STUDENTS' RESPONSES AND BEHAVIOURS TOWARD THE USE OF EDUCATIONAL DIGITAL STORYTELLING

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Article Info

Abstract

Digital storytelling is widely applied on schools. However, in educational terms, digital storytelling has brought students to give various responses and behaviors from the use of educational digital storytelling on specific English subject. These responses and behaviors affect the eminence of educational digital storytelling whether as good learning tool for English subject or not. The research intended to investigate what students' responses and behaviors toward the use of educational digital storytelling (EDS) are. The research was conducted on a senior high school and 21 respondents were chosen in this research. The researcher used qualitative approach and descriptive analysis. To get the research data, the researcher used triangulation techniques that consist of observation, questionnaire and interview. The study reveals that there are occurring responses consisting visual and auditory responses after they watched EDS as well as the response styles. The students' behaviors showed by the indication of classical conditioning and operant conditioning.

INTRODUCTION

It is believed that digital storytelling is widely applied in the school as a part of teaching and learning activity as Alexander, (2017) stated that naturally, storytelling has been part of teaching and the teaching recently has been making

increase use of digital material. Combining technology with storytelling makes a deep, intuitive sense (Roth, 2021). However, the use of digital storytelling brought different perceptions for the students in learning English subject. In order to identify that digital storytelling activity is essential for students in this English education, students' responses and behaviors are needed to be investigated

According to Yocom et al., (2020) (as cited by Shaw et al., 2022), digital storytelling (DS) is the program or tool to tell stories digitally in which it delivers the story in more advanced ways. Students have skill to comprehend the story deeply from pictures and voices where it leads to an inspiring thought (Benmayor, 2008). In short, DS illustrates an advanced thing to boost the use of critical thinking and skills which is most compatible the 21st digital era (Shelby-Caffey et al., 2014).

Meanwhile, Barrett, (2006) demonstrates the convergence of educational digital storytelling (EDS) that connects to relation of responses and behaviors. According to Azwar, (2007), the aspects comprise such as Student engagement, reflection for deep learning, project based learning, and effective integration of technology into instruction. Students' engagements are shown by the students' response using Triparty models such as cognitive model, affective model and conative (behavior). In conative model conditioning is used to show student basic tenet of behaviorism.

Thus, the study aims to investigate students' responses and behaviors toward the use of educational digital storytelling in English subject. In addition, it addresses two main research questions consist of "what are students' responses toward the use of educational digital storytelling" and "what are students' behaviors toward the use of educational digital storytelling".

RESEARCH METHODOLOGY

In this research, the researcher used descriptive method and a qualitative approach to describe the students' responses and behaviors through utterances. The description of students' utterances are the objectives of this research. Triangulation data collection was also used starting from conducting observation, then distributing questionnaire and conducting interview as the last step. The research participants are the students of grade X of senior high school. There were

three kinds of instruments used to gather the data of this research:

a. Observation

In the first instrument, researcher investigated the teacher and students' utterances, and their engagement toward EDS in the teaching and learning session. The teaching and learning process were conducted online. All the utterances, the responses and behaviors were recorded. After that, the researcher asked the teacher for the recommendation to select one class as the participant.

b. Questionnaire

The participants got the distributed open-ended questionnaire. The distributed questionnaire was made using google form. It consisted of nine questions and the indicators related to the research were provided.

c. Interview

The researcher uses interview purposively by selecting three participants from the classification of high achievers, average achievers, and low achievers were asked about several questions related to the students' perception and their reaction towards the video of educational digital storytelling and the use of EDS as well.

RESEARCH FINDINGS AND DISCUSSION

The observation was conducted twice to describe the class condition. This is to show how much students respond the teacher related to educational digital storytelling (EDS) video, to observe the engagement between students and digital storytelling using the observation form consisting of responses and behaviors indicators. The researcher also collected the students' scores and asked the teacher for a recommendation to find the respondents. The students' utterances were described in several situations before educational digital storytelling video played and after it played.

The result found that in the week one and two, the students gave less responses to the teacher when the teacher asked about digital storytelling video before the video repeated. Meanwhile, when the teacher repeated the video

twice, students gave some responses and showed several behaviors like answering the teacher's questions, and there was one student started to imitate the narrator's voice.

The questionnaire is given to all the participants. There are 21 Respondents who responded the questionnaire that consiststed of 9 questions. The respondents are categorized from high achievers, average achievers to low achiever. The first question, participants were asked about the role of storytelling and digital storytelling. 6 out of 7 high achievers and 8 of 11 average achiever assumed that they could distinguish common storytelling and digital storytelling. They could also define their perception from both types of storytelling while 2 of 3 respondents from low achievers appeared to only mention the difference of the types of common and digital storytelling.

In the second question, the participants were asked about the need of repetition of EDS video. They responded that 4 of 7 high achievers and 10 to 11 respondents from average achievers concluded to repeat the video of educational digital storytelling in order to understand the meaning of the video. Meanwhile 1 low achiever hoped to repeat the video more than three times. The third question asked about the response of DS as educational tool. 5 of 7 high achievers and 7 of 11 average achievers respondents claimed that they were interested to watch educational digital storytelling and it helped them to study narrative learning on English subject. While the rest of high and average achievers considered that the activity was common for them. Meanwhile, 2 of 3 Low achievers added that EDS was a good activity for them.

The next question talked about the influence of EDS. All participants from high achievers found that the video of educational digital storytelling brought good feedback to the students and some students were influenced to understand English easily for their learning activity. It also supported with 8 of 11 average achievers and 2of 3 low achievers as well. The fifth question was about the narrator's voice. 6 of 7 high achievers, 8 of 11 average achievers and 2 of 3 low achievers Responded that they could hear the narrator's voice clearly so they could understand what the narrator is trying to deliver the story. In contrary, the rest of participants were having a difficulty in listening to the narrator's voice. The sixth question asked about occurring behaviors. 4 of 7 high achievers respondents

admitted that the narrator's voice affects their learning behaviors. While 3 of them stated a contrast. However, 8 of 11 average achievers and 2 of 3 low achievers responded that EDS video made them confident to speak English.

In the seventh question, the participants were asked about their behaviors after the video played. 5 of 7 high achievers showed several changing behaviors after watching EDS, some of them added that the video built their curiosity on how to create the video of EDS. This also supported with 5 of 11 average achievers and 2 of 3 low achievers. In contrary, the rest participants did not show the suitable responses.

The question number eight was about occurring reactions. All respondents from high achievers, 9 of 11 average achievers and 2 of 3 Low achievers were reacting to the story from the video of EDS. Occurring reaction the students showed is about how the story stimulates them knowing the topic of English subject immediately.

The last question given was about the reason of occurring reactions. 5 of 7 respondents from high achievers, 8 of 11 average achievers and 2 of 3 low achievers explained the reason from their reactions to EDS video. They stated that the narrator voice, the picture and animation were the reason of how they stimulated. While there were rest of participants argued that they did not stimulate by the story.

There are 3 participants taken from three categories consisting of high achievers, average achievers, and low achievers. The students interviewed through zoom meeting. There were seven questions related to students' responses and behaviors toward educational digital storytelling. Question number one from the interview was about the use of educational digital storytelling video that the video is whether interesting, educating and giving a specific information for their learning activities or not. It was found that high achiever to low achiever all agreed that educational digital storytelling is useful for them

The second question was about how the video of educational digital storytelling affects students in the relation of learning activity. The researcher found that EDS gives an effect to students that they can learn easily from the content of the video.

The third question was about to find out students' responses on the illustration from the video such as images and sound including from the narrator that is useful for them in understanding the story for their learning activity. In addition, fourth question was specifically to figure out the respond toward the narrator speech. It found that the students like the voice of narrator from the way the narrator deliver the story to the use of narrator speech for students

The fifth question the researcher gave was about how students reacted to the story. This question was to show a certain habit of students where they were stimulated by the video of EDS for the upcoming whilst activity or not. The students were found to be stimulated by the story from the video. Furthermore, sixth questions discussed about a certain behavior the students got after watching the story where they are encouraged to be confident with the video and wanted to improve their English skills. Some students acknowledge that they became confident to improve their English after watching EDS video. Another answer that found clarified that improving English is essential to watch EDS video on English subject due to understand the words spoken from characters and Narrator

The last question asked was about to figure out if the students like the way the narrator deliver the story in verbal. In addition, the question was also figuring out if the students could speak as fluent as the narrator did. The students appeared to like how narrator deliver the story. However, they did not follow the narrator style of delivering the story on EDS video.   In addition, some students follow the statement to only like the way the narrator deliver the story and did not respond if they can be as fluent as the narrator.

In brief, from the results of the three instruments consisting of observation, questionnaire and interview are stated below. The observation found the students' engagements with educational digital storytelling as it is proven by Arifuddin, (2020) that storytelling is inherited on educational terms and it can adapt with digital needs of learning. This indicates that digital storytelling is the part of teaching and is useful for learning activity (Smeda et al., 2014).

The engagement was shown by the use of digital storytelling for educational tool where the video provides students with the good learning

tool for learning activity. As followed by Wu & Chen (2020) as in cited in Smyrnaiou et al., (2020) that digital storytelling allows students deeper engagement with content while encouraging the use of critical thinking and technological skills in innovative ways to navigate the ever-changing digital terrain of the 21st century. The students can understand easily and can give a respond to the teacher's question among the content of digital storytelling video (Çetin, 2021).

The questionnaire resulted good responses from the students that they become confident in improving English skills and become easier to study with EDS for the specific learning subject. As Ahmad & Yamat, (2020) said that teacher can acquaint students on how digital storytelling is created to gain information. This action is used in order to know the essence of storytelling which provides students to understand the subject easier (Yang et al., 2022). The behaviours revealed from classical and operant conditioning where the students are stimulated by the story to know what the topic of the English subject will be, and *classical conditioning* which revealed the students' curiosity from EDS.

The interview gave good responses as well where the students are influenced by the use of EDS. The students expressed an audio response and also visual response (Cunningham, 2019). The result of audio response gained a conative model (Kasilingam & Ajitha, 2022), and the result of visual response gained a cognitive model (Hamelin et al., 2020).

CONCLUSION AND SUGGESTION

The result can be concluded that, students' responses and behaviors are found during the teaching and learning activity on English narrative learning subject. The researcher found that students gave a good response toward the digital story such as : (1) Students responded a visual response from the animation of the video (such as characters, place and background). They admitted that the animation is not only interesting but also educating. (2) Students responded an audio response from the narrator speech, the characters' dialogues and other

voices based on EDS video. They stated that by listening to narrator from EDS helped them understand the subject easier and by listening to it, some students can improve their English skills after watching educational digital storytelling. This statement was also claimed by (Aljaraideh, 2020)

The students' behaviors also showed by conative response and by both classical and operant conditioning, such as: (1) students are stimulated from repeated story. (2) In addition, a certain changing behavior was also found where the students want to improve some of their English skills after listening to the narrator voice as it was derived from the video of EDS. Both of these behaviors are also indicated through response model such as affective model and conative model (behavior).

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