Digital Storytelling for Improving ESP's Students' Motivation and Autonomy During Covid-19 Pandemic: A Conceptual Paper

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Article Info	Abstract
	Covid-19 pandemic has changed the way ESP (English for Specific Purposes) teachers and students interact in the classrooms. As teachers and students need to use online method to teach and learn English, an alternative strategy is needed to maintain students' motivation and autonomy. One of alternatives which can be taken by teachers to improve students' motivation and autonomy is digital storytelling. It is because digital storytelling has been considered effective to improve students' motivation and autonomy. Therefore, the present study is a conceptual paper which will discuss the possibilities of digital storytelling integration to ESP classes. In addition, the present study aims to discuss strategies that can be taken to apply digital storytelling to ESP classrooms.

INTRODUCTION

Teaching and learning during Covid-19 pandemic may influence students' motivation and autonomy. It has been an anecdotal evidence that Covid-19 pandemic has structurally changed the way teachers and students study in the classrooms. In order to prevent the spread of the virus, real-life classes must be switched to online classes. In addition to external changes due to the pandemic, the swift from real-life classes to online ones may bring several problems to both teachers and students. It has been reported that Covid-19 pandemic increases stress level among students and teachers (Hartshorn & McMurry, 2020); Wang et al., 2020). In addition, low academic performance may arise as the result of physical distancing, pervasive feelings of anxiety during Covid-19 pandemic ((Sintema, 2020)). Besides that, online learning has been found as one of causes of students' demotivation during Covid-19 pandemic (Adara & Najmudin, 2020). In addition to the lack motivation, Covid-19 pandemic may influence students'

autonomy. As students need to learn online, they have to be autonomous learners (Chen, 2021). In this regard, ESP (English for Specific Purposes) teachers and students may also be affected by the lack of motivation or autonomy during Covid-19 pandemic.

One of solutions to promote students' motivation and autonomy is integrating digital storytelling to ESP classrooms. It is because digital storytelling has been shown as effective to improve learners' writing skills, motivation, self-confidence and narrative skills (Adara & Haqiyyah, 2020; Castillo-Cuesta et al., 2021). Nevertheless, there is a lack of studies which specifically focuses on the use of digital storytelling on ESP students' Castillo storytelling toward ESP students' autonomy and motivation. In this regard, the present study is a conceptual paper which aims to analyze how digital storytelling can be used to improve ESP students' autonomy and motivation.

RESEARCH METHODOLOGY

1. Literatur review

    The present section aims to discuss the theoretical background of present study.

a. Motivation

    As one of the most significant factors which induce the realization of language learning, motivation refers to a basis in which learners act in a certain manner (Barak et al., 2016). Thus, motivation can be regarded as a capacity that allows a person to devote a specific amount of time and efforts to achieve certain goals. In regards to language learning field, (Loewen & Reinders, 2011) defines motivation as a mix of actions or attitudes to reach the mastery of language. Language learning goals may be difficult to be achieved without enough motivation (Adara, 2020). The above points show the importance of motivation toward language learning.

    Related to motivation, one of several theories which aims to understand motivation is (Deci & Ryan, 2013) Self-Identification Theory (SDT). In their theory, Deci & Ryan divides motivation into intrinsic and extrinsic motivation. Whereas intrinsic motivation is accredited as a condition where someone is motivated intrinsically by his/her interests toward language learning, extrinsic motivation is influenced by external factors such as peers, teachers, family, jobs, or else. Their

theory suggest that improving extrinsic motivation such as bettering learning environment, improving teaching methods or else can support intrinsic motivation. In this sense, learners' intrinsic motivation can be improved if they are provided with advanced extrinsic motivation. Thus, each type of motivation influences each other.

b. Autonomy

Learners' autonomy needs to be developed by teachers. In this sense, autonomy can be defined as learners' capacity to embrace their own's learning in aspects such as learning management, cognitive processes and learning content (Benson, 2007; Chong & Reinders, 2021). However, being autonomous in learning does not negate the roles of teachers. Teachers must still get involved with learning but their roles change from the knowledge givers to the facilitators (Almusharraf, 2020). In order to perform the aforementioned role, teachers should develop a supportive relationship according to a structured guidance that still gives teachers an access to their students' progress, difficulties in learning, and possible supports that their students may need in the near future (Lin & Reinders, 2019). Therefore, teachers have important roles in building steps needed by learners to take control of their own learning (Palfreyman & Benson, 2019). In this regard, learners are responsible for their own learning despite being guided by teachers. However, teachers still need to prepare learners to be autonomous by developing needed knowledge that enhance their autonomy.

c. English for Specific Purposes

ESP (English for Specific Purposes) is one of fields in English learning and teaching which is specifically designed to cater the needs of certain groups of learners. It is because ESP students usually have their own goals that need to be achieved by mastering English (Salmani-Nodoushan, 2020) ESP aims to developing English Furthermore, ESP concentrates on improving learners' English skills for certain disciplines such as finance, marketing, management, human resources, or else (Dewi et al., 2019). Thus, ESP is developed for helping students to achieve their language learning goals.

D. Digital storytelling

As learners are used to technology, the integration of digital storytelling toward ESP may be beneficial to improve learners' motivation and autonomy.

Storytelling can be influence learning positively (McDrury & Alterio, 2002). In this sense, digital storytelling can be defined as a form of storytelling practiced through images, texts, voice, music, and video (Lambert, 2002). It has been reported that digital storytelling has positive influence on learners' motivation (Adara & Haqiyyah, 2020; Aktas & Yurt, 2017); LoBello, 2015). In addition to students' motivation, digital storytelling has been indicated as beneficial for improving learners' autonomy. It is because digital storytelling helps developing linguistic competence as well as context-rich visual situations in self-directed learning (Kim, 2014). The above points show the benefits of digital storytelling toward students' motivation and autonomy.

2. Methodology

The present study is a conceptual one. In this regard, the present study uses a literature study to analyze the problems. In addition, the present study will provide strategies which can be taken to integrate digital storytelling to ESP classes.

DISCUSSION

The present section aims to discuss steps which can be taken to integrate digital storytelling to ESP classes. Performing these steps are important to help needed knowledge that can improve students' motivation and autonomy.

First, teachers need to find topics which may interest their students. This step may have been conducted prior as ESP classes are designed around needs analysis. However, teachers should find specific topics that can cater the interests of certain groups of students. For example, ESP teachers for engineering students may know that their students are interested in automotive but it may be more motivating for students when teachers talk about cars than motorcycles. Those things can be found out from simple conversations or surveys.

Second, teachers must find an appropriate platform for making digital storytelling that can be accessed by students. For example, some students might find it hard to access websites such as Storybird or Powtoon but most can access YouTube. By doing that, no student will feel alienated because of lack of accessibility.

Third, teachers need to explain to the students prior the lesson that they will make digital storytelling with a certain topic as an assignment. By doing

that, students will know what to anticipate and may prepare themselves. Lastly, teachers need to discuss students' assignments after being submitted so that students will feel appreciated. If there is a time constraint, teachers can send personal notes to respective students while checking their assignments. By doing those steps, teachers may provide needed knowledge that can be used to improve students' motivation and autonomy during Covid-19 pandemic.

CONCLUSION AND SUGGESTION

The present study aimed to discuss the use of digital storytelling to improve ESP students' motivation and autonomy during Covid-19 pandemic. As two important aspects in ESP learning, autonomy and motivation needs to be maintained especially during difficult times such as Covid-19 pandemic. The present study provided several steps which can be taken by teachers who want to integrate digital storytelling to ESP classes.

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