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| **RESEARCH ARTICLE**

Transformation from Conventional to Digital Storytelling as Learning Method in English Conversation Courses

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| **ABSTRACT**

The ability to speak English is a requirement that must be met at this time. In developing this skill, one of the methods used is the storytelling method. However, along with the development of technology, new storytelling methods are needed that are not limited to space and time. Entering this all-digital era, storytelling must also transform from conventional to digital models. This study will examine how the transformation process from conventional to digital storytelling is carried out in the English Conversation course. In addition, this research will also reveal the steps taken to produce digital storytelling content in English. The research method used in this research is Research and Development with the ADDIE model. The conventional transformation to digital storytelling using the ADDIE model shows that digital storytelling is used effectively as a learning method in the English Conversation course.

| **KEYWORDS**

Transformation, storytelling, conventional, digital

| **ARTICLE INFORMATION**

1. Introduction

The skill of speaking in English has become a necessity that must be fulfilled in today's era. In developing this skill, many methods can be used. One of them is the storytelling method. Storytelling using English is proven to improve not only students' English skills but also their creativity. In the field of language and literature, the development of speaking skills in English can be integrated with the skills of understanding and appreciating various kinds of stories or literary works. A good storyteller must understand a story or literary work before being able to convey it to others. Without a good and correct understanding process, storytellers will find it difficult to convey the message and value of the story or literary work. The process of understanding a literary work is done by repeatedly reading the literary work and analyzing it by paying attention to the intrinsic and extrinsic elements. After understanding thoroughly, the storyteller can determine how to tell the story so that it is interesting and the message of the story is conveyed.

This storytelling method is not completely new. In the past, our ancestors used storytelling to tell stories that were entertaining and contained a moral message for the younger generation. By changing the core of teaching into story form, the message to be conveyed is easier to understand. In storytelling, the most important thing is the process. In the storytelling process, there is an interaction between the storyteller and his audience. In today's digital era, storytelling also transforms into digital form so that it remains a method that is relevant to the times.

A significant difference that can be seen between conventional and digital storytelling lies in the form of storytelling. In conventional storytelling, storytellers are required to be present in reality or real in class. Meanwhile, in digital storytelling, storytellers can attend the class asynchronously by recording English stories into a video first. Another difference that can be seen between conventional and digital storytelling is in terms of the use of technology as a medium. Carolyn Wilson, a researcher from

Athabascha University Canada, explains seven values and principles in digital storytelling, one of which is that technology is a very strong element in the creation of creativity.

The main elements of conventional storytelling are the narrator himself, words, sound, and movement. The storyteller must adjust the rhythm of the voice to elicit a listener's response. Meanwhile, digital storytelling is created by combining recorded narration with images (still or moving) and music or other sounds. Stories are usually 2-3 minutes long and are told in the first person about a person, event, or problem that the narrator feels deeply about. Technology is a powerful instrument of creativity. After storytelling content is produced, it can be uploaded to digital platforms such as Youtube so that it can be accessed by more people without being limited by space and time. The short duration of digital storytelling is, of course, very suitable for the concentration level of the audience, which is only 2-3 minutes. Of course, storytellers need a strategy to be able to convey the message with good visuals and audio. The use of English is a challenge for storytellers. Therefore, this research will focus on how the transformation of conventional into digital storytelling is realized. Next, it is necessary to formulate what steps must be taken to produce digital storytelling content in English.

2. Literature Review
Research that leads to the object of digital storytelling is conducted by Dillyan Anugrah Joko Saputro, entitled *Digital Storytelling to Improve Students' Mastery in Narrative Writing*. This study is an experimental study that aims to find out whether teaching narrative text using digital storytelling is effective in improving students writing skills. The effectiveness assessment was carried out by comparing the writing skills of students who were taught using digital storytelling and conventional teaching methods. This study found that there was a significant difference in writing skills between the group of students who were taught using digital storytelling and the group of students who were taught using the conventional method. The researchers conclude that the use of digital storytelling as a visual aid is proven to be able to improve students' writing skills.

Another research that also discusses digital storytelling is the research conducted by Reni Puspitasari Dwi Lestariyana, Handoyo Puji Widodo entitled *Engaging Young Learners of English with Digital Stories: Learning to Mean*. This research was published in the Indonesian Journal of Applied Linguistics, Vol. 8, No. 2 (2018). In her research, Puspitasari invites elementary school teachers to experience the use of digital storytelling in language-based project learning. Through this research, young learners are proven to be more connected and enthusiastic about learning using digital storytelling.

The next research that discusses digital storytelling is the research conducted by Pei Rong Lim and Norah Md Noor entitled *Digital Storytelling as a Creative Teaching Method in Promoting Secondary School Students' Writing Skills*. This research was published in the International Journal of Interactive Mobile Technologies, Vol 13, No 7 (2019). This study aims to examine the use of digital storytelling in improving the writing skills of high school students in Malaysia. This study involved a sample of fifteen students with four series of pre-experimental tests. From the test results, it can be concluded that there was an increase in the student's writing ability.

Existing studies on digital storytelling have become a driving factor for researchers to find the right digital storytelling model to be applied in improving students' English speaking skills in the English Conversation class, as well as encouraging the transformation from conventional storytelling into digital storytelling. This research is expected to provide discoveries and new learning methods related to Language and Literature.
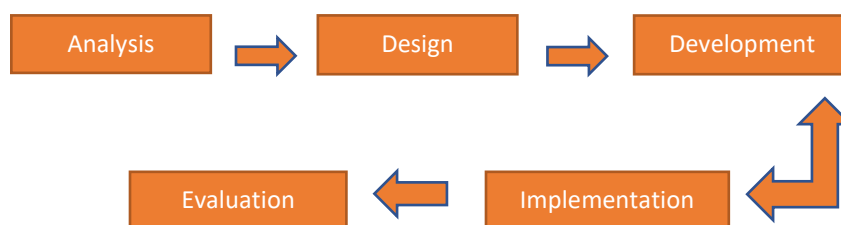
3. Methodology
3.1 Research Object
The primary data of this research are Indonesian folktales chosen by the students. The students are free to choose Indonesian folktales from a particular province in Indonesia. Secondary data consist of books on literature, any kinds of sources related to the technology used in digital storytelling, as well as various journals and articles related to digital storytelling.

3.2 Research Approach
The research method that will be used in this research is Research and Development. This research method is a research method used to produce certain products and test the effectiveness of these products. The model used in this study is the ADDIE model, which has one function, namely to make a guideline in building dynamic, effective and supportive training program products and infrastructure. This model can be used for various product development models such as learning methods, learning strategy models, teaching materials, and media. The ADDIE model schema is as follows:

4. Results and Discussion
4.1 Analysis

The analysis phase is the first process before planning, developing, and implementing the teaching design. In this phase, the researchers need to analyze some important factors such as the learners, the instructional goals, the strategy to develop the instructional analysis, and the strategy to develop the learning objectives. The first analysis is analyzing the course characteristics. English Conversation is a course given in the first and second semesters. Based on Semester Instructional Plan, English Conversation covers basic skills of communication, especially listening and speaking. Students are exposed to simple oral texts of authentic, functional texts focusing on a variety of English sounds to be able to produce appropriate English expressions in various contexts. Some methods used in this course are pair activity, group work, roleplay, making dialogue, and storytelling. Storytelling is a method where students should tell a story in front of their classmates. The students are free to choose their story and should be able to deliver the message to the audience. The conventional storytelling method used in the English Conversation course is oral storytelling, where the storyteller tells the story directly in front of the audience.

The next analysis is the analysis of problems that happened in the English Conversation. In 2020, the pandemic of Covid 19th happened and changed the mode of teaching and learning activities from offline to online classes. Then, a change in the teaching-learning method is needed. One of them is the transformation from conventional to digital storytelling. This transformation is also supported by the development of technology, especially Youtube and social media. Youtube has become one of the platforms that are most visited and accessed by students. Many digital content-related storytellings are provided there, but digital content-related Indonesian folktale is still rare. Analyzing this situation made the researchers decide to develop Indonesian folktale storytelling using English on Youtube. This Youtube content aims to preserve Indonesian folktales and make them well-known not only among Indonesian but also internationally.

Next, the researchers continue to analyze the learners. The learners in the English Conversation course are university students, especially students in the first and second semesters. They are freshman that comes from many places in Indonesia. They have different customs, cultures, and dialects and come to a phase where they try to blend with new friends and environments. It is a good opportunity to let people know about the folktale from their hometown. In Indonesia, each province has its folktale, for example, *The Legend of Lake Toba* from North Sumatra, *Malin Kundang* from West Sumatra, *Alue Naga* from Riau, *Sangkuriang* from West Java, etc. Each folktale reflects people's beliefs and values. Presenting Indonesian folktales as Youtube content helps to improve people's understanding of our cultural diversity. By choosing Indonesian folktale as the topic of digital storytelling, the researchers hope that Indonesian people will appreciate and be proud of their cultural diversity.

Analyzing the instructional goals of this method is needed to guarantee that the new method gives benefits to the learner, lecturer, and audience. First, the researchers need to formulate what the researchers want the learners to learn by designing digital storytelling. Engaging with the technology, appreciating the Indonesian folktale, collaborating with classmates, and improving speaking ability are some goals of this method. To achieve these goals, the researchers need to develop the instructional analysis by writing all the details of the step. The last part of the analysis is developing learning objectives. Nada Aldoobie, in her journal entitled *ADDIE Model,* said that in this phase, we define what our learners should be able to do when the instruction is finished. Additionally, the formalized aspects are skills, behavior, and knowledge. Objectives need to specify an observable, measurable behavior that indicates the attainment of the goal, that specify the level of accuracy that needs to be attained, and describes the conditions under which the assessment is given (i.e., the materials or context) (2015: 69). Therefore, the researcher formulate the objectives of this learning method as follows:

- By the end of this instruction, the learner should be able to tell Indonesian folktales in English.

- By the end of this instruction, the learner should be able to create Youtube content about Indonesian Folktale in English.

- By the end of this instruction, the learner should be able to engage with technology, such as creating a storyboard, recording voice and narration, and uploading the content on the Youtube platform.

4.2 Design

The next phase of ADDIE is design. In this phase, the researchers apply the instruction and choose the most effective design related to the form of the course, assessment, and instructional strategy. The first is selecting the form of the course. Different from conventional storytelling, digital storytelling needs more preparation. After choosing the title of the Indonesian folktale, the students need to write the script. In writing the script, the students should consider the concentration level of the audience, which is only 2-3 minutes. So, they need a strategy to make the story compact and concise but still able to deliver the message. Scriptwriting can be challenging since the students should be able to present the whole story in a very limited time. For this reason, the researchers ask the students to choose an Indonesian folktale with a simple plot. In the process of scriptwriting, the students also should think about the visualization of the script and the sound effect or music. In conventional storytelling, the visualization is the storyteller itself. The storyteller tries to visualize the story using gestures, facial expressions, and other non-verbal language. In digital storytelling, the elements are more complex. It uses images, music, sound effect, and the recorded voice of the storyteller. All of the elements will be put together in the storyboard.

Storyboarding is the next phase after scriptwriting. There are various templates of storyboards; even many software provides a tool to create a storyboard. In the design process, the researchers choose a two-column story table. This template consists of two columns: the narrative or voice and the images or media. This template is very simple and applicable to show a scene-by-scene depiction of the story. Here is one example of a student's two-column story table.

Figure 1. Two-column story table of Sangkuriang folktale
from West Java

The next design is the assessment design. Assessment design is used to assess the learner's outcome. The researchers use two assessments: peer review and lecturer's assessment. Peer review is an assessment of their classmates. The researchers ask the classmates to watch the digital storytelling video and give feedback on Google Forms. The researchers ask the feedback on five components: point of view/purpose, voice/pacing, images, economy, and language use. The detail of the assessment form is provided in Figure 2. The assessment of those five components is also given by the lecturer. Besides that, the lecturer also assesses the process of creating the digital storytelling video from the beginning until the end. The next phase in design is creating an instructional strategy. To help the learners understand the topic, the researchers use a combination of many methods such as group discussion, reading, simple research, and work with technology. To motivate them, the researchers allow them to use video-editing applications that they are already familiar with. They are also free to choose the visualization of the Indonesian folktale. They may draw the illustrations by themselves, or if they have difficulties in drawing, they may use a free-copyright image provided on the internet. This strategy is used to add their confidence in creating digital storytelling videos.

Figure 2. Peer-review assessment of Digital Storytelling video.

4.3 Development

The next phase is development. In the development phase, the researchers integrate the technology with the educational setting and process. This phase consists of providing a factual sample for the instruction design, developing the materials of the course, and running through the conduction of the design. In providing a sample, the researchers use the Indonesian folktale video from the Dongeng Kita channel. This channel belongs to English First, one of the English Centers for Kids and Teens in Indonesia. The researchers choose this channel since they use English to narrate the story in advance animation. However, as beginners, the students in English Conversation can use stop-motion images and simple animation. The students may use the technology that they are already familiar with, such as Microsoft PowerPoint. Microsoft PowerPoint provides many tools that support the visualization of the story. The students can use simple animation, transition, insert their voice recording, and add the sound effect and music. The students can record their voices using a voice recorder on their mobile phones. They can scan their hand drawing and arrange them as slides on Microsoft PowerPoint. Starting this project by using the technology on their hand will improve their confidence that they can make simple Youtube digital content.

After providing a factual sample, the researchers develop the material of the course by reading from many sources about digital storytelling and also giving an alternative to students about the application they can use, such as Zooburst, Animaker, and Powtoon. Developing the material of the course is needed to add more preference to the students and to give them new knowledge related to technology in Digital Storytelling. Practicing the intonation, pronunciation, tone, and stress of the students is also an important thing to do to improve their speaking skills. The effect in digital storytelling not only comes from the sound or music but also from the storyteller itself. If all the elements needed are already fulfilled, do not forget to train the storyteller about how to deliver the story. One of the main differences between conventional storytelling and digital is the contribution of the storyteller. In conventional digital storytelling, the facial expression, gestures, and non-verbal language from the storyteller are performed to the audience, but in digital storytelling, those components are replaced by the visualization of the image and animation. The main thing from the storyteller is the narration. So, the researchers need to train the students' delivery by asking them to practice their dialogue. Feedback from the instructors will develop their skill speaking. Practicing storytelling, trying the apps, recording the voice, and creating the image of visualization are parts of running through the conduction of the design. All the steps should be rehearsed to make sure that they work well. In case something wrong happen on a certain step, then we have time to change the strategy.

4.4 Implementation

In the implementation phase, the researchers transform the design into action. This phase consists of training the instructors, preparing the learners, and organizing the learning environment. Since the instructors of this project are the researchers who create the instructional material, then the training is skipped. The next step is preparing the learners; instructors need to prepare the learners from the beginning of the course or the first meeting of the semester. In the first meeting, the instructor usually explains the syllabus of the course contains the course description, the topic of each week, the learning outcome, and the learning material. Preparing the learners from the beginning is important so that they have time to explore the topic by themselves. The last step of implementation is organizing the learning environment. Since this project is conducted online, then the instructor

should make sure that all the students have the tools needed. They should have access to a computer or laptop, at least with Microsoft PowerPoint. They should also have access to the voice recorder tool on their mobile phone. Students who live near campus may use the facility in the language laboratory; complete equipment is provided there. This project is done in a group of 3-4 students so that they can back up each other. The following figure is a digital storytelling video that was uploaded by group 7. Before making it public, the video is set in an unlisted mode to be reviewed by classmates and the instructor. Only the people who have the link to Youtube can watch the video.

Figure 3. The result of design implementation.

Youtube link: https://youtu.be/abW8HsMuAQQ

4.5 Evaluation Phase

The last phase of the ADDIE method is evaluation. The instructors need to evaluate whether the new method can meet the learners' needs and reach its goals. To evaluate the digital storytelling video, the researchers use rubrics. Rubrics are the most common form of assessment for digital stories. A rubric usually includes scales that provide descriptions of different levels of achievement or an understanding of a set of criteria of quality for a given type of performance, such as an essay or presentation (Allen & Tanner, 2006). The researchers use the peer-review method, where the digital storytelling video will be reviewed by their classmates. Peer review is an effective and efficient assessment since the reviewers also experience the process of creating digital storytelling content. They can give valid feedback based on their knowledge and experience. There are five components mentioned in the assessment rubric: point of view/purpose, voice/pacing, images, economy, and language use. The reviewers give their feedback by giving a scale from 1-4. The details of the rubric can be seen in figure 2.

Besides the peer review, the evaluation is also given by the instructor. The instructor gives feedback for each phase, starting from the analysis until the result. The instructor also needs feedback from the students as the learners about the material, tools, and delivery. That's why one-to-one formative evaluation is needed. At the end of each process, the researcher will ask questions like are there any difficulties? Is the explanation of the material clear? What do you understand from it? From the evaluation phase, the instructors got precious feedback to develop a better design of digital storytelling. Some problems faced by the students are the ability to create the original image, find the original version of an Indonesian folktale since there are many versions of it, and time management. Many positive feedback is received from the students, and it can be said that the transformation from conventional, especially oral storytelling, to digital brings a fresh, effective, and adaptable toward the millennial era.

5. Conclusion

In conclusion, the objective of this research is to transform conventional into digital storytelling as a new method in English Conversation courses. The finding of this research shows that the transformation of conventional, especially oral storytelling, to digital needs complex preparation. ADDIE (Analysis, Design, Develop, Implementation and Evaluation) is used to support this transformation. The findings of each phase are as follows: in the analysis phase, the researchers find that the students of the first and second semesters are the freshpeople that still stick to their hometown's culture. They will have fewer difficulties talking about folktales from their own province. In addition, the pandemic of Covid 19 had transformed the offline teaching-learning method into online. It also supported the transformation of the storytelling method in the English Conversation course. In the design phase, the researchers chose a two-column story table as the most effective design to combine all elements needed in the visualization, narration, and sound effect of digital storytelling. In the development phase, the researchers made the students free to choose the application to create the digital storytelling content. The students are free to explore the new apps and improve

their skills in recording and video editing. In the implementation phase, the researchers make sure that all the students have the tools needed, such as a computer and mobile phone; if not, then they can use the campus facility. And in the last phase, the researchers use peer-review rubrics and one-to-one formative evaluation to evaluate the result. Some problems faced by the students are the ability to create an original image, find the original version of an Indonesian folktale since there are many versions of it, and time management. Many positive feedback is received from the students, and it can be said that the transformation from conventional, especially oral storytelling, to digital brings a fresh, effective, and adaptable toward the millennial era. The researchers hope that the output of this project can contribute to cultural preservation. By creating Indonesian folktale videos on Youtube, the young generation can learn about their culture and appreciate it. However, further research about creating animation videos is needed to enrich the strategy of digital storytelling.

Conflicts of Interest: The authors declare no conflict of interest.
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