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Integrating Digital Storytelling through Online Learning to Reduce Students' Speaking Anxiety

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Abstract: Online learning has been widely used in delivering materials to students. Likewise, many private institutions in Indonesia also implement online learning. They utilize online learning platforms such as Zoom Meeting, Google Meet, and Google Classroom to support the process of teaching and learning. However, during online speaking classes, students' anxiety poses as one of the biggest problems that obstruct students in improving their skills. Digital storytelling can be considered as one of the media to improve students' speaking skills. This research aims to investigate the implementation of digital storytelling through online learning to reduce students' speaking anxiety in an Indonesian private institution and to find out students' perspectives on the benefits and challenges in regard to its implementation. A single qualitative case study was carried out involving one student in a private institution. The data were collected through three main instruments: classroom observation, interview with the student, and a questionnaire. The collected data from the questionnaire were analyzed based on six sources of anxiety proposed by Saglamel and Kayaoglu (2013) and the questionnaire was adopted from Horwitz et al. (1986) to measure student's speaking anxiety. From the results of observation, interview, and questionnaire, it can be concluded that implementing Digital storytelling in an online learning can reduce the student's level of speaking anxiety.

Keywords: Digital storytelling, Online learning, Speaking anxiety

Introduction

The use of technology has developed rapidly in this latest educational epoch. Online learning is one example of the implementation of the utilization of technology in the education sector. In the age of online learning, where everyone must constantly be creative and innovative to utilize and develop technological skills, this online learning procedure requires teachers and students to be able to take benefit of the changes in science and technology. Learning and teaching these days is always evolving to accommodate the shifting needs of 21st-century capacities. Teachers in schools where the curriculum and student learning techniques have changed are currently given a lot of homework to accomplish as a result of the alteration in the paradigm of student learning from the previous period (Prestiadi, et al., 2021). Furthermore, since the middle of the 20th century, e-learning has been promoted as a means to facilitate student learning by integrating education-based ICT. Teachers and students acquire from the incorporation of online games or mobile language learning to improve the quality of teaching and learning (Pertiwi, 2020). According to Livingston and Condi (2014), the growth in the number of online learning resources and a rise in the advancement of ICT's educational advantages can both be attributed

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to the broadening of access to ICT in terms of cost and accessibility. According to the research, learning interaction that involves technology allows students the chance to participate actively in the learning process and strengthen their thinking capabilities (Livingston et al., 2004).

In addition, online learning has been widely used for the process of delivering materials to students since COVID-19 pandemic has spread globally and affected almost every aspect, especially the education sector. Schools started to implement online teaching methodology with the support of online platforms such as Zoom, Google Meet, Google Classroom, etc. This condition is also experienced in private institutions. During the pandemic situation, it did not lower students' motivation in improving their English skills. There were many students who want to enhance their English skills from other sources not only from their schools. Thus, many private institutions implemented online learning as well. They also utilized online learning platforms to support the process of teaching and learning.

There are multiple approaches to encourage students and teachers to explore new ideas for utilizing technology in the teaching and learning process. As argued by Prestiadi et al. (2020) that the latest developments in digital-based platforms can be much easier for teachers to engage students in conducting online learning. In order to achieve the learning objectives, teachers must outline and structure lesson plans meticulously from the process of planning, implementing, and evaluating. The learning materials designed by the teachers during the process of planning have to be entertaining for the students. Next, in the implementing step, teachers need to equip students with appropriacy learning materials. In addition, teachers are allowed to bring out the integration of synchronous and asynchronous learning processes in this step. The effectiveness of implementing online learning must be examined as part of the evaluation of online learning. Lastly, the teacher also must be having a variety of models of learning activities, so the learning process will be more interesting and engaging.

Furthermore, English has become a language that is widely spoken across the world in this globalization era. English is the language that is universally used in the field of scientific research, education, business purposes, travel, and tourism, etc. As English also utilized for international purposes, therefore EFL learners must be acquired four basic language skills that are divided into passive skills or receptive skills which consist of listening and reading while speaking and writing are considered to be active or productive skills.

Speaking is one of the significant skills students need to acquire for communication purposes (Iman, 2017). In addition, Brown (2004, p. 140) stated that "Speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test". Furthermore, teaching speaking skills is considered an important part of the learning process (Fikriah, 2016).

English serves as a foreign language in Indonesia. Thus, EFL students only have the opportunity to practice and improve their English skills in the classroom. Most of them do not have the chance to enhance their English skills outside the classroom. In fact, in order to enhance their ability to speak in English, they should practice using English actively as often as possible.

However, based on the researcher's observation, students who do not have a lot of time to improve their English skills outside the classroom will encounter several problems. These problems are caused by external and internal factors. The external factors are coming from the process of teaching and learning such as teaching strategy, materials, and media. While internal factors are derived from the students who feel shy and afraid to make mistakes (As, 2016).

Bashir et al. (2011) stated that there are some effective strategies used for teaching students speaking skills, using minimal responses, recognizing scripts, and using language to talk about language. These strategies will help the students to broaden their knowledge of the language and their confidence in using it. The first strategy, using minimal responses will help the students to encourage their participation to communicate with others. This strategy is also beneficial, especially for beginner learners. Teachers or instructors may assist the students to enhance their communication skills by using a predictable set of spoken exchanges or usually named recognizing scripts strategy. It allows the students to follow patterns or scripts such as greetings, apologies, compliments, and invitations. Students can practice as much as possible by using these interactive activities. Lastly, in learning a language, sometimes the learners feel shy to talk about anything when they do not understand. In this situation, the teacher can help the students to clarify this misunderstanding. This strategy is called using language to talk about language.

Therefore, it can be concluded that in learning languages, especially speaking skills, the script is one of the effective strategies for enhancing speaking skills. This research focuses on the use of digital storytelling in speaking classes. Digital storytelling is one of the ways of integrating technology into EFL classrooms (Kazazoglu, 2021). It will support the process of learning because digital storytelling provides digital images and storylines (Fu et al., 2021).

Some previous studies have been conducted, the first study is carried out by Yan and Zhao in 2019 entitled “A Review of the Use of Storytelling to Improve Students’ Oral Proficiency in EFL Teaching”. This research investigated how storytelling has been applied in EFL teaching in secondary and higher education to enhance students’ oral proficiency. Based on the analysis, it showed that storytelling can be an effective teaching strategy in promoting oral proficiency for both secondary and higher English students.

A study also conducted by Setyarini et al. (2018) entitled, “Thinking Critically while Storytelling: Improving Children’s HOTS and English Oral Competence”. This study examined the development of HOTS strategies and possible challenges through storytelling among seventh-grade students to improve their speaking ability. This study was analyzed by using Bloom’s revised taxonomy elements. The findings revealed that HOTS developed through open-ended questions in young English learners.

Previous research has addressed that digital storytelling can enhance students’ speaking ability effectively. However, the implementation of digital storytelling in the private institution needs further analysis. Therefore, based on this phenomenon, in order to fill the gap, the researcher is interested in carrying out the study focusing on a private institution who is still applying the online learning procedure. Based on the previous explanation, this present study attempts to seek answers to the following research questions:

1. How is digital storytelling through Online Learning implemented to reduce student’s speaking anxiety in a private institution?
2. What are the benefits and challenges found in the implementation of digital storytelling through online learning from the student’s perspectives?

Among various studies regarding speaking anxiety, this current study scrutinizes integrating digital storytelling through online learning to reduce students’ speaking anxiety in a private institution. Furthermore, this research also investigates students’ perspectives on the benefits and challenges in the implementation of digital storytelling in online learning.

The scope of this study covers all education levels from high school to college students. However, this study only focuses on online learning in a private institution. Thus, only EFL students who have ever been involved in online learning in a private institution are potential participants in this study. This institution has been well established and has implemented online learning even a few years before COVID-19 pandemic had spread globally. Speaking skills are being observed and will be adjusted with the curriculum implemented in the classroom. Speaking classes in this institution are categorized into some levels, however, this study only investigates general English.

Speaking Skills

Speaking skill is one of the four language skills that must be acquired by English learners. According to Brown (2001), “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test”. Thus, it can be stated that when we speak in English, it can be assessed by the listener. Chaney (1998) stated that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Harmer (2007) also added that in order to speak English fluently, they should be able to pronounce words correctly by using appropriate stress and intonation. Moreover, Richard (2008) argued that many students of second or foreign languages place a high focus on developing their English-speaking abilities. As a result, students frequently measure their success in learning a language as well as the accomplishment of their English skills based on how much they feel their spoken language ability has improved. In addition, Fulcher (2003) stated that speech involves making decisions. Speaker needs to consider how to communicate with others by expressing a good relationship orally.

Furthermore, Brown and Yuke (1983) also added, “Speaking is the skill that the students will be judged upon most in real life situations”. The objective of teaching English speaking is to improve the student’s communicative skills, so that they will be able to communicate and learn how to use a language perfectly (Hidayati, 2019). Despite its significance, teaching speaking skills has been underestimated, and the majority of EFL/ESL teachers generally teach speaking skills by having students memorize dialogues or a number of drilling repetitions (Rao, 2019).

Speaking Anxiety in EFL Classes

Language anxiety is the main component that affects Foreign Language Learners. It is also supported by Young (1992) who argued language anxiety is a complicated psychological concept that must be investigated from a number of different perspectives. Horwitz et al. (1986, p.125) stated that ‘[a]nxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. many people find foreign language learning, especially in classroom situations, particularly stressful’. Gardner and MacIntyre (1993, p.5) also added that language anxiety is defined as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient.”

A number of researchers also argued that the term ‘anxiety’ is often related to language learning. In order to learn a language, anxiety must be addressed as a major challenge. Community language learning and suggestopedia are two modern methods of teaching foreign languages that specifically aim to reduce student anxiety (Horwitz, et al, 1986). Furthermore, Saglamel and Kayaoglu (2013) reported that sources of speaking anxiety can be clustered into several categories, which are, lack of confidence, fear of failure, physical and mental avoidance, lack of eagerness to participate in speaking classes, competitiveness, and perfectionism.

Digital Storytelling

The utilization of technology is strongly related to the idea of digital storytelling. The old storytelling method is currently integrated with the new development of technology which is used for education purposes. Digital storytelling is recognized as a new concept to emphasize producing narrative stories based on personal experiences. It is an effective educational tool that brings computer technologies and storytelling techniques together. Thus, it can be said that digital storytelling can be implemented as a medium in language learning to assist students enhance their language proficiency skills. In addition, Tarigan and Liana (2018) added students can develop a variety of skills through the process of creating the story and working collectively with the digital content. As also stated by Sudarmaji et al. (2020), digital storytelling which integrates with the various types of storytelling that use different media tools will have many advantages in language learning. There are many definitions related to digital storytelling, they all focus on the concept of utilizing any of the several “available multimedia tools” such as, music, video, animation, and web publishing that integratedly connected to the art of storytelling (Mellon, 1999, as cited in Robbin & Pierson, 2005). So, the utilization of digital storytelling can encourage and motivate students in improving their language skills.

Digital storytelling also provides audio and visual media components that will support students in learning English. De Castro and Levesque (2018) argued that digital storytelling is connected to the narrators’ point of view which is offered in digital photographs along with video and musical tools. Moreover, during the process of online learning, digital storytelling is an alternative method in learning and teaching process (Maulana et al., 2019).

Benefits and Challenges of Storytelling in Teaching

The implementation of digital storytelling has been used globally in various fields such as education and training, business marketing, organizations, and nonprofits such as libraries and museums. Robin and Neil (2019) stated that in the education and training field, digital storytelling can be used to present materials and maximize discussion during the learning process. According to research, teachers who use multimedia in their lessons will help their students to understand materials and acquire difficult materials. As argued by Ohler (2007), students who produce digital stories have the ability to organize their thoughts, make questions, express opinions, create narratives, and convey their thoughts and knowledge in a valuable way.

Digital storytelling offers more advantages in the process of learning and teaching. Digital storytelling also allows learners to advance their communication skills by expressing opinions and creating narratives, however, some learners also face challenges in using this approach (Tahriri et al., 2015, as cited in Fu et al., 2021). They also argued that the use of digital storytelling is not user-friendly, while the teacher also stated that the implementation of digital storytelling in class is too difficult (Wu & Chen, 2020).

Method

This research aims to investigate the implementation of digital storytelling through online learning to reduce students' speaking anxiety in a private institution. This research is also conducted to find out student's perspectives on the benefits and challenges in the implementation of digital storytelling in online learning can reduce the students' speaking anxiety. This study employed a qualitative design analysis due to the data of this research being descriptively explained. As stated by Creswell (2009), rich description is employed in qualitative research because the researcher aims to investigate a phenomenon deeply, thus providing a detailed explanation of the data where issues are identified through observation and interview. Furthermore, Dornyei (2007) points out that qualitative design narrates social phenomena without trying to manipulate the situation under the research. According to the research design's classification explained by Yin (2009), this research is a case study because it describes a case in a private institution in the city of Surakarta, Indonesia. In this study, it is only focusing on one student in a private class.

Research Site and Participant

This research took place at one of the private institutions in Surakarta. The process of teaching and learning conducted by using an online platform. Thus, the researcher also used an online platform to collect the data. The data was collected in one of the speaking classes. The reason for choosing this private institution is because this institution implemented online learning a few years before COVID-19 happened. A student in a speaking private class was involved in this study. This class is taught by an English teacher with years of experience in online learning. In this research, the teacher developed and delivered digital storytelling by using PowerPoint presentations and Zoom meeting.

Data Collection

This research implemented three data collection techniques which were classroom observation, a questionnaire, and an interview with the student. These three data collection techniques were used to answer the research questions of this research. All of the data were collected online because all of the learning process was also conducted by using online media.

Observation

Observation occurred to see student's points of view and their behavior during the speaking classes. It was conducted to observe the implementation of digital storytelling in online learning and the effect on students' speaking anxiety. In the process of observation, transcripts and field notes were generated.

Questionnaires

The second data collection technique involved questionnaire, which was utilized to measure the student's English-speaking anxiety levels. The questionnaire was adopted from Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The following were items used to measure the student's speaking anxiety level:

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.

6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I get upset when I don't understand what the teacher is correcting.
15. Even if I am well prepared for language class, I feel anxious about it.
16. I often feel like not going to my language class.
17. I feel confident when I speak in foreign language class.
18. I am afraid that my language teacher is ready to correct every mistake I make.
19. I can feel my heart pounding when I'm going to be called on in language class.
20. The more I study for a language test, the more confused I get.
21. I don't feel pressure to prepare very well for language class.
22. I always feel that the other students speak the foreign language better than I do.
23. I feel very self-conscious about speaking the foreign language in front of other students.
24. Language class moves so quickly I worry about getting left behind.
25. I feel more tense and nervous in my language class than in my other classes.
26. I get nervous and confused when I am speaking in my language class.
27. When I'm on my way to language class, I feel very sure and relaxed.
28. I get nervous when I don't understand every word the language teacher says.
29. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
30. I am afraid that the other students will laugh at me when I speak the foreign language.
31. I get nervous when the language teacher asks questions which I haven't prepared in advance.

The questionnaire ranges from 5 (strongly agree), 4 (agree), 3 (neutral disagree), 2 (disagree), to 1 (strongly disagree). Each item of the questionnaire was explained to the student before asking the participant to choose which scale fit her circumstances.

Semi-Structured Interview

The last data collection type was a semi-structured interview. This instrument was used in order to answer the second research question which aims to find out students' perspectives on the benefits and challenges in the implementation of digital storytelling in online learning can reduce the students' speaking anxiety.

Data Analysis

This research focuses on collecting the data through observation, a questionnaire, and an interview with the student to collect the data. The data from observation and questionnaires were displayed, categorized, and analyzed. Lastly, each data collection results were synthesized and discussed in order to answer the research questions.

Analyzing Observation

The process of analyzing observation data involved transcribing, categorizing, and analyzing to show the results of the implementation of storytelling through digital storytelling and how the level of students speaking anxiety.

Analyzing Questionnaires

The classification of anxiety levels was adopted from Horwitz et al. (1986) to determine students' speaking anxiety levels. Each of the questionnaires consists of 33 questions. The scoring criteria used from Likert scoring scale and the measurement criteria for positive and negative statements will be different.

Table 1. The Likert's scoring system

Scoring Statement	Strongly Agree (SA)	Agree (A)	Neither Agree nor Disagree (N)	Disagree (D)	Strongly Disagree (SD)
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Interview

The last step of this study was to conduct a semi-structured interview. It was done after the process of the implementation of storytelling in online learning and after the questionnaire is distributed to the student. The interview questions also discussed the benefits and challenges that students experienced during the class.

Results and Discussion

Reducing Students' Speaking Anxiety through Digital Storytelling

This section presents the data from the questionnaire, interview, and documents based on two research questions. The first explanation addresses the first research question which describes the implementation of digital storytelling through digital storytelling. From the results, it can be concluded that digital storytelling is able to reduce students' speaking anxiety. The findings are reported in the following parts.

Table 2. Speaking anxiety during the process of implementation of storytelling

No	Source of Anxiety	Total Score	Indication of Anxiety
1.	Lack of confidence (1, 13, 15, 17, 23, 30)	65.3	Low anxiety
2.	Fear of failure (2, 4, 10, 14)	86.1	Intermediate anxiety
3.	Physical and mental avoidance (3, 8, 12, 19, 25, 26, 27)	84.71	Intermediate anxiety
4.	Lack of eagerness to participate in speaking English (5, 6, 16)	25	Very low anxiety
5.	Competitiveness (7, 22)	21.4	Very low anxiety
6.	Perfectionism (9, 21, 28, 31)	44.1	Very low anxiety

The analysis is classified by six sources of anxiety proposed by Sağlamel and Kayaoğlu (2013), which are lack of confidence, fear of failure, physical and mental avoidance, lack of eagerness to participate in speaking English, competitiveness, and perfectionism. After the implementation of digital storytelling during the class, overall, it indicates that it can lower students' speaking anxiety levels. The detailed analysis of each source is presented in the following paragraph.

Lack of Confidence

It happens when the student is frightened to speak in English during the class because they are not confident enough to speak in English in front of her classmates. This category consists of six items, which are, 1, 13, 15, 17, 23, and 30. The next table shows the result of an individual lack of confidence.

Table 3. Lack of confidence

No	Statement	Scoring				
		5	4	3	2	1
1	I never feel quite sure of myself when I am speaking in my foreign language class.	v				
13	It embarrasses me to volunteer answers in my language class.	v				
15	Even if I am well prepared for language class, I feel anxious about it.					v
17	I feel confident when I speak in foreign language class. **					v
23	I feel very self-conscious about speaking the foreign language in front of other students.					v
30	I am afraid that the other students will laugh at me when I speak the foreign language.					v

Note: (**) indicates positive statement

Fear of failure

This condition happens when the students are afraid of making mistakes. As a result, students tend to avoid speaking in English rather than saying something wrong. This category can be found in 7 items, which are, 2, 4, 10, 14, 18, 24, 29. The table below presents the result of students' fear of failure.

Table 4. Fear of failure

No	Statement	Scoring				
		5	4	3	2	1
1	I never feel quite sure of myself when I am speaking in my foreign language class.	v				
13	It embarrasses me to volunteer answers in my language class.	v				
15	Even if I am well prepared for language class, I feel anxious about it.					v
17	I feel confident when I speak in foreign language class. **					v
23	I feel very self-conscious about speaking the foreign language in front of other students.					v
30	I am afraid that the other students will laugh at me when I speak the foreign language.					v

Note: (**) indicates positive statement

Physical and Mental Avoidance

It refers to the students' condition when they feel afraid and it causes anxiety. For example, students are shaking if they need to speak in front of the class. This category consists of 6 items, which are, 3, 12, 19, 25, 26, and 27.

Table 5. Physical and mental avoidance

No	Statement	Scoring				
		5	4	3	2	1
3.	I tremble when I know that I'm going to be called on in language class.					v
12.	In language class, I can get so nervous I forget things I know.					v
19.	I can feel my heart pounding when I'm going to be called on in language classes.					v
25.	I feel more tense and nervous in my language class than in my other classes.					v
26.	I get nervous and confused when I am speaking in my language class.					v
27.	When I'm on my way to language class, I feel very sure and relaxed.**					v

Note: (**) indicates positive statement

Lack of Eagerness to Participate in Speaking English

This refers to the student's participation during the class and it consists of 3 items, 5, 6, and 16. Based on the result, it indicates that the student tends to have more classes by using storytelling as one of the media used during the class.

Table 6. Lack of eagerness to participate in speaking English

No	Statement	Scoring				
		5	4	3	2	1
5.	It wouldn't bother me at all to take more foreign language classes.**	v				
6.	During language class, I find myself thinking about things that have nothing to do with the course.					v
16.	I often feel like not going to my language class.					v

Note: (**) indicates positive statement

Competitiveness

Competitiveness happens when the students consider that they are in the middle of competition with their classmates and they do not want to be left behind. This category consists of items 7 and 22.

Table 7. Competitiveness

No	Statement	Scoring				
		5	4	3	2	1
7.	I keep thinking that the other students are better at languages than I am.					v
22.	I always feel that the other students speak the foreign languages better than I do.					v

Note: (**) indicates positive statement

Perfectionism

It happens when the student is eager to achieve good results during the process of learning English. This category covers 4 items, which are, 9, 21, 28, and 31.

Table 8. Perfectionism

No	Statement	Scoring				
		5	4	3	2	1
9.	I start to panic when I have to speak without preparation in language class.					v
21.	I don't feel pressure to prepare very well for language class.**	v				
28.	I get nervous when I don't understand every word the language teacher says.					v
31.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					v

The Implementation of Storytelling

Storytelling has been considered as one of the media that can be used to reduce students' anxiety level in speaking English. Especially if the learning process is conducted virtually by using online platforms such as Zoom Meeting or Google Meet. The students will need a variety of activities to make the learning process more interactive. The findings of this study were obtained through classroom observations during the learning process.

The teaching process was carried out by an English tutor with 1-year experience of teaching English virtually. The data was collected from the recording of Zoom Meeting during the learning process. The focus of this activity was to enhance students' confidence to speak in English and to build their awareness to express their opinion bravely during the class.

Benefits and Challenges in the Implementation of Storytelling through Online Learning from the Students' Perspective

The student's perspective, in this case, was obtained through the results of the interview with the student in order to answer the second research question. According to the results of the interview, it is believed that the implementation of storytelling through online learning can be used to reduce students' speaking anxiety levels.

Benefits

The implementation of storytelling through online learning was undertaken to reduce students' speaking anxiety in online learning. The benefits felt by the students can be seen during the interview session.

1. Accommodate a positive ambience

This can be inferred from the students' points of view that the implementation of storytelling during the process of learning English can provide a pleasant learning atmosphere. The transcript of the student's interview is in the following below.

S: In my opinion, it can help the student to comprehend the materials, to build a positive atmosphere, maybe some students feel afraid to speak in front of the class. So, by implementing storytelling, it can help us, because the situation feels better and the communication between the tutor and the student will be more understandable.

2. Support learning activities

The implementation of storytelling during the learning process is also believed can support the learning activities as well. So, the students have a lot of variety of activities during the class rather than just listening to the tutor's explanation while paying attention to the materials. This benefit can be figured out through the transcript below.

S: I think, the utilization of storytelling during the class will be more convincing to the students rather than traditional classes that only focus on materials. Because by listening to the story, it makes us more focused on the materials rather than just listening to materials.

3. Reduce students' speaking anxiety.

Based on the interview results, it can be concluded that the implementation of storytelling can reduce students' speaking anxiety. It also turns out that it was not the student's first time using storytelling during the class. As a result, the student found that the implementation of storytelling during online classes makes the materials more understandable. It can be found out from the statement as follow

S: Storytelling can help us a lot. Before this class, I also had experiences with the implementation of storytelling in online classes in my previous classes with Miss X. In my personal opinion, it will fit better to implement storytelling in the first meeting. So, the ambiance of the class will comfort the students a lot and can reduce the student's anxiety levels.

4. Improve students' pronunciation

From the interview, it is also considered that the implementation of storytelling can be used to improve students' pronunciation because by listening to a story, they will understand the correct pronunciation of certain words.

S: Storytelling can give us insight regarding some words that we are confused about how to pronounce and the whole story delivered by the tutor will help us to reduce the student's level of anxiety.

Challenges

During the implementation of storytelling in the class, there are also some challenges and problems faced by the students. These challenges can be recognized from the interview result as well.

S: Maybe it is only something like a technical issue and the tutor must understand the story well. If it is a private class, it will be good because it is like one on one with the tutor. I hope it can make the students more focused in a group class as well. So, in my opinion, the implementation of storytelling fits better for private classes. However, overall, it depends on how the tutor delivers the story.

From the interview results, it can be summarized that there are two major challenges in the implementation of storytelling through online learning. The first one is technical issues that happen a lot of time during the process of online learning. However, this issue happens a lot of times during online learning.

The second is the effectiveness of the implementation of storytelling depends on how well the tutor understands the story and how the tutor brings out the story to the students. If the tutor can convey and deliver the story in a more engaging and attractive way to the student, the student will be more understanding with the materials. Yet, if the tutor cannot tell the story well, the materials will look confusing to the student.

Discussion

In this part, it presents a discussion of the finding of this study and elaboration with the previous studies. There are some points discussed in this part which are the results of the implementation of digital storytelling through

online learning and the benefits and challenges in the implementation of digital storytelling in online learning. The finding of the first research question about the implementation of digital storytelling through online learning to reduce students' speaking anxiety. The results were obtained from class observation and a questionnaire. Based on the result of classroom observation and a questionnaire that was distributed to the student.

Based on the research conducted by Yan and Zhao (2019), storytelling was proven as an active teaching activity in improving the oral proficiency of EFL learners. Besides, it was also found out that the implementation of storytelling has a positive effect to stimulate students' motivation and boost their confidence in speaking English. The similar result also can be found in this research. Based on the questionnaire and interview results, it indicated that the utilization of storytelling in online learning can reduce students' speaking anxiety. Even though, in some cases, the student is still anxious to speak in English. However, it was not a serious obstacle for the student to speak in English.

Furthermore, research carried out by Kallinikou and Nicolaidou (2019) focused on digital storytelling to enhance adults' speaking skills. From this study, it can be revealed that digital storytelling as a means of enhancing learners' motivation to improve oral and speaking skills in language learning. In this case, the participant in this current study also experienced the similar thing. It can be concluded from the interview that stated storytelling can give the students insight regarding how to pronounce certain words during the process of delivering the story, in this situation it will improve students' speaking skills. Marzuki et al. (2016) in their study about improving EFL learners through storytelling also reported that the implementation of storytelling can increase students' speaking ability. The students' improvement in this research also can be seen from the activities during the class which were asking and answering their friends' questions.

In general, it can be assumed that the student was successfully able to overcome the nervousness during the speaking class. Thus, the utilization of storytelling had a positive impact on the student. This is in line with the previous research carried out by Tath et al. (2022) about digital storytelling has influences on speaking, it showed that the utilization of digital storytelling had a good influence on students' English-speaking skills. However, in this research, it can be indicated that digital storytelling can improve vocabulary achievement too.

Conclusion

The current findings of the present study revealed that based on observation, questionnaire, and interview results, it indicated that the implementation of digital storytelling through online learning has successfully helped to reduce student's level of speaking anxiety. Digital storytelling was proven to support learning activities as well. So, even though all of the learning processes are conducted by using online learning, it is more interesting and engaging.

The reduction in student's level of speaking anxiety was also obtained from the result of a questionnaire that was previously adopted from the foreign language anxiety classroom scale. Not every question is proven to reduce student's speaking anxiety, however, it can be assumed that the utilization of storytelling is able to reduce student's speaking anxiety.

Recommendations

Furthermore, based on the result of the interview with the participant, some benefits and challenges from the implementation of digital storytelling. Digital storytelling can improve student's pronunciation as well. Nevertheless, there was a challenge experienced by the students during the implementation of digital storytelling, for instance, it was due to a technical issue. Based on the explanation above, it can be figured out that the implementation of digital storytelling through online learning is able to reduce student's level of anxiety. Next, for future research, the researcher recommends that the implementation of digital storytelling can be applied to offline learning too. So, hopefully, the learning process is not monotonous and it will be more fun for students as well. The next researcher may also conduct research on another productive skill, for instance, writing skills to know the effectiveness of the utilization of digital storytelling as a media to reduce students' anxiety levels.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the author.

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