

## The Digital Story Tool For English Language Classroom in Higher Education

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### Abstract

*This paper describes the design of educational digital story tool for English language classroom in higher education to support and overcome students' learning difficulties. The method in this research is a literature study which aims to reveal and explain theories that can answer the research objectives. The method in this research is a literature study which aims to examine a research problem. Lecturers can choose a digital story tool platform that is able to create an interactive and innovative class atmosphere with the application such as storybird, StoryboardThat, and Klynt.*

**Keywords:** Digital Story Tool, Writing Skill, Higher Education

### INTRODUCTION

Writing skills in learning English are closely related to grammar and the writing process itself. The skills possessed by students in writing are students' ability to share the experiences they have, their thoughts in communication. Of course, when expressing your imagination, experiences, feelings, opinions you must follow proper English grammar.

(Azmi Zakaria & Abdul Aziz, 2019) in writing, we write symbols to represent the sounds that we make but they should be arranged according to the correct order to form words and words should be arranged accordingly to form sentences. Furthermore, when we write several sentences in an order and they are connected in a certain particular order, they form texts. Therefore, writing requires a special skill so that those symbols and signs can be arranged in the right manner and the reader can understand what is written by the writer.

Writing and using correct grammar for some students is an obstacle that makes learning ineffective. Obstacles encountered include errors in the use of prepositions, punctuation, misspelling, use of pronouns, proper nouns, articles and others. To improve writing skills, of course you can use alternative media that supports both the material and the effectiveness of its use. One media that can help students improve their writing skills is by using the digital story tool.

A digital story tool that is widely used is digital story telling on several platforms. The integration of technology into students'

innovative and modern English writing learning activities is through the application of digital story tools in university learning. (Girmen et al., 2019) Digital storytelling is one of the steps, which may be a solution to the problems faced during the development of writing skills. Digital storytelling, which is a functional approach in integrating writing skills with technology, is also used in enriching learning environments.

(Robin, 2008) Digital storytelling is a technology application that is well-positioned to help students improve their writing skill and to help teachers overcome some of the obstacles to productively using technology in their classrooms. At its core, digital storytelling allows students to become creative storytellers through processes of selecting a topic, conducting some research, writing a script, and developing an interesting story.

(Shemy, 2023) The digital story tool can be said as an e-learning tool that can be applied at various levels of education, one of which is at university. By combining a variety of digital or multimedia technologies. Digital story tools can encourage and create new knowledge through critical thinking, and can also practically help increase students motivation and self-confidence in learning.

Digital story tool that provides story telling story writing services This platform provides multimedia picture story creation services with paid or free trial options. several digital story tools platforms such as:

## 1. Storybird



Picture 1. Platform Storybird

Storybird is a platform that can be used in learning to write English. Storybird is used to write stories that can interest readers. On this platform there are many supporting features such as feature words and images that can help students and lecturers in writing fairy tales and short stories. Student writing results can be saved or published online. Unfortunately, this platform is paid and provides a free trial.

## 2. StoryboardThat



Picture 2. Platform StoryboardThat

Storyboard That is a digital canvas which is designed to bring visual storytelling to the forefront. With its extensive art library and intuitive design tools, students and lecturer can experinced their writing with features such as easy in obtain pictures in sequences and detail. Storyboard That offers tools for digital storytelling, video and writing novel.

## 3.Klynt



## Picture 3. Platform Klynt

Klynt is an interactive storytelling, allowing students and lecturer to craft rich narratives using various media types. It offers mixed media editing capabilities, including texts, images, audios, videos, and hyperlinks. They can manage unlimited story nodes and edit their storyboard visually, akin to a mind map. Klynt also provides the ability to integrate with the web, allowing users to mix YouTube videos, embed any web content, and engage with various social network.

## METHOD

The method in this research is a literature study which aims to examine a research problem. This research uses literature reviews from national and international journals. This literature review research begins with problem identification to see the problems that arise from the literature, then collects literature, filters the literature obtained through checking titles, checking abstracts and collecting data. The data analysis part involves selecting literature that supports and explains the theory in accordance with the research objectives.

## RESULTS AND DISCUSSION

**Teaching Writing through Digital Storytelling Technique** (Erikson Tarigan & Liana, 2018).

### Step I: collect the data

1. Select a topic for digital story and create the folder on the desktop to store the material found for the story.
2. Search for image resources for the story; for example, pictures, drawings, photographs, maps, and charts; save these resources in the folder.
3. Locate audio resources, such as music, speeches, interviews, and sound effects; save these resources in the folder.
4. Locate informational content, which might come from the websites, word processed documents, or PowerPoint slides; save these resources in the folder.

5. Decide the purpose of the story, that is, to inform, convince, provoke, question.

### Steps II: Create the story

1. Select the images to be used for your digital story.
2. Select the audio to be used for your digital story.
3. Select the content and text to be used for your digital story.
4. Import the images into Photo Story (Note: Photo Story is a free software available from download from Microsoft).
5. Import audio into Photo Story.
6. Modify images and image order as needed.
7. Use a computer microphone and record the narration of the script and import the narration into Photo Story..
8. Finalize the digital story and save it as a Windows Media Video File.

### Preparation for the Digital Storytelling Project (Brenner, 2013)

#### Phase 1: Introduction to digital storytelling

1. Teacher shares her digital story.
2. Students experience digital story tool platform.
3. Students participate in a mini-digital-story project for experience with software.

#### Phase 2: Teacher presents digital storytelling project guidelines and requirements

1. Handouts: Schedule/timeline; rubrics for assessment; storyboards
2. Materials needed: Thumb drive (at least 2GB); university source for memory storage (student files), if available
3. Explanations of the project

#### Phase 3: Production

##### Pre-Production

- Week 1 – Present digital storytelling project idea
- Week 2 – Introduce digital story background and show examples
- Week 3 – Software demonstration and mini-digital-story task

- Week 4 – Students begin writing narrative and selecting photos\*
- Week 5 – Students continue writing and selecting\*
- Week 6 – Students continue writing; peer editing\*
- Week 7 – Students complete storyboards; more peer editing\*

##### Production

- Week 8 – Students upload images and crop if necessary\*
- Weeks 9 and 10 – Students record narrative voiceovers\*
- Week 11 – Students fine-tune digital stories\*
- Week 12 – Students present digital stories

##### Post-Production

- Week 12 – Wrap-up and class feedback

### CONCLUSION

Currently, students are also interested in learning using digital platforms. Lecturers can choose a digital story tool platform that is able to create an interactive and innovative class atmosphere with the application such as storybird, StoryboardThat, and Klynt.

Ketiga platforms tersebut that can support student participation in menulis bahasa inggris dengan using the digital storytelling. Ketiga platforms tersebut menyediakan:

1. Pictures, audio, video, animation, and audio and visual effects, were the most significant factor in terms of participants' benefit from this storytelling in improving and deepening their understanding.
2. Information steadfastness, applying the concepts in a variety of contexts, solving related problems, linking concepts to reality, increased motivation, re-using, and interacting with e-content.

### SUGGESTION

Digital story tools on several platforms are still paid even though there is a free trial with very limited features which do not maximize their use due to restrictions on certain features which are also needed in

creating more varied and interactive digital story telling.

#### DAFTAR PUSTAKA

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