com/>) were considered for inclusion. This rigorous selection process resulted in a final set of 10 articles, comprising 3 from Sinta and 7 from Scopus, that met the specified criteria for this study.

Data Analysis

The collected papers are used in the process of analysis. The researcher complies with the research questions in the journal obtained using the table.

Table 2: Format for Paper List

No	Papers	Research question 1	Research question 2
		How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023?	What advantages might young learners expect from the digital storytelling based on the findings from articles published approach from 2013 to 2023?

The table served as a tool to streamline the data analysis process, facilitating the identification of papers that directly address the research questions. In order to ensure the reliability and credibility of this data, researchers implemented an external validation process for verification.

Findings and Discussion

How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023

Out of the ten papers examined, exactly half, totaling five papers, primarily focused on employing digital storytelling to improve the speaking skills of young learners.

Table 3: How does digital storytelling help young learners develop their speaking skills based on the findings from articles published from 2013 to 2023

No.	Paper Detail	Findings
1.	Utut, K., Nur, S. J., & Nurani, H. (2018). Using Digital Fairy Tale Book in Teaching Reading Comprehension. <i>Academic Journal Perspective : Education, Language, and Literature</i> 6(1), 57-65. (article 1)	Teachers must be aware of their students educational interests
2.	Widodo. H., P. (2016). Engaging Young Learners of English in a Genre-based Digital Storytelling Project. <i>Indonesian Journal of Applied Linguistics</i> 8(2), 1-22. (article 4)	- Students collaborate to produce digital storytelling based on the genre of their preference - Provide students with the chance to present their work, during which teachers and researchers can evaluate their digital stories and assess their speaking skills
3.	Ifti, A., & Dian, V. S. K. (2020). Digital Storytelling Intervention on Prosocial Behaviour Improvement among Early Childhood. <i>PSYMPATHIC: Jurnal Ilmiah Psikologi</i> 7(2), 185-196. (article 8)	The teacher instructed the students to attentively watch video story that had been shown

		• The teacher instruct the students to craft a resume that aligns with the content of the video being played
4.	Syafryadin, Haryani, Salniwati, & Ainur, R. A. P. (2019). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. <i>International Journal of Recent Technology and Engineering</i> 8(4), 3147-3151. (article 9)	• Brainstorm • Visual Outline • Gathering the resources • Producing the digital stories • Providing input and making revisions
5.	Abdoreza, T., Maryam, D. T., & Solmaz, M. (2015). The impact of digital storytelling on EFL learners oracy skills and motivation. <i>International Journal of Applied Linguistics English Literature</i> 4(3), 144-153. (article 10)	• Giving pre-test • Administer motivational surveys among students to inspire them to enhance their oral communication abilities. • Giving feedback • Giving post-test

The reviewed studies collectively demonstrate the positive impact of digital storytelling on enhancing speaking skills among learners across different educational levels. Utut et al. (2018) conducted an experimental study with eighth-grade students, revealing that the introduction of digital fairy tale books effectively engaged students and improved their speaking proficiency, despite initial challenges related to confidence and pronunciation. Similarly, Widodo (2016) focused on primary school students, showcasing that digital storytelling, when integrated into the curriculum, empowered children to create stories using various modalities,

democratizing the storytelling process. The study by Ifti & Dian (2020) highlighted that digital storytelling contributed to the advancement of social behavior, particularly in kindergarten students, surpassing the effectiveness of traditional storytelling methods.

Syafryadin et al (2019) examined the impact of digital storytelling on high school students' oral communication skills. Through a structured process, students demonstrated significant improvements in their speaking abilities, as assessed by rubrics evaluating digital storytelling presentations. Finally, Abdoreza et al (2015) conducted a study on pre-intermediate level EFL learners, revealing that digital storytelling not only enhanced speaking skills but also positively influenced students' receptiveness towards this instructional approach.

Overall, these findings collectively affirm that the integration of digital storytelling into educational settings offers a dynamic and effective method for improving speaking proficiency. It fosters engagement, creativity, and confidence among learners, providing a valuable tool for educators to enhance language learning outcomes.

The advantages of digital storytelling for young learners based on the findings from articles published approach from 2013 to 2023

From ten research journal, there were five research journal that fit and answered the second research question. Table 4 presented five research journal that already listed also explained Advantages or Benefits Young Learners use Digital Storytelling.

Table 4: The advantages the digital storytelling based on the findings from articles published approach from 2013 to 2023.

No.	Paper Detail	Findings
1.	Sheena, G. (2015). Out of the mouths of young learners: an ethical response to occluded classroom practices in researcher-initiated role play. <i>Language and Education</i> 30(2) 175-185. (article 2)	• Helps in enhancing the oral communication skills of young learners. • Helping young learners be more confident

	• Young learners can also learn how to pronounce correctly
2. Rifqi, A. H., Rofidun, & Endang, S. (2019). The effect of photovoice on speaking skills at the secondary school level. <i>Vision: Journal for Language and Foreign Language Learning</i> 8(2) 141-155. (article 3)	• Students gain confidence • Students can also improve their writing in English • Researchers invited student representative to step forward and present their written work while evaluating their speaking skills • Photovoice proves highly efficacious for instructional approaches within the classroom setting.
3. Mukhlas, A. (2019). Re-telling: a narrative inquiry of Indonesian graduate students speaking experiences in a United Kingdom university. <i>Indonesian Journal of Applied Linguistics</i> 8(3) 588-596. (article 5)	• Help participants to understand speaking using accent • Make the participants more confident to use an accent that believes in • Participants also

		gain experience in dealing with anxiety
4.	Maria, A. R. E. & Sonia, M. A. S. (2019) Perceptions about self-recording videos to develop EFL speaking skills in two ecuadorian universities. <i>Journal of Research on technology in Education</i> 10(1) 60-67. (article 6)	• Using this technique can also help improve speaking skills • Participants also felt using this technique could help improve their pronunciation and vocabulary • Teachers also find it helpful to have this technique
5.	Louise, C. & Suzanne, G. (2019). 'It's like having a test but in fun way': young learners perceptions of a digital game-based assessment of early language learning. <i>Language Teaching for Young Learners</i> 1(2) 161-186. (article 7)	• Participants find it helpful when using this game for their speaking skills • Participants can also not only improve their speaking but they can also improve their grammar for writing

Shenna (2015) said the utilization of role-play proved highly beneficial for young learners in enhancing their speaking skills. Through engaging activities, students demonstrated improvement in both confidence and vocabulary expansion. Rifqi et al (2019) stated The implementation of photovoice effectively enhanced oral communication abilities among high school students. This approach positively impacted various aspects of speaking skills, including syntax, vocabulary, understanding, proficiency, and articulation. Mukhlas, (2019) Indonesian graduate students faced challenges in verbal interactions while studying in the UK. Language-

related issues, personal factors, and cultural variances were identified as obstacles. Students employed communication tactics like seeking clarifications and repetitions to overcome these difficulties.

Maria and Sonia (2019) EFL students in Ecuador perceived self-recording videos as a valuable tool for improving their speaking skills. Participants reported enhancements in vocabulary, pronunciation, and overall speaking proficiency. Louise and Suzanne (2019) Digital game-based assessment was found to be a motivating and effective tool for language learning. Participants responded positively to this approach, expressing that it made learning enjoyable and provided opportunities to practice speaking skills.

These studies collectively highlight the diverse methods available to enhance students' speaking skills in English. From role-play and photovoice to self-recording videos and digital game-based learning, each approach offers unique benefits and can be tailored to suit different learning environments and student preferences. These findings emphasize the importance of incorporating creative and technological approaches in language education to foster motivation and proficiency in speaking skills.

Discussion

The studies examined present a diverse range of innovative approaches to enhance young learners' speaking skills, including role-play, photovoice, self-recording videos (SRVs), and digital game-based assessment (DGBA). Each approach offers distinct advantages in language acquisition and oral communication development.

Role-play, as demonstrated in Shenna's (2015) study, proves to be a highly effective tool for encouraging active engagement and creative language use among young learners. This approach not only leads to improved speaking skills and expanded vocabulary but also fosters a collaborative learning environment, particularly within small group settings.

Photovoice, as explored by Rifqi et al (2019), harnesses the power of visual elements in conjunction with language production. Beyond enhancing speaking skills, this approach boosts students' confidence in presenting and discussing visual narratives, effectively cultivating both written and verbal communication skills. Additionally, photovoice encourages creativity, collaboration, and self-confidence.

Mukhlas' (2019) study sheds light on the challenges faced by Indonesian postgraduate students in verbal interactions within the United Kingdom. This research underscores the significance of effective communication strategies, such as seeking clarification and repetition, in overcoming language and cultural barriers. Recognizing and addressing linguistic nuances and cultural dynamics are crucial for successful oral communication.

Empowering learners through SRVs, as demonstrated by Maria and Sonia (2019), leverages digital tools to facilitate natural expression, improve vocabulary, and enhance pronunciation. This approach not only engages modern learners in their language learning journey but also provides them with a valuable tool for self-improvement.

Furthermore, digital game-based assessment (DGBA), as highlighted in Louise & Suzanne's (2019) study, holds potential for motivating young learners in acquiring the English language. By incorporating game-like elements into language tasks, DGBA not only alleviates apprehensions about assessment but also prevents boredom in the learning process. This approach offers an engaging method for learners to interact with language content.

In summary, these studies collectively showcase a dynamic range of methods to enhance speaking skills among language learners. Each approach offers unique advantages, from promoting creativity and active engagement to addressing language barriers and leveraging technology for improvement. By tailoring instructional techniques to learners' needs and preferences, educators can empower them to become more proficient and confident speakers, effectively integrating innovative tools and strategies into language instruction.

CONCLUSION AND SUGGESTIONS

The culmination of findings from the eight reviewed studies emphasizes the significant impact of digital storytelling on enhancing language learners' speaking abilities and their overall language acquisition process. These studies collectively highlight the versatility, effectiveness, and instructional potential inherent in integrating digital storytelling into language education. From the utilization of various techniques like digital fairy tale books, role-playing, and photovoice, the incorporation of digital media and interactive elements effectively captures learners' engagement while facilitating language skill development. Ultimately, digital storytelling emerges as a motivational tool that promotes active participation and harnesses learners' technological familiarity and creativity, creating an immersive and enjoyable learning environment.

students' interests and comprehension levels. Tailoring the content to match their preferences not only increases engagement but also enhances the effectiveness of the learning experience. This approach ensures that students are actively involved in the learning process, resulting in more enjoyable and impactful language acquisition.

Future research endeavors exploring the benefits of digital storytelling in English language learning should encompass diverse age groups and language proficiency levels. Additionally, a focus on measuring concrete and easily quantifiable learning outcomes would provide a more comprehensive understanding of the effectiveness of digital storytelling in English language instruction. By considering these factors, future studies can contribute valuable insights into how digital storytelling can be optimally utilized to enhance language learning outcomes across a broader spectrum of learners.

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