

**INNOVATIVE DIGITAL STORYTELLING TO PROMOTE
STUDENTS ENGAGEMENT IN SPEAKING ACTIVITIES IN
ENVIRONMENTALLY FRIENDLY LEARNING**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2024**

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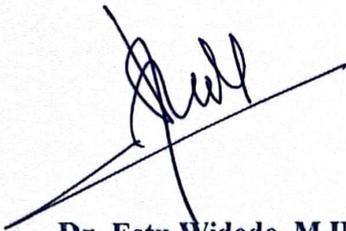
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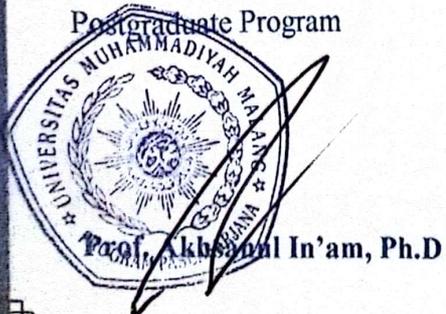
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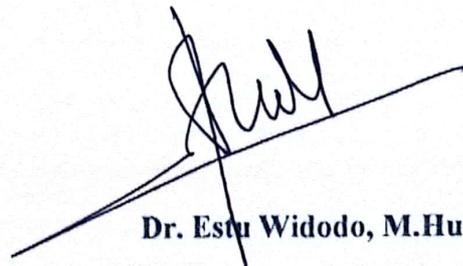
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Hereby, declare that:

1. The thesis entitled: **INNOVATIVE DIGITAL STORYTELLING TO PROMOTE STUDENTS ENGAGEMENT IN SPEAKING ACTIVITIES IN ENVIRONMENTALLY FRIENDLY LEARNING** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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Malang, 4th July 2024

The Writer,



DIYAH AULANING ILMIAH

MOTTO AND DEDICATIONS

MOTTO

*“Life is not only a choice but also a decision to fight for better future
on behalf Allah SWT”*

DEDICATION

I dedicated this thesis to:

1. Allah SWT who always give me a perfect live.
2. My Prophet Muhammad SAW
3. My beloved parents, my lovely mother Hj. Supinah and late father
H. Mustakim.
4. My late beloved husband, H. Roni Ade Poerwanto, S.E
5. My best daughters; Khanza Auliannisa Poerwanto and Almira Raisha
Poerwanto
6. All the lecturers for the guidance and examiners, especially Dr. Estu Widodo,
M.Hum. as the head of department who always gives me supports and helps
in my thesis process.
7. I want to thank me! A million thanks to myself for always believing in
me myself, millionthanks for my hard praying and working.

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 2. I would like to show big thanks to parents in law; H. Drs. Fadeli and Hj. Sri Suhartini, especially my parents for always supporting me in every single thing I did.
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 5. My Headmaster and friends at SMPN 04 Batu as my support system that often help me.
 6. My friends in SMPN 04 Batu and also santri in Pondok Tahfidz Putri Manbaul Ulum Sidomulyo Batu
- Finally, the researcher hopes this thesis can be useful for the readers, especially for the world of education.

Malang, 4th July 2024

Researcher
Diyah Aulaning Ilmiah

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ABSTRACT

This research focused on two sectors to achieve a comprehensive explanation. The first sector was the final form of the innovative digital storytelling product developed through this research including the process of development. The second sector was the most supported dimension of students' engagement through innovative digital storytelling. The researcher had analyzed and evaluated the impact of innovative digital storytelling on the various dimension of students' engagement, such as emotional, behavioral, and cognitive engagement. In addition, the material used in the development process of innovative digital storytelling referred to the recount text which was based on the basic competence and activities in environmentally-friendly learning. 64 students from SMPN 04 Batu made up the participant data. The research problems are "What does the innovative digital storytelling look like?" The researcher focuses on the digital storytelling which is built by software technology on the smart phone to find out the final product of the development fit to personal experience in environmentally friendly learning school program at the junior high school 4 Batu. Second research problem is "How does the innovative digital storytelling promote the eight students' engagement in speaking activities at the junior high school 4 Batu?" Researcher also focuses on the final product of the innovative digital storytelling which involves students' engagement dimension area for facilitating speaking activities. The process used in this study is to develop and validate instructional goods. It is development research (R&D). The researcher gathered literature review, gave out questionnaires to the students, interview them and validated the product from media and material experts. The mean score for students' emotional engagement was found to be 2.75, while the mean score for behavioral engagement was 2.88, and the mean score for cognitive engagement was 3.07. As a result, Optimizing and applying innovative digital storytelling which take into account learning environment and the specific dimensions of students' engagement support academic success specially speaking activities.

Keywords: Keywords: Innovative digital storytelling, students engagement, speaking activities, environmentally friendly learning

A. INTRODUCTION

The force of online environment learning has changed the perspective of educational learning, causing demotivated and disengaged students (Novita et al., 2022)—the shifting environment and cultures in learning behaviour impact learning loss during and after the pandemic recovery. Students with low interaction in the practical activity and learning content due to distance and online learning have lost their potential in the quality of their engagement in the learning process. (Ferrer et al., in Novita et al., 2020).

The total number of students using the online learning environment increased significantly during and after school closure, while students' engagement decreased faster over time (Anjarwati & Sa'adah, 2021). Online learning is an alternative to prevent students from having a complete halt in the learning process. Students would also face the crisis of losing interaction in the learning process, and they need to adapt again to their environment after the pandemic.

Preliminary research has been conducted to ascertain the circumstances of students' engagement in the learning process after the pandemic in state junior high school 4 Batu. It was found that most of the students, especially in eighth grade, have a passive reaction to speaking activities. Based on the observation in the classroom after online learning, students tend to participate less in the learning activities in the class. The researcher also interviews the students and teachers to obtain specific information and clarification of students learning behaviour post-pandemic. The students mostly share the same situation in that they do not have proper language knowledge, lack the confidence to speak with their teacher and classmates, nor do they find the learning activities attractive enough to motivate them to participate in the learning process. Moreover, the teacher also clarified that there was a gap in student's knowledge, and their habit of using the technology equipment during the pandemic era affects their learning outcomes.

To solve the situation, educators are continuously expected to display creative learning approaches in promoting academic and non-academic

outcomes for students. On this hand, the situation of the students during the pandemic era left an opportunity for the teacher to expand the involvement of digital technology implementation in the learning process, especially for the students' engagement due to the COVID-19 pandemic. On the other hand, learning interactions are often adapted to the demands of developments in digital technology (Menggo&Darong, 2022). Hence, by measuring students' requirement, extending the use of digital technology equipment to facilitate the students' demands for digital technological involvement due to the learning transition environment become the foundation for developing educational digital technology products. In this case, the combination of integrated digital technology in conventional learning left an opportunity to fill the gap of the students' low engagement' by considering the perspective of digital technology improvement.

In line, digital storytelling (DST) is one of the technological innovations in classroom learning media that can enhance students' language skills and especially their participation. The digital storytelling approach has positive aspects such as presenting students with a customizable learning experience, being transferrable to real life or relatable with real life, enabling students' participation and maintaining continuity of this participation in the learning process (Nair & Md Yunus, 2022). The development of DST has turned into a model pedagogical tool involving the advancement of digital technology, which incorporates software in image processing, video, text, and multimedia in general (Harjono&Wirytinoyo, 2021). Further, DST combines texts, images, and audio into creative storytelling media (Somdee&Suppasetsee, 2013).

Digital storytelling allows students to become active learners, create group communities with others, and enhance students' ability to collaborate with their team by using technology (Karakoyun, 2016). Technology combined with storytelling can be a solution for students' engagement, especially in a blended learning environment. Therefore, digital storytelling has been used as practical teaching media and strategy in recent days. However, digital storytelling has more potential to adjust the students' necessities in a digital era and modern

learning environment. Thus, developing innovative digital storytelling in the teaching and learning process can be used to facilitate the students' engagement.

Empirically, there were several studies focused on the development of digital storytelling as a means of enhancing students' engagement in speaking performance. Research done by Zuhdi (2019) about the development of digital storytelling showed the preparation of the application of digital storytelling to consist of 5 stages. In his research, the product of digital storytelling is the series of images that comply with the speaking material. Further, the analysis showed that digital storytelling had significant results against English-speaking ability students. This can be seen from the better results in continuous steps, and most of the students were eager to do the speaking from the last experiment group. In contrast, this research provides 8 stages of preparation for digital storytelling, with the involvement of character design applications on smartphones, while the speaking material will be the students' experience.

Similarly, the research investigated by Kamila et al. (2021) showed that digital storytelling helps students enhance their motivation during speaking activities, supporting their emotional engagement. They also point out that the result of the students' speaking performance has increased after using digital storytelling because students have become motivated during a speaking performance. In comparison, another research conducted by Rohayati (2020) showed that using digital storytelling projects encourages students to become accustomed to computers, cameras, digital media software, audio capture tools, and multi-literacy skills. Her research investigated the various forms of genres and technological tools to assist the project. Further, throughout the process of digital projects, the students were actively engaged in finding the solution to their problem in determining the image and the text conveying the images and co-edit into a complete digital story draft. She recommends investigating the use of digital storytelling in limited literacy by constructing the detailed material that should be used to ascertain the level of support and professional development.

Although this research discusses digital storytelling, there are significant differences between this research and previous one. First, compared to Zuhdi

(2017), this research provides 8 stages of applying digital storytelling, while Zuhdi's research provides only 5 stages of digital storytelling development. Second, compared to (Kamila et al., 2021) her research discussed the students' motivation that gives a significant improvement in students' speaking ability, which becomes the domain area of emotional engagement and cognitive engagement. Those engagements are based on four areas of measurement; pronunciation, grammar, fluency, and vocabulary. At the same time, this research focuses on students' engagement in speaking activities, which is measured based on students' cognitive, behavior assessment, and emotional assessment. Kamila applied digital storytelling to students of senior high school, but Zuhdi to elementary students.

Similarity between Kamila's research and this one is questionnaire applied for collecting data. Moreover, both Zuhdi's research and this research need media and material experts to support the research method. Actually, all three researches involve process which is integrated to cognitive, emotional, and behavioral engagement. Even though, Zuhdi's and Kamila's studies did not focus on those three engagement. Other similarity is all three result studies show the students are interested to digital story telling. The greatest equality is to raise students' speaking skill through digital storytelling.

Based on the information above, the first research problem is "What does the innovative digital storytelling look like?" Consequently, the researcher focuses on the digital storytelling which is built by software technology on the smart phone to find out the final product of the development fit to personal experience in environmentally friendly learning school program at the junior high school 4 Batu. Second research problem is "How does the innovative digital storytelling promote the eight students' engagement in speaking activities at the junior high school 4 Batu?" Researcher also focuses on the final product of the innovative digital storytelling which involves students' engagement dimension area for facilitating speaking activities.

B. LITERATURE REVIEW

1. Dimensions of Students' Engagement

Scholar categorizes students' engagement into four constructs: academic, professional, intellectual, and social engagement (Pittaway, 2012). However, the most recent definition of student engagement frequently refers to students' behavioural, emotional, and cognitive (Fredrick et al., 2004).

Behavioural engagement shows that students are linked to participation which gather with involvement in academic, social, or extracurricular activities. It is entangled with the positive conduct of students' responses in academic cultures, such as following the rules, obeying the school norms, contributing to class discussion, and being actively involved in school programs. The second dimension is emotional engagement. It equals to the students' positive and negative emotional responses to the school environment. The responses include peers, lecturers, and school staff. But the emotional covers happiness, sadness, anxiety, anger or a sense of belonging. Next, cognitive engagement is often described as students' contribution to the learning process. Students are cognitively engaged during the learning process, willing to get or invest in their learning and seek to go beyond the requirements and relish the challenge.

2. Assessment of Students' Engagement

In behavioral engagement, the evaluation is often prescribed with the involvement of attitude value. The evaluation of the student's involvement of behavioural engagement in learning and academic tasks includes their behaviours and responses towards academic content. Their behaviors and responses cover participation in a work-related domain; such as submitting assignments, attending class, obeying the rules or joining the school program. Emotional engagement is monitored according to the sense of emotional experience, whether values, orientations towards school, or achievement. Cognitive engagement talks about students' psychological investment while learning. Furthermore, it indicates the students' flexible problem-solving and willingness to comprehend complex ideas by implementing metacognitive strategies such as regulating attention, persistence, relating new information to

existing knowledge, actively monitoring comprehension, and self-regulation (Fredrick et al., 2004).

3. Problems in Speaking

Learners might deal with several issues while learning second or foreign languages. These issues usually originate from students' internal and external factors during the teaching experience. According to Ur (1991:121), some things could be improved by the students in speaking. The problems of speaking include student inhibition, nothing to say, low participation, the theme to be spoken, and the use of the mother tongue;

a. Inhibition.

Students are worried about making mistakes, fearful of criticism, or shy while speaking English.

b. Nothing to say

The students often need more confidence and more vocabulary in their speaking ability. Moreover, they need more language skills to express precisely what they want to say.

c. Low participation

This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

d. Mother tongue use

In addition, Rababah (2005) and Al Hosni (2014) pointed out that many factors cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, teaching strategies, curriculum, and the environment. For instance, to build a continuum in communication, the mastery of vocabulary is essential to support adequate interaction.

4. Speaking Activities

Numerous speaking activities can be done in speaking class (Kayi (2006). According to Linse and Nunan (2005:52), speaking activities are an essential part of any young learner's ESL and EFL classroom and are often

considered the focal point of instruction. The following are some practical activities commonly done in speaking class:

a. Discussion.

The students can share ideas, praise and criticize an event then find solutions among discussion groups.

b. Role-play.

Students are ordered to become what characters are in those conditions, certainly also about speaking in that condition or the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations.

Simulations are more realistic than role play because students could bring the needed materials.

d. Information Gap.

One student has the information that the other partner does not have, and the partners share their information.

e. Brainstorming.

Students can express an idea from the topic, which is given by the teacher quickly because it has limited time.

f. Storytelling.

Students improve their speaking ability and get the class's attention by telling their stories or others.

g. Interviews.

The teacher gives a rubric to the students as a type of question. In this activity, the students should prepare what questions they can ask or what path to follow.

h. Story completion.

This is a free speaking activity in which students sit in a circle. In this activity, the teacher starts to tell a story. After a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the story stops.

i. Reporting.

Before class, students are asked to read a newspaper or magazine. Then, they report to their friends the most exciting news they have read.

5. Digital Storytelling

Rance and Roney (2008) and Lestari and Nirmala (2020) state that digital storytelling can assist the learning process effectively in EFL classrooms because it develops multimodal communicative competence by promoting a learner-centred environment for EFL learners. Thus, digital storytelling has a positive effect on students communicative ability. Digital storytelling process forces the students to express themselves through personal stories aligned with the technology learning stages. There are eight steps help students to create accessible stories based on Samsha (*Substance Abuse and Mental Health Services Administration*):

a. Develop Idea.

It consists of scanning, listing photos, and thinking about your knowledge, experience, and recovery journey.

b. Plan.

It helps organizing your thoughts and resources.

c. Outline/ Script.

A well-thought-out, written, or drawn outline helps reach goals related to time and purpose. If you plan to use an interviewer, develop the outline together so that you and the interviewer are comfortable with the script and can create a great product.

d. Storyboard.

A way of planning for all the things will appear in the digital story. There are music, pictures, words, texts, photos, and video. Storyboards help storytellers to picture the entire story.

e. Film and Record.

Record your personal narrative story using a smartphone or tablet, but a video camera and microphones usually produce better quality filming.

Visualize photos, pictures, and old drawings. Edit your voice through music or sound effects.

f. Finish.

Combine visual and audio parts to create a final product

g. Publish and Share.

The home will be online, such as; a personal website or blog, social media pages, or a video-specific hosting tool such as YouTube, Vimeo, or Wistia

h. Review.

It is a measure of how well you met your goals.

6. Advantages and Disadvantages of Digital Storytelling

Digital storytelling has given several benefits to the teaching and learning process. Digital storytelling allows students to improve their understanding of subject area knowledge, writing skills, technical skills, and presentation skills (Yuksel et al., 2014). Further, the nature of storytelling combined with digital technology creates imagination and engages emotions, opening the listeners' minds. Therefore, learning delivered through interesting visualization and sounds is likely more effective. There are several benefits of using digital storytelling, as stated by Kasami (2018):

- a. Motivate students to continue learning and develop their positive attitude in completing the assignment because digital storytelling is a fun activity.
- b. Increasing students' involvement in learning language as they gain confidence in interpreting the story and illustration.
- c. Storytelling encourages social interactions and emotional development because there are many responses of emotion to a story, such as sadness, happiness, sympathy, or excitement.
- d. Listening to a repetition of the same language enforces the students' awareness of a particular language and makes them remember the details of words and structure used in a language.

However, obstacles in employing digital storytelling lead to different opinions. Kasimi (2008) said that there were several responses from the students who gave negative comments and suggestions after the use of digital storytelling. All of the comments were classified into four categories: narration difficulties, shortage of time, PC problems, and copyright. The explanations are as follows:

- a. Pictures and sounds contained or used in digital storytelling are limited to personal users, and some are forbidden to publish.
- b. Only some students have access to digital technology. They need ability to use features of digital applications or equipment properly.
- c. Making digital storytelling always takes time. Long process and lots of things to put into one frame forces students need help to adjust the deadline.
- d. Students have recording narration problems which most of them could remember to set the device recorder and check the volume.

7. Recount Text

A recount text is a text that tells the reader about a past event or something that happened in the past based on personal experience. Knapp and Watkins (2005) explain that recounts are sequential texts which consist of a series of events. The events are reported chronologically according to the setting of time and place using several conjunctions and sequence markers. It tells information about what, when it, and where it happened. The next information talks about and who was involved.

Chronological orders are well known as generic structures of recount text. It consists of orientation, series of events, and reorientation (Azhar, 2015).

a. Orientation.

The writer needs to draw direct information about what happened, who it involves, where it takes place, when it occurs, and why the event starts.

b. Series of events.

It begins with the first, followed by the second event and the last one.

c. Reorientation.

It summarizes the outcomes by evaluating the gist of events or providing personal opinions and reviews.

8. Teaching Using Digital Storytelling

There are stages to carry out teaching speaking using digital storytelling by retelling story of students' personal experiences. The students start generating the idea of past events, outline the concept of the topic, write a script and create a storyboard. Based on Chung (2006) and Keaney (2009) in Moradi, (2018) there are four-phase to conduct digital storytelling, the stages are as follows:

a. Pre-Production Stage

- 1) Prepares the material about recount text and greets students before the teaching and learning activity begins.
- 2) The material about recount text is prepared by the teacher, and students are greeted before the teaching and learning activity begins.
- 3) Students are brainstormed with and stimulated by teachers to increase their curiosity about the given material/topic.
- 4) A podcast video that retells the speakers' experiences in the past is shown by the teacher.
- 5) The students are instructed by the teacher to work in pairs.
- 6) The students are guided by the teacher to assist them in deciding on the idea and developing the concept map of their personal stories.

b. Production Stages

- 1) The students are assisted by the teacher in the writing of their script and storyboard, with the necessary information provided, such as the language features used in recount text and the chronological order of recount text.
- 2) The CapCut application, which can be used to record the students' stories, was demonstrated by the teacher.
- 3) The features that can be used in the application are explained by the teachers, including guidance on the main features to edit the video.

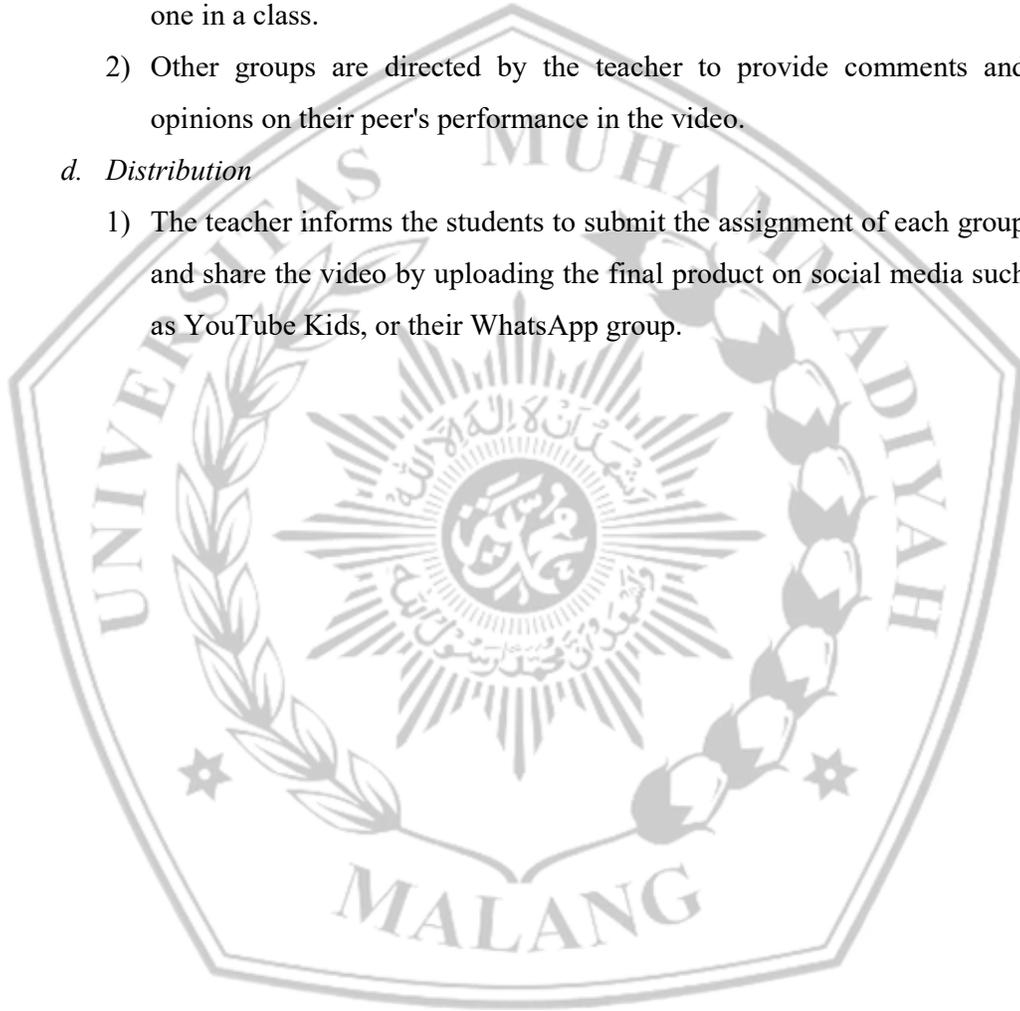
- 4) The students are helped by the teacher to practice their storytelling before commencing the recording.
- 5) The students are instructed by the teacher to record their stories for no more than three minutes.

c. Post-Production Stages

- 1) The students' videos are collected by the teacher and presented one by one in a class.
- 2) Other groups are directed by the teacher to provide comments and opinions on their peer's performance in the video.

d. Distribution

- 1) The teacher informs the students to submit the assignment of each group and share the video by uploading the final product on social media such as YouTube Kids, or their WhatsApp group.



C. METHODOLOGY

1. Research Design

This research employed research and development (R&D) design. It is used to cultivate a piece of research information with the objective to produce and introduce a product or verifying the effectiveness of a product (Sugiyono, 2015). In line, Prasetyo (2014) concludes research and development as multi-stage method for several cases. Moreover, it starts with research, continues with development, then verify effectiveness of the development design in digital storytelling to promote students' engagement in speaking activities. Quantitative data was used to describe the effect of the product on students' engagement achievement in speaking activities.

Furthermore, the procedures of Borg and Call model are: research and information collection, planning, develop preliminary form product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, the last dissemination and implementation (Sugiyono, 2015). Researcher implemented only six steps; information collection, planning, developing a preliminary form of the product, experts' validation, main product revision, and operational product revision.

The questionnaire data analyze of Likerts Scale. The instrument test was analyzed by using descriptive statistics which provide information about a data set. Moreover, descriptive statistics analyzed, summarized, and communicate findings that describe a data set. This descriptive statistics still held value in summarizing high-level set of information such as the mean, median, mode, variance, range, and count of information. It was not used to analyze any relationship or caution.

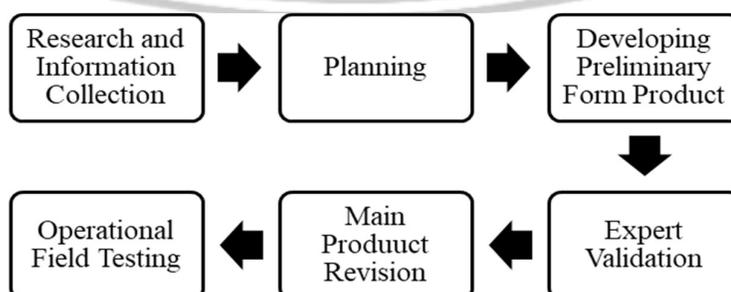


Figure 3.1 The flow chart of the Borg and Call Model in Seven phases.

2. Research and Development Procedures

The procedure for developing innovative digital storytelling according to Sugiyono (2015) which adopted from Bord and Call Model presented in six phases, the phases are described below:

a. Collecting Data Information

The researcher conducted an observation to identify the relevant issue and potential circumstances in State Junior High School 4 Batu. The school is already equipped with the technology application support the teaching and learning process. Further, State Junior High School 4 Batu provides environmentally-friendly learning where the teaching and learning process must support the environmental care activity. Both teachers and students are demanded to corporate by using recycling and reusing items, and friendly environment products.

b. Planning

The researcher determined the objective of developing innovative digital storytelling, discussing with expertise to achieve the goal, and conducting the trial product. The material is appropriate to use, considering the technology equipment that is suitable for the subject and deciding the achievement of the product.

c. Developing a Preliminary Form of Product

Researcher already structurally decided the concept of the storytelling, visual template, content of the story, script, storyboard, application used to edit the visual and audio content, and equipment to present the digital storytelling. The final result of the product design was digital storytelling. Therefore, researcher follows the stages for developing a product as follows:

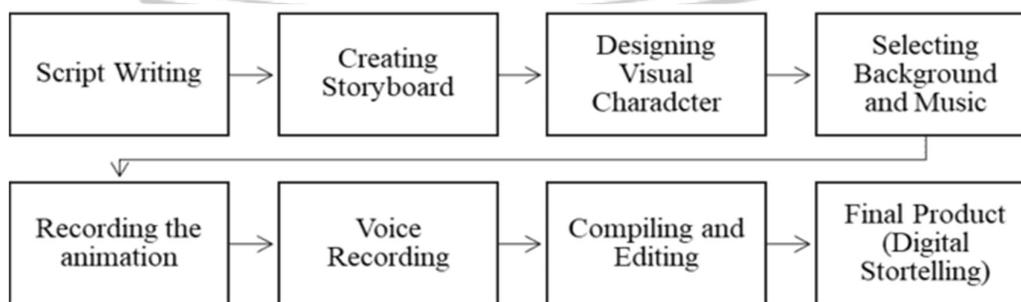


Figure 3.2 Flow Chart in Developing in the Innovative Digital Sorytelling

d. Experts' Validation

The experts would give comments and points of improvement for the prototype. The validation of the product consists of material validation and media validation. In material validation, the researcher verified the absence of any misconceptions and confirmed that the material was suitable for use. The validation sheets obtained suggestions from professional experts in the field of education can be seen below:

Table 3.1 Instrument of Validation for Material Expert

No	Aspect	Number of Indicators	Total Item
1	Feasibility of content	1, 2, 3, 4, 5	5
2	Feasibility of presentation	6, 7, 8, 9	4
3	Visual display	10, 11, 12, 13	4
4	Compatibility with digital storytelling	14, 15	2

Adapted from Triono and Retnowati, (2019); and Khairudin et al., (2018)

Furthermore, the researcher also obtained a response from the media expert to determine whether the media used both software and hardware to develop the innovative digital was appropriate for students and as teaching media or not. The validation sheets obtained suggestions from media experts can be seen below:

Table 3.2 Instrument of Validation Sheet for Media Expert

No	Aspect	Number of Indicators	Total Item
1	Feasibility of Media Presentation	1, 2, 3, 4, 5	5
2	Feasibility of Audio/Sound	6, 7, 8	3
3	Feasibility of Visual/Display	9, 10, 11	3
4	Technical Quality	12, 13, 14, 15	4

Adapted from Triono and Retnowati, (2019); and Khairudin et al., (2018)

e. Main Product Revision

Suggestion, feedback, and revisions made by the education expert, media expert, and advisor. Further, the researcher also considers the suggestion from

other teachers and students to rectify the product. It improves necessity by considering the result in the validation sheet.

f. Operational Field Testing

The product was tested in a speaking activity based on the student's personal experience in following the school program about environment-friendly learning. The participant is the students in eight-grade of state junior high school.

3. Research Setting and Subject

This research was conducted in State Junior High School 4 Batu, which involved two classes of 64 students of 8E and 8F as the research participants. There were four students to get data participants in interviews. These two classes were chosen since they have the most active students among the eighth-grade classes. It was held in the second semester 2022/2023 academic year for about two months.

4. Research Instrument

In this research, the researcher collects the data using rubric scoring of students' engagement questionnaires and interviews. The rubric scoring is used to obtain the data and information about the students' engagement and participation before and after the application of innovative digital storytelling. To measure the students' engagement the researcher used student engagement evaluation based on the dimensions of students' engagement after using digital storytelling, which are behavioral engagement, emotional engagement, and cognitive engagement (Trowler, 2010). It means the data is the students' respondents toward their engagement in a speaking activity. In the interview, the data obtained is the response of the students' interview to find out the reflected dimensions of students' engagement which were mostly facilitated when innovative digital storytelling was incorporated into the learning process. Further, this research uses an interview guide with a close-ended question to the students.

Dimension	Students' Interview Sample
Cognitive Engagement	How do you compare the use of “Innovative Digital Storytelling” with the regular teaching method or strategy?
	How does the use of “Innovative Digital Storytelling” give impact your English ability?
	What do you think about the material presented by using “Innovative Digital Storytelling”?
	Do you review the materials at home when “Innovative Digital Storytelling” is used?
	Do you practice your English speaking when “Innovative Digital Storytelling” is used?
Emotional Engagement	How do you feel about the use of “Innovative Digital Storytelling”?
	What do you think and feel during the learning process when “Innovative Digital Storytelling” is used?
Behavioral Engagement	How does “Innovative Digital Storytelling” influence your learning habit?
	What do you think about the benefits of the use of “Innovative Digital Storytelling”?
	How do you manage your time learning when “Innovative Digital Storytelling” is used?

Table 3.3 Students' Interview Guide

Dimension	Students' Interview Sample
Cognitive Engagement	Q1. How do you compare the use of “Innovative Digital Storytelling” with the regular teaching method or strategy?
	Q2. How does the use of “Innovative Digital Storytelling” give impact your English ability?
	Q3. What do you think about the material presented by using “Innovative Digital Storytelling”?
	Q5. Do you review the materials at home when “Innovative Digital Storytelling” is used?
	Q5. Do you practice your English speaking when “Innovative Digital Storytelling” is used?
Emotional Engagement	Q6. How do you feel about the use of “Innovative Digital Storytelling”?
	Q7. What do you think and feel during the learning process when “Innovative Digital Storytelling” is used?
Behavioral Engagement	Q8. How does “Innovative Digital Storytelling” influence your learning habit?

	Q9. What do you think about the benefits of the use of “Innovative Digital Storytelling”?
	Q10. How do you manage your time learning when “Innovative Digital Storytelling” is used?

Table 3.4 Questionnaire Blueprint of Students’ Interview Sample

STUDENTS’ ENGAGEMENT QUESTIONNAIRE TO THE STUDENTS WHO USED INNOVATIVE DIGITAL STORYTELLING						
Give check signs (√) to the column which show your happenings real life. The signs represent your activities during “Innovative Digital Storytelling”:						
*SA = (4) Strongly Agree						
*A = (3) Agree						
*D = (2) Disagree						
*SD = (1) Strongly Disagree						
Dimension	Students’ Engagement Criteria		SA	A	D	SD
	Indicators	Sub-Indicators				
Cognitive Engagement	Self-Regulation and Learning Strategy	Q1. I actively ask the teacher and friend about things I do not understand while using “Innovative Digital Storytelling”				
		Q2. I make a study plan to overcome the difficulty when “Innovative Digital Storytelling” is used.				
		Q3. I practice English speaking more when using “Innovative Digital Storytelling”				
	Problem-Solving	Q4. I used more strategies to enhance my speaking ability when “Innovative Digital Storytelling” is				

		used.				
		Q5. I used other technology equipment to support my assignment in “Innovative Digital Storytelling”.				
		Q6. I look for more information about the materials to support my task completion when using “Innovative Digital Storytelling”.				
	Goal Orientation	Q7. I understand the material better in speaking activity when “Innovative Digital Storytelling” is used.				
		Q8. I always try to do well in my speaking performance when using “Innovative Digital Storytelling”.				
		Q9. I complete the given assignments well when using “Innovative Digital Storytelling”.				
Emotional Engagement	General Feeling (Positive and Negative Emotion)	Q10. I easily get bored in speaking activities when “Innovative Digital Storytelling” is used.				
		Q11. I get happy and excited when the speaking assignment is connected to “Innovative Digital Storytelling”				
		Q12. I get shy to ask about the material in speaking assignments when using “Innovative Digital				

		Storytelling”				
	Orientation Towards Class	Q13. I am satisfied with the result of my speaking assignment in digital storytelling when using “Innovative Digital Storytelling”				
		Q14. I feel motivated to do and finish the speaking task or assignment when using “Innovative Digital Storytelling”				
	Teacher students relation	Q15. I communicated with my teacher about the assignments when using “Innovative Digital Storytelling”				
		Q16. I helped my friends to get new information about the material when using “Innovative Digital Storytelling”				
		Q17. I do not mind giving complement and suggestions to my friends about the assignment using “Innovative Digital Storytelling”				
Behavioral Engagement	Positive Conduct	Q18. I do not skip the speaking task or assignment when using “Innovative Digital Storytelling”.				
		Q19. I attentively listen and follow the teacher’s instructions when using “Innovative Digital Storytelling”.				
		Q20. I submit the task and assignment on time when				

		the when “Innovative Digital Storytelling” is used				
Work Involvement		Q21. I do not mind taking responsibility in group work or individual work when “Innovative Digital Storytelling” is used				
		Q22. I work hard to get a better result in my speaking assignment “Innovative Digital Storytelling” is used				
		Q23. I do not mind finishing the speaking task earlier when “Innovative Digital Storytelling” is used				
Participation		Q24. I do not hesitate to respond to the teacher's question when using “Innovative Digital Storytelling”.				
		Q25. I actively participate in the discussion about the material when “Innovative Digital Storytelling” is used.				
		Q26. I do not hesitate to ask the teacher and friend to get new information when using “Innovative Digital Storytelling”.				

Table 3.5 Questionnaire Blueprint (Quantitative) of Students’ Engagement Criteria

MATERIAL ELIGIBILITY SCORING RUBRICS

Name of Validator :

Education / Title :

Position :

Long time Teaching :

Give check sign (\checkmark) for each component which is specified through the range number.

5 = Verygood 4 = good 3 = sufficient 2 = deficient 1 = very less

No	Aspect	5	4	3	2	1
1	Content and Discussion Quality					
	a. Congruence between English learning material and base competence					
	b. English learning materials were complete and well explained					
	c. English learning materials were briefly and understandable explained					
	d. English learning materials were relevant to the students' need					
	e. English learning materials were correlated to daily life					
2	Material Presentation					
	a. English learning materials were coherent and systematically presented					
	b. English learning materials were balanced and consistent presented					
	c. English learning assignments were presented based on individual and group					
	d. English learning evaluation of materials were presented at the end of each learning practice					
3	Visual Display					
	a. Materials arrangement writing followed the consistent rules					
	b. Applied illustration could increase					

	comprehend knowledge						
	c. Applied illustration were relevant to the topic						
	d. Materials writing used varied fonts to focus on the important tructure of the text						
4	Materials Aspect in Developing Digital Storytelling						
	a. English learning materials were eligible used to develop digital storytelling.						
	b. English learning materials were relevant with digital storytelling development						

Advice and Critics

1. What did you find for this English learning materials weaknesses?
2. What do you advise as teacher to make those weaknesses up?

Table 3.6 Material Eligibility Scoring Rubrics for Experts' Validation

MEDIA ELIGIBILITY SCORING RUBRICS						
Name of Validator :						
Education / Title :						
Position :						
Long time Teaching :						
<p>Give check sign (✓) for each component which is specified through the range number. 5 = Verygood 4 = good 3 = sufficient 2 = deficient 1 = very less</p>						
No	Aspek	5	4	3	2	1
1	Media Display					
	a. Layout was creatively and exciting presented					
	b. Font size was proportional and easy to read					
	c. Color and background gradation was exciting displayed					

	d. Media used moving animation, consistently							
	e. Time duration was consistently applied							
2	Picture and Visual Quality							
	a. Pictures or illustrations were well and clear displayed							
	b. Pictures or illustrations were suitable to the narrated display							
	c. Pictures or illustrations were suitable to the environmentally- learning							
3	Sound and Voice Quality							
	a. Sound effect was compatible with pictures or illustrations							
	b. Narrated voice for each slide was consistent and clearly listened							
	c. Narrated story was well articulated and pronounced							
4	Technical Quality							
	a. Media use direction was easy to understand							
	b. Media was easy to apply even without parents' guidance							
	c. Kemudahan media untuk dapat dioperasikan tanpa bantuan media/perangkat lain.							
	d. Media access could be operated whenever and wherever							

Advice and Critics

1. What did you find for this English learning materials weaknesses?
2. What do you advise as teacher to make those weaknesses up?

Table 3.7 Media Eligibility Scoring Rubrics for Experts' Validation

5. Data Analysis

In analyzing the data, the researcher employed qualitative and quantitative analysis techniques. In qualitative analysis, the researcher analyzed the data obtained from students' interviews. The qualitative data become the attachment and notes for the researcher in developing and improving innovative digital storytelling. Further, the qualitative was displayed descriptively. In quantitative data analysis the researcher, analyze the data obtained from the result of the student's engagement

questionnaire score and then calculated it to find out the significant difference in the use of digital storytelling.

1. Qualitative Data Analysis

In qualitative data analysis, the researcher employs three procedures to process the data significantly and avoid ambiguous information in data display which was based on Miles & Huberman, (1994). In this research the data that had been analyzed was students' interview and educational experts' validation sheets.

a. *Data Reduction*

In data reduction, the researcher process the massive data obtained from students' interview, and educational expert. Reduction refers to selecting the relevant information that relates to the research problem by focusing on important things, gathering the same pattern, and categorizing the information to make a clear judgment of the result.

b. *Data Displays*

The researcher processes data reduction by interpreting and presenting. It was done to understand and read easily.

c. *Drawing Conclusion*

The researcher draws a conclusion and verification. At first, the result of the data display is temporarily vague and it changes if it's lacking the final support of the data process. Then, the researcher concludes by presenting it in a form of a final statement and representation descriptively.

2. Quantitative Data Analysis

In quantitative data analysis, the data were obtained from the students' questionnaire based on the calculation of the 4-value response of *Likert's Scale* which is mostly used to represent the construct statement of students' engagement. Then, the researcher calculated the mean score to measure the tendency of each indicator which helped the interpretation of which types of student engagement were mostly engaged when digital storytelling was used. To obtain the mean score, the total score from students' engagement of each indicator which consists of degree agreement (Strongly Agree = 4, Agree =

3, Disagree = 2, and Strongly Disagree = 1) was divided with the total participants. Furthermore, to interpret which type of student engagement increased. The mean criteria were defined by calculating the ideal mean (Mi) and the Ideal standard Deviation (SDi). Therefore, the mean criteria for each indicator are described below.

Score Range	Criteria
≥ 3.3	Very High
2.8 – 3.25	High
2.3 – 2.75	Fair
1.8 – 2.25	Low
≤ 1.75	Very Low

Table 3.8 Mean Criteria

In this case, the criteria portrayed which type of student engagement mostly engaged as indicated in the questionnaire statement. Thus, the “Very High” criterion indicated the students were highly engaged in the classroom. The “Fair” criterion represented the student's vague opinion of whether they were engaged or not. The “Low” criterion means that the students disagree with the statement and indicated low engagement. The “Very Low” criterion represented students disagree that they did not gain any engagement.

D. FINDINGS AND DISCUSSION

1. Research Findings

There were two primary areas where the data results were described concerning the research problem. Specifically, this section explained the process development of innovative digital storytelling in speaking activity as well as the foremost dimension of students' engagement in innovative digital storytelling. Thus, the presented data in this research comprises both qualitative and quantitative ones.

4.1.1. The Process of Developing the Innovative Digital Storytelling

The researcher only adopted six steps out of ten steps of the development stages, due to the limited time in conducting the research. The data in this section was also derived from the result of experts' validation, and revision regarding developing innovative digital storytelling to promote students' engagement in speaking activity.

1) Preliminary Research and Information Collection

Information and preliminary research were obtained from studying the students' engagement and reviewing the school curriculum regarding the development of the innovative digital storytelling that would be required for students in the future. The information gathered about the student's problem with engagement was collected from interviews with the student and the teacher. Students were questioned fit to their engagement in class after the online learning pandemic outbreak. In formulating the interview, four questions represented the level of engagement that students possess in the class. The summary of the interview between the students and the teacher was described below.

Questions	Answer
What difficulties make you feel reluctant to participate in English-speaking activities?	Lack of vocabulary knowledge
	Lack of understanding of the grammatical structure
	Lack of comprehension of the

	topic
	Lack of proper use of the tenses such as simple past tense and past continuous

Table 4.1 Summary of Students' Interviews in authentic engagement

The first questions of the interview focused on authentic engagement level which demonstrated the students' level of vocabularies and grammar proficiency despite facing challenges. Results of the eight students' first responses were categorized into;

1. Three students acknowledged that they had limited vocabulary, which made them difficult practicing the language and actively participating in speaking activities.
2. Two students stated they had little knowledge of English grammar and only spoke the language as best they could. Even though, they knew some vocabularies.
3. Two students reported that they sometimes struggled to understand the topic and grasp the context being discussed when there was no clear explanation or supported script.
4. Only one student admitted knowing several English vocabularies and proper tenses during the conversation or speaking activity.

Questions	Answer
What makes you feel motivated in doing and completing the assignment in English speaking activity?	Family reward
	The mandatory a student
	Consequences from the teacher

Table 4.2 Summary of Students' Interviews in ritual engagement

The second question of the interview pertained to students' ritual engagement. This second question represented students' commitment to obey teacher's directions which were used to complete assigned tasks. Result of

the eight students' second responses which were asked about motivation in finishing and ability maximizing the assignment namely;

1. Four students confessed that they did the assignment due to the instructions; otherwise, they would get punishment from the teacher.
2. Two students stated they fulfilled the task due to responsibility as students.
3. Two students said they completed assignment to avoid getting poor grades on their report cards. Therefore, poor grades could disappoint their parents.

It can be inferred that two students who have good ritual engagement levels tend to seek personal opportunity to fulfill their expectations, so the information they learned will retain. The six students' responses indicated a low ritual engagement level because they lack personal prospects in completing and maximizing the assignment.

Questions	Answer
How do you overcome the difficulties to make you more involved in English-speaking activities?	Internet
	Practice before the assignment
	Asked friend who smarter
	Relied on friend

Table 4.3 Summary of Students' Interviews in Retreatism

The third question focused on students' retreatism engagement level, which represented students' effort in achieving the learning goal such as using a necessary and supportive tool to enhance their learning process. Results of the eight students' responses who were asked about their efforts in solving the issues daily lessons namely;

1. Four students preferred to seek more help through internet as it was more accessible than searching through literature sources.

2. Two students mentioned that they preferred practicing more to minimize their weaknesses in speaking assignments.
3. One student preferred asking their friend who has better record in the assignment.
4. One student admitted that during a difficult time in a speaking activity, she preferred copying their friend's work.

It can be inferred that the students showed a better response to retreatism as they tried to overcome their weaknesses and difficulties in English-speaking activities.

Questions	Answer
What topic of English learning you have learned in the last meeting?	I do not remember
	About daily activity

Table 4.4 Summary of Students' Interviews in passive compliance engagement

The fourth question focused on students' passive compliance engagement level which depicted their effort in paying attention to what they had learned in the class. In this interview, eight students were asked about the last discussed material or topic they had learned in the previous meeting. The result responses among eight students are categorized;

1. Five students disabled to recall the latest topic they had learned.
2. Three students remembered the topic they had learned in the last meeting and gave brief description well.

Thus, it can be said five students have low passive compliance engagement, indicating that they did not pay attention in class because they barely remember the last topic in their learning activity. Fortunately, three students have good passive compliance engagement.

It can be concluded that most of them showed a low level of engagement in their learning activities, as indicated by their responses to the

three questions about their authentic engagement, ritual engagement, and passive compliance engagement. While, there were good responses in terms of their retreatism engagement. These responses showed some effort to overcome. However, it was not enough to improve their overall engagement level. Therefore, it was important to develop innovative digital storytelling that can capture their attention and interest in learning English. Moreover, innovative digital storytelling helped students more engaged and well motivated in their learning process.

In addition, the perspective of the teacher was also taken into account in assessing the student's level of engagement. Teacher concluded that students' engagement was determined by the level of involvement of students in the daily lessons, including their participation in class discussions, their ability to ask and respond to questions, and their focus on completing homework assignments. The teacher also admitted students during the pandemic had more low engagement levels in finishing assignments and punctually submitting the assignment. Despite the obstacle they faced in online learning, this behavior somehow continued in offline learning until half of the year after the post-pandemic outbreak.

Furthermore, the information collection was also obtained from reviewing the school curriculum and studying the requirement of the media equipment used for innovative digital storytelling. In this case, the material used in innovative digital storytelling was following the school curriculum. According to the basic competence of the school curriculum of the eighth-grade students, they were demanded to learn about the recount text. This indicates that the innovative digital storytelling approach would be aligned with the school's objectives. Description of the basic competence is as follows:

Basic Competences	Indicators
3.11 Comparing the social functions, text structure, and language features of spoken and written in a personal recount by giving and asking for information related to past personal experience, short and simple according to its context.	3.11.1. Identify the social function of the recount text. 3.11.2. Identify the text structure of the recount text. 3.11.3. Identify the use of punctuation and spelling in the recount text 3.11.4. Determine the use of punctuation and spelling in the recount text 3.11.5. Determine the main idea in the recount text 3.11.6. Determine the moral value in the recount text
4.11 Recount Text. 4.11.1 Capturing contextual meaning related to a social function, text structure, and language features of spoken and written recount text, simple and short based on the past personal experience (personal recount) 4.11.2 Composing spoken and written recount text, simple and short, based on past personal experience (personal recount), by taking into account social functions, text structure, and language features correctly and in context.	4.11.1.1. Identify the sound of English pronunciation related to spoken and written information in personal recount text. 4.11.1.2. Recognizing the contextual meaning of information verbally related to a social function, text structure, and language features in personal recount text. 4.11.1.3. Explaining the events, main ideas, and information spoken and written related to information in personal recount text.

Table 4.5: Basic Competence of the Recount Text

Moreover, assessing the necessary media equipment was used in developing digital storytelling. The students in state junior high school 4 Batu were allowed to bring their smart phones to school. Their habit of using technology devices during online learning increased their awareness about technology use in the learning process even in offline learning. Although they only had access during break time and lunchtime.

In addition, the researcher also reviewed one of the school curriculum programs which was implemented to innovative digital storytelling. The school program appoints the environmentally issue in the school combined with a school environmentally-based curriculum. It was called Adiwiyata School Program. Adiwiyata was one of the State Ministry of Environmentally programs, dealing with the development of school policy about environmentally-friendly learning for students and school residents. Purpose of environmentally-friendly learning was to encourage students more responsible for their environment. The programs and activities which were joined by the students were described through the table below:

Program	Activities
Class cleaning competition	Classroom cleanliness assessment.
School garden setting	- Fertilizing and rearranging the plants in the school. - Give names or labels to the plants in the school. - Cleaning the garden and backyard
School environment maintenance facilities	Adding cleaning facilities
Toilet arrangement	Cleaning the toilets
Utilizing recycled product	Making tools from recycling products
Garbage management	Collecting and processing the recycling waste
School greening	Planting trees

Table 4.6 Environmentally-friendly learning activity

Based on the information above, the researcher also took into consideration of the school program to promote students' engagement by designing material for innovative digital storytelling. Hence, the development of innovative digital storytelling focused on one of the programs in environmentally-friendly learning to promote students' engagement in speaking activities. Several things become the main consideration in developing innovative digital storytelling.

a. Material content.

Based on the result of reviewing the literature based on the basic competence and school program, description of the material was related to

personal recount text and environmentally-friendly learning. Elaborating focused on past involvement in implementing environmentally-friendly learning in the school. Environmentally-friendly learning activities were school greening or toilet arrangement. Further, the second content material focused on the general description of personal recount text. The text consists of the explanation and exercise stimulation for students.

First, the foremost source for the description used to expound the personal recount text was *English Students' and Teacher Book "When English Rings a Bell"* by Wachidah Siti, et.al, (2017). It was obtained almost the common information in describing the content of recount text, the explanation of the social function, language features, and text structure also the exercise and evaluation for the students. The second source book was *Base English Book for Eighth-Grade Students* by Nur Efendi (2017). From the second book, it was obtained about the additional material description, evaluation, and example of personal recount text which related to environmentally-friendly learning program.

In this case, the simplification can be in terms of visualization, symbolization, similarity, and reduction. In addition, the result of the material reduction was arranged and formed into continuous narrating in innovative digital storytelling. The blueprint of the material simplification was presented in the table below.

No	The Material Content	Description	Reduction
1	What is Recount Text?	Recount text tells the readers about one story, action, or activity in the past such as an unforgettable experience, biography, etc.	A recount text is a text that tells action and activity in the past.
2	What is the social function?	The goal of recount text is to entertain or inform the readers about things in the	The goal of recount text is to inform or entertain about

		past	things in the past
3	What is the structure of the recount text?	<p>The generic structure of recount text:</p> <ul style="list-style-type: none"> • Orientation Introducing the participants, places, and time. • Series of events Describing the series of events that happened in the past. • Re-orientation Personal opinion of the writer of the story. 	Its structure includes an orientation, series of events, and re-orientation where the writer expresses their personal opinion.
4	What are the language features of the recount text?	<ul style="list-style-type: none"> • Nouns, e.g. man, journey, town, etc. • Pronouns, e.g. it, he, him, his, etc • Action verbs, e.g. wanted, decided, ate, etc. • Past tenses, e.g. A rich man wanted to make a journey to another town. • Time conjunction, e.g. before, finally, etc. • Adverbs, e.g. cheerfully, quickly, etc. • Adjectives, e.g. old, clever, light, heavy, etc. 	Recount text uses past tense to describe the past event.

Table 4.7 Result of the Material Reduction

The students answered several questions based on the presented description which it scripted into a narration.

a. Media equipment

The first application was used to create and enhance innovative digital storytelling. The second one was the accessible website to obtain the content of the requirement such as images and clipart. CapCut video editor application was primarily used in the creation and compelling of innovative digital storytelling. Further, CapCut does not contain a watermark making all the output more authentic.



Figure 4.1 Logo of the CapCut Video Editor

In addition, it was necessary for obtaining the essential background and character design visuals which were used to increase visual appeal of the media content in innovative digital storytelling. Two website sources were used namely, Freepik.com and Pngfree.com. The websites provided access to diverse images and related clip art which were selected carefully and integrated into final form of the media content. The images and clip art were saved in two commonly used formats, JPEG and PNG. Appropriate visual media content was able to effectively deliver the information to the students and achieve intended level of media quality.

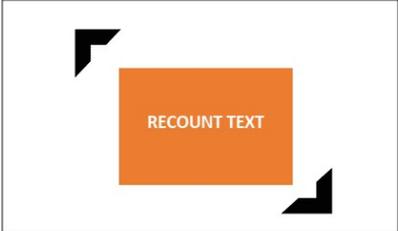
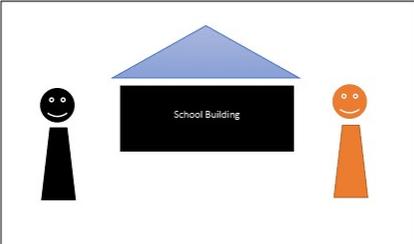
4.1.2 Developing Preliminary Form of the Product

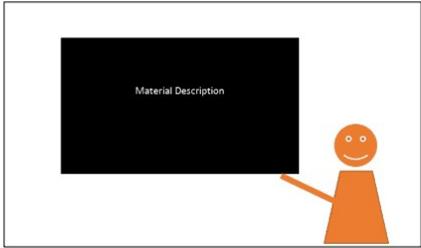
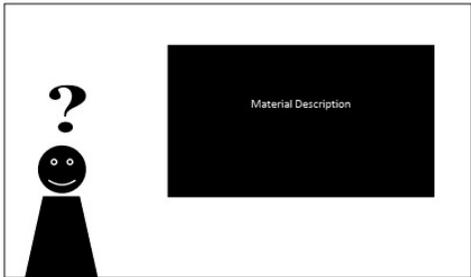
The overall stages of scripted narration of the material content developed in creating digital storytelling are presented below:

a. Scriptwriting and storyboard

Providing a comprehensive understanding of the characters, plot, and setting of the story were carefully outlined in the scriptwriting and storyboarding process. Additionally, there were a total of fifteen scenes, to elaborate on the material there were three areas of description, the description can be seen below:

1) Storyboard of material description

Illustration of Scene Design	Script
<p>Opening:</p> 	<p>Scene 1: Opening</p> <p>Introducing the material</p> <p>Let's Study Personal Recount Text!</p>
<p>SCENE 1</p>  <p>Dennis and Mita are standing in front of a school building, introducing themselves to each other.</p>	<p>Scene 2: Introducing the characters</p> <p>D: Hello! I am Dennis and this is my Friend Mita.</p> <p>M: Hi, I am Mita.</p> <p>Dennis tells Mita that they will be studying Personal Recount Text and Mita looks curious.</p> <p>D: Today we are going to study Personal Recount Text. (Excited)</p> <p>Do you know Personal Recount Mita?</p> <p>M: Umm... No. (Wondering and curious)</p> <p>D: Don't worry, I will explain it to you.</p> <p>M: Okay. (Excitedly jumping)</p>

<p>Scene 3</p>  <p>Dennis explains that a Personal Recount</p>	<p>Scene 3: Material description</p> <p>D: Recount text is a type of text that tells about an experience to inform or entertain the reader. (Mita listens intently)</p> <p>M: How to make the personal recount text?</p>
<p>Dennis tells Mita that personal recount texts have a specific structure.</p>	<p>Scene 4: Material description</p> <p>D: First, you have to know the structure and which tenses are used. Personal recount texts are constructed by generic structures; orientation, series of events, and re-orientation.</p> <p>M: well, what tenses I should use?</p> <p>D: we use past tense in personal recount text</p>
<p>Scene 5</p> 	<p>Scene 5: Material description</p> <p>Mita asked Dennis about how to do storytelling</p> <p>M: So? If I tell you my experience when I was cleaning the backyard yesterday, is it a personal recount?</p> <p>D: Correct.</p> <p>M: Cool. Then how to tell your recount story?</p>

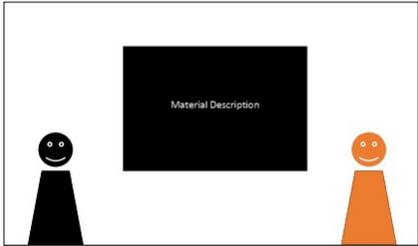
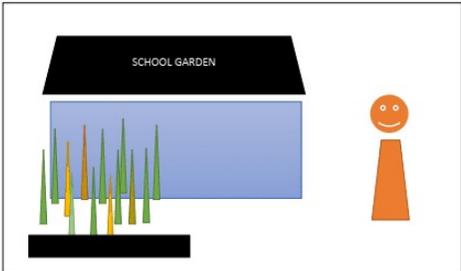
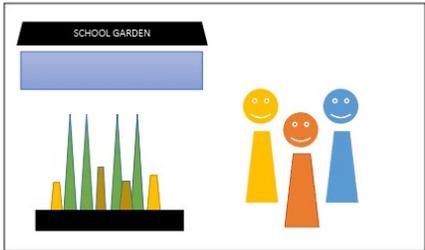
<p>SCENE 2</p>  <p>Dennis gives Mita an example of a Personal Recount Text about rearranging the school garden</p>	<p>Scene 6: Material Description</p> <p>D: We can start by mentioning the time, places, and people that involve in the story. Then we can tell events that happened. The last we can tell the audience our opinion and feeling.</p> <p>M: That's impressive, could you give me an example?</p> <p>D: Sure. I will tell you about my experience when I rearranged the school garden</p>
<p>Scene 7: Background Transition</p>	

Table 4.8 Storyboard of Material Description

2) Storyboard of personal recount story description

<p>SCENE 8</p> 	<p>Scene 8</p> <p>Dennis is standing in front of the school garden, looking at the overgrown plants and weeds.</p> <p>"This garden needs some work."</p> <p>"Last week, I volunteered to help rearrange the school garden with my friends."</p>
<p>SCENE 9</p> 	<p>Scene 9</p> <p>Dennis is working with a group of friends, pulling out weeds and trimming overgrown plants.</p> <p>"We spent the morning pulling out weeds, trimming overgrown plants, and adding new flowers."</p>

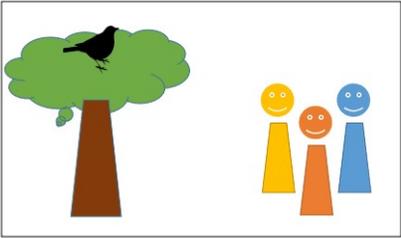
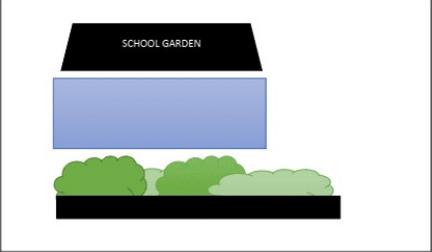
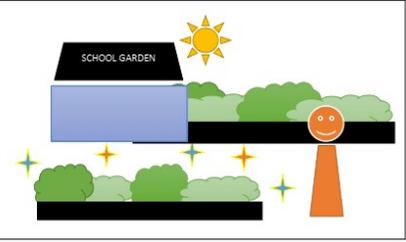
<p>Scene 10</p> 	<p>Scene 10</p> <p>The group notices a bird's nest that has been built on the trees.</p> <p>"As we worked, we noticed a bird's nest with a litter of eggs on the tree."</p>
<p>Scene 11</p> 	<p>Scene 11</p> <p>The group does not disturb the birds while working.</p> <p>"We made sure to avoid disturbing them while we worked."</p>
<p>Scene 12</p> 	<p>Scene 12</p> <p>Dennis felt satisfied with his job.</p> <p>"By the end of the day, the garden was transformed, and we felt proud of the work we had done."</p>
<p>Scene 13</p> 	<p>Scene 13</p> <p>Dennis walks past the garden and admires the beautiful, well-maintained space.</p> <p>The next day, as I walked past the garden, I saw the bird again with its newly hatched chick.</p>
<p>Scene 14: Background Transition</p>	

Table 4.9 Storyboard of personal recount story description.

3) Storyboard of Material Evaluation

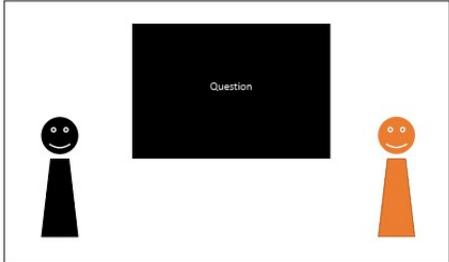
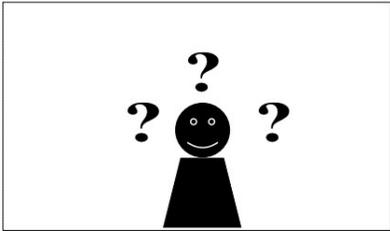
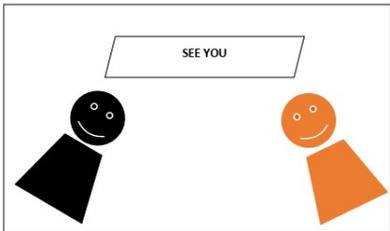
<p>Scene 15</p> 	<p>Scene 15 Mita expresses an understanding of how to retell the recount story. M: Now, I understand how to retell my story D: Great. I'm going to ask you. What is recount text and purpose of the recount text?</p>
<p>Scene 16</p> 	<p>Scene 16 Dennis asks M a question about recount text, but Mita needs help answering. M: Umm... Could you help me to answer the question? (looking at audience for help)</p>
<p>Closing:</p> 	<p>Scene 17: Closing</p>

Table 4.10 Storyboard of Material Evaluation

b. Selecting characters' design and background.

Innovative digital storytelling involved introduction of two visual characters, which were selected with consideration to the age of the target audience. All the reference images and clip art were obtained from the internet and then edited through Motion.com to make it into animation. Further, all the background music was obtained from CapCut application, where the platform provided audio and sound effects.

✓ Character design

Dennis and Mita are characters will solely and mostly narrate the whole story. Further, all the characters in the story were obtained from the internet and available for public domain.

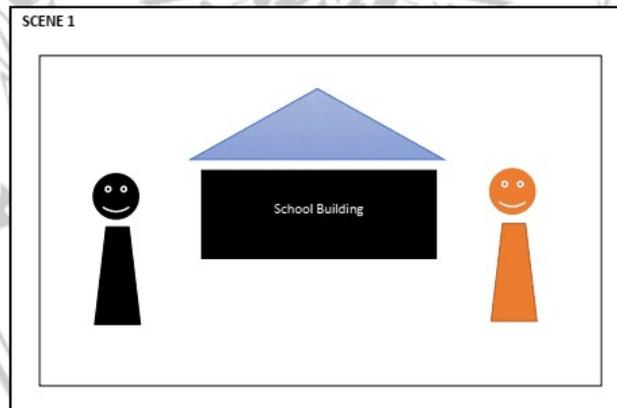
Figure 4.2 Character Design



✓ Background

There were approximately 11 backgrounds were used in innovative digital storytelling.

Figure 4.3 Example of Scene Designs and the Result in the Video



(Scene Design)

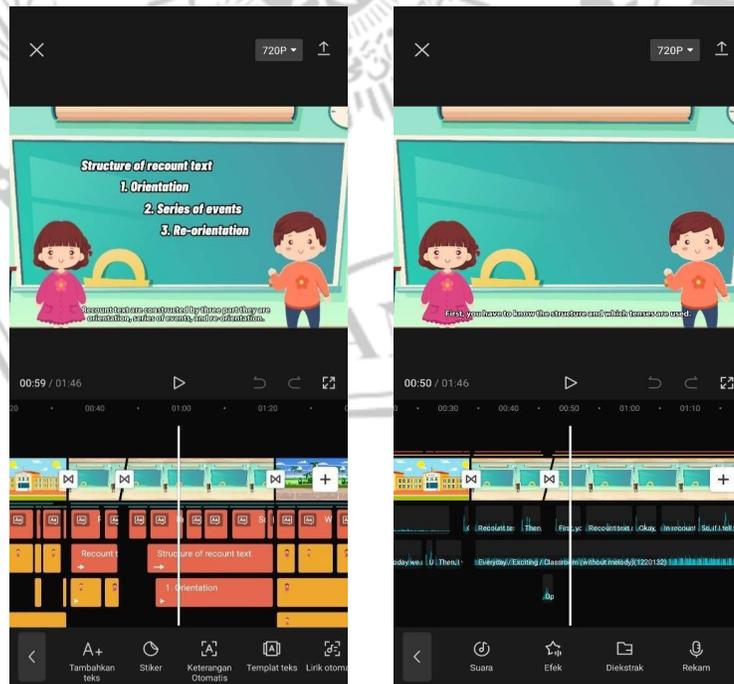


(Scene in the story)

✓ Recording and Editing

CapCut application processed and combined background images, character designs, and audio into a single frame. There were five layers were employed for compiling and editing process. The first layer contained background images. The second one contained character design and objects. Next layer contained a description of the material. After that it, contained the sound and the fifth layer contained the subtitles.

Figure 4.4 Recording and Editing Process



- ✓ Final product (Publish)

Learning video with total duration of 4.65 minutes was introduced to the audience as part of their material after being validated and revised.

4.1.3 Experts' Validation

Material content and the media tools used in innovative digital storytelling had eligibility approval and pieces of advice for the experts to obtain a better result.

- ✓ Material Experts' Validation

Verifying material content used was to examine the accuracy, organization, and comprehensiveness of the material. Material validation sheet was made by providing a 1 – 5 scale assessment to measure the advisability before it was implemented to the students. Further, there were two material experts in this research they were, Ulfiyah, S.Pd and Saifullah, S.Pd. They are the researcher's teamwork as the English teachers in SMPN 04 Batu. The following result of the material validation can be seen in the table below:

No	Aspect	Number	Mean	Percent.	Interpret.
Validator 1					
1	Feasibility of content	1, 2, 3, 4, 5	2.83	71.7	Good
2	Feasibility of presentation	6, 7			
3	Visual display	8, 9, 10			
4	Compatibility with digital storytelling	11, 12			
Validator 2					
1	Feasibility of content	1, 2, 3, 4, 5	3.20	78.3	Very Good
2	Feasibility of presentation	6, 7			
3	Visual display	8, 9, 10			
4	Compatibility with digital storytelling	11, 12			

Table 4.11 The Result of the material expert validation

According to the data in the table above, Only one material expert showed mean of 2.83 with a percentage of 71.7% which was categorized as “good”. Result of the other expert showed mean of 3.20 with a percentage of 78.3% which categorized as “very good”. These results suggest that the material used in innovative digital storytelling was advisable and could be used to enhance the development of this teaching method. However, there were some recommendations provided by the experts that could be taken into consideration to improve the material used in innovative digital storytelling.

✓ Media Expert Validation

The media expert assigned for this task was Desta Dian Permadi, S.Pd reviewed and advised quality of the media. He is one of the certified Google trainer in Batu Town and Curriculum Staff in SMPN 04 Batu.

No	Aspect	Number	Mean	Percent.	Interpret.
1	Feasibility of Media Presentation	1, 2, 3, 4, 5	2.91	73.3	Good
2	Feasibility of Audio/Sound	6, 7, 8			
3	Feasibility of Visual/Display	9, 10, 11			
4	Technical Quality	12, 13, 14, 15			

Table 4.12 Result of the Media Validation

The data in the table above described result of the media validation by media experts retrieved a score of a mean of 2.91 with a percentage of 73.3% which is also categorized as “good”. It can be inferred, that innovative digital storytelling received an overall positive review from media expert. However, the expert suggested several inputs and recommendations based on the validation sheet to enhance the product's usability. These suggestions were taken into account to further improve the quality of innovative digital storytelling.

4.1.4 Main Product Revisions

Revisions were made after the innovative digital storytelling had been validated by the expertise to improve and refine the concept of the product. In this stage, experts have given a range of ideas and suggestions for the advancement and preparedness of innovative digital storytelling. The ideas and suggestions were part of the process for the development to achieve a better result. Thus, based on the expert advice the revisions that had been made as follows:

a. Material revision

In this stage, the revision was implemented according to the feedback and recommendations provided by material validators. Thus, there were several modifications and change to the material to ensure the material that was being presented was advisable. The replacement was conducted to meet the required specification. The revision included modifications to the narration, the adjustment to the description of the recount text, and language features. By incorporating the feedback of material validators, the revisions were able to address potential issues and improve the overall quality of the innovative digital storytelling. Thus, the revisions were documented and can be observed in the table below:

Validator	Before revision	After revision
Validator I 1. Change the conversation structure to make it briefer.	Scene 3, Recount text is a type of text that tells about an experience to inform or entertain the reader.	A recount text is a text that tells about an experience to inform or entertain the reader.
	Scene 4, Recount texts divided into three compositions, consist of orientation, series of events, and re-orientation	Recount texts are constructed in three parts, orientation, series of events, and re-orientation.
	Scene 6, We can start by mentioning the time, places, and people that involve in the story. Then we can tell the events that happened, and last we can tell the audience our	We can start by telling the people who involve in our story, the setting, then the events, and our personal opinion

	opinion and feeling.	
Validator II 1. Simplify the description of the recount text.	Explanation, Recount text is a type of text that tells about an experience such as unforgeable event, biography, to inform or entertain the reader	A recount text is a text that tells an experience to inform or entertain the reader. Then, how do I make personal recount text?
2. Provide an example of the past tense in the dialogue.	Explanation, M: And what tenses I should use? D: In personal recount text we use past tense.	D: In personal recount text we use the past tense, for example, I ate bread yesterday.

Table 4.13 Result of Material Revision

b. Media revision

The aim of revising the media content in innovative digital storytelling was to refine the quality of the media content to meet the desirable standard. In media revision, there was a total of 3 revisions were applied for the media content which include the revisions of the layout, background, and illustration. The revisions of the media content were carried out to enhance the overall aesthetic appeal and to ensure the presented information was effectively conveyed to the students. Details of the revisions were presented in the description below:

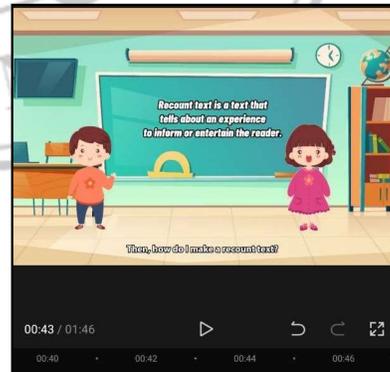
1. Layout revision

- a) Change the font color of the description in scenes 3 and 4.

Figure 4.5 Font Color Revision



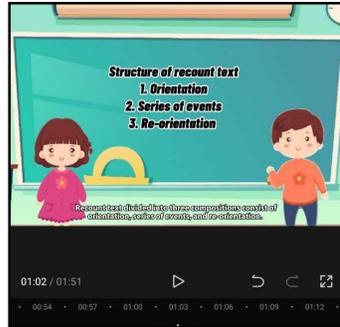
(Before Revision)



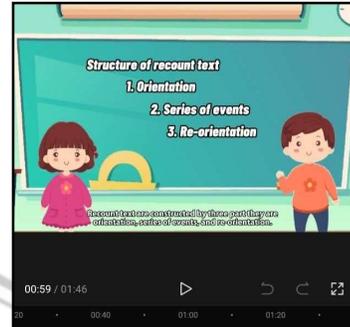
(After Revision)

b) Change the description text placement in Scene 4

Figure 4.6 Text Layout Revision



(Before Revision)



(After Revision)

2. Background revision

a) Change the background of opening and closing into school relatable.

Figure 4.7 Opening Background Revision



(Before Revision)



(After Revision)

Figure 4.8 Closing Background Revision



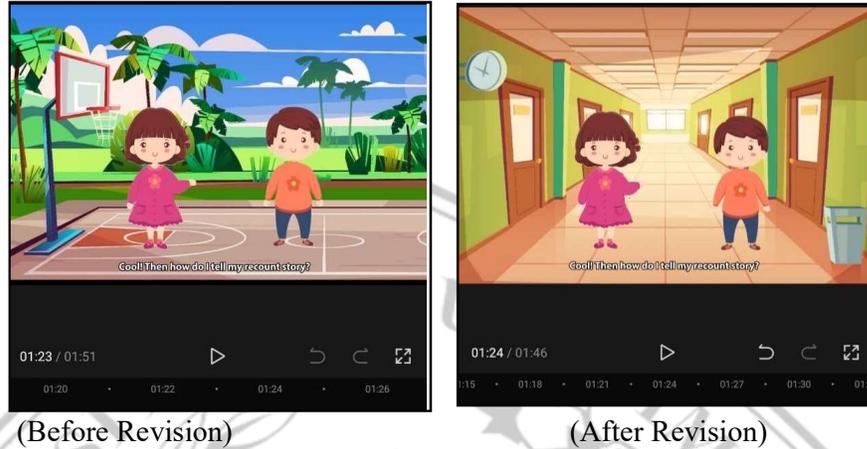
(Before Revision)



(After Revision)

- b) Change the background in scene6 into a more relevant picture.

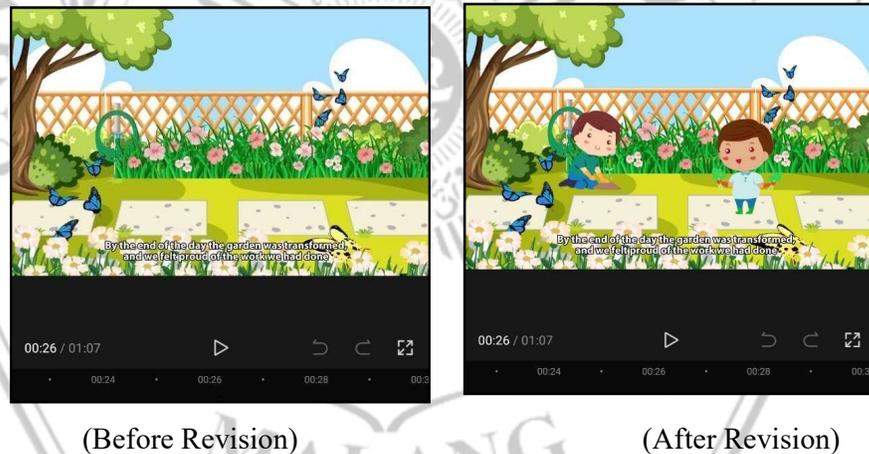
Figure 4.9 Background Replacement Revision



3. Illustration revision

- a) Add characters in scene 8.

Figure 4.10 Illustration Revision



4.1.5 Operational Field Testing (Implementation)

After validating and revising, innovative digital story telling was introduced to a total of 62 eighth-grade students in junior high school Batu 4. However, time constraints prevented the product from undergoing a field trial before its implementation. Final version of innovative digital storytelling was straightly applied to the students without any prior testing. It means the product of innovative digital storytelling was immediately displayed in classes 8E and 8F. The students

were then engaged with the material presented as part of their learning activity. Although the product was not field tested, the researcher likely took the step to ensure that it was appropriately designed and refined before it was presented to the students.

In the implementation process, the researcher provides a brief explanation of the concept of a recount text as part of regular classroom meetings. Furthermore, to measure the student's engagement with innovative digital storytelling, a questionnaire survey was administered. The data gathered from the questionnaire survey provided valuable insight into the level of engagement demonstrated by the students incorporating innovative digital storytelling during the class. The result of the questionnaire survey can be found in the data description alongside the dimension of students' engagement.

After displaying the product, the researcher discussed it with the material and media expert to gain essential suggestions for the product. Nevertheless, the experts responded that the product was advisable as a teaching material for students and can be used as media for teaching and learning. Thus, it can be concluded that the development of digital storytelling gains positive responses from students and teachers.

4.1.6 Data Description

The data description provides a detailed analysis of the results obtained from the questionnaires and interviews. The questionnaires and interviews had been conducted with students regarding their engagement in different dimensions, such as emotional, cognitive, and behavioral engagement. The research was carried out in both 8E and 8F class. Additionally, the interview provided a broader perspective on how innovative digital storytelling impacted different dimensions of students' engagement. For this purpose, the interview involved 2 students from each class chosen by the teacher.

1. Dimensions of Students' Engagement in Innovative Digital Storytelling.

The questionnaire in this research comprised 26 questions relate to the dimensions of students' engagement in innovative digital storytelling across various

dimensions, including emotional engagement, cognitive engagement, and behavioral engagement. Each dimension describes the response to how students perceive innovative digital storytelling to their conduct in a speaking activity.

The emotional engagement dimension of the questionnaire sought to capture the students' emotional response toward innovative digital storytelling and included questions related to how the use of digital storytelling impacted their feelings and attitudes. The cognitive engagement of the questionnaire aimed to assess students' contribution toward innovative digital storytelling, and included questions related to how the use of digital storytelling enhanced their critical thinking, problem-solving, and creativity skills. In behavior engagement, the questionnaire was designed to evaluate students' participation in innovative digital storytelling and included questions related to how the use of digital storytelling influenced their level of engagement and participation in classroom activities, such as discussions and presentations.

Following the administration of the questionnaire, the research focused on two classes, 8E and 8F, consisting of 32 students each, making a total of 64 students. Furthermore, the statements in the questionnaire were presented on a Likert scale, which featured four possible responses: "Strongly Agree" (rated as 4), "Agree" (rated as 3), "Disagree" (rated as 2), and "Strongly Disagree" (rated as 1). Each statement in the questionnaire will capture students' engagement in innovative digital storytelling, such as emotional engagement, cognitive engagement, and behavioral engagement. The result provided valuable insights into the level of agreement or disagreement among students regarding various aspects of their engagement in innovative digital storytelling.

The mean score was calculated by adding up the scores for each response and dividing it by the total number of responses. The highest score among the dimension of the students' engagement was considered the most facilitated area of engagement in innovative digital storytelling.

Dimensions	Indicators	Sub Indicators	No	Mean	Sum. Mean	Inter pr.
Cognitive Engagement	Self-Regulation and learning strategy	Actively asked teacher and peers to solve problems	1	3.09	3.10	High
		Make study plan	2	3.09		
		Practice more English	3	3.13		
	Problem-Solving	Used various learning strategies	4	3.16	3.09	High
		Used additional supporting technology equipment	5	2.91		
		Look for more information and sources	6	3.22		
	Goal orientation	A better comprehension of the material	7	3.03	3.00	High
		Putting more effort into speaking performance	8	3.19		
		Punctually complete the assignment	9	2.78		

Table 4.14: The Result of the Students' Cognitive Engagement

Each sub-indicator was given a score, with self-regulation and learning strategies scoring 3.10, problem-solving scoring 3.09, and goal orientation scoring 3.00. These scores were all classified as high, indicating that students who were exposed to innovative digital storytelling activities had a strong level of cognitive engagement. The high score in self-regulation means the students were more emboldened in interacting with the teacher and peers. Moreover, they worked more other students when facing difficulties in understanding the materials and completing assignments. The high score in problem-solving indicates that students were able to apply various strategies to cope with the learning process and seek additional sources of information. Additionally, the data showed that students had a better comprehension of the materials. Thus, it can be inferred that cognitive engagement was highly engaged in innovative digital storytelling.

Dimensions	Indicators	Sub Indicators	No	Mean	Sum. Mean	Interpr .
Emotional Engagement	General Feeling	Less bored in a speaking activity	10	3.20	2.95	High
		Happy and excited about the speaking activity	11	2.81		
		Have more confidence to ask about the material	12	2.84		
	Orientation towards class	Better satisfaction in completing the assignment	13	3.09	2.92	High
		Better motivation to complete the assignment	14	2.80		
	Teacher student relation	Better communication with teacher and peer	15	2.95	2.93	High
		Better initiation and empathy toward other students	16	3.00		
		Have more confidence to compliment other students	17	2.67		

Table 4.15 The Result of the Students' Emotional Engagement

Furthermore, the second most supported dimension of students' engagement was emotional engagement composed of several indicators, such as (1) General feeling (positive and negative emotion), which scored 2.95 and classified as high, (2) Orientation toward the goal, which scored 2.92 which classified as high, and (3) Teacher-student relation, scored 2.93 which classified as high. The overall mean score of emotional engagement was 2.93 high categorized. The finding in emotional engagement indicates that the students were delighted and enthusiastic about employing innovative digital storytelling and felt confident in seeking information related to the material. The result also pointed out that students were sincere in completing their assignments and fostered communication with their teachers and peers to stay updated on the necessary information. Additionally, students also reported higher satisfaction with their assignments. Overall, the students agreed that

innovative digital storytelling had motivated them to learn English, indicating that emotional engagement was engaged in innovative digital storytelling.

Dimensions	Indicators	Sub Indicators	No	Mean	Sum. Mean	Interpr
Behavioral Engagement	Positive conduct	Students' intention in completing the assignment	18	2.50	2.54	Fair
		Concentration Improvement	19	2.70		
		Assignment submission punctuality	20	2.41		
	Work involvement	Taking responsibility in group work	21	2.44	2.56	Fair
		Work hard to get a better result	22	2.73		
		Students' sincerity in finishing the task earlier	23	2.52		
	Participation	Better confident in responding to the question and problem	24	2.72	2.70	Fair
		Actively participate in a discussion	25	2.66		
		Better confidence to ask the teacher and friend	26	2.73		

Table 4.16: The Result of the Students' Behavioral Engagement

Further, the least facilitated dimension in innovative digital storytelling was behavioral engagement, which consisted of three indicators: (1) Positive conduct scored 2.54, classified as fair, (2) Work involvement scored 2.56, classified as fair; and (3) Participation scored 2.70, classified as fair. The overall result of the behavioral engagement was 2.60 fair categorized. Behavioral engagement in innovative digital storytelling depicts their discipline towards the assignment. It showed students refinement in their daily activity by always following the assignment correctly and submitting their assignment on time. However, the result of student behavioral engagement in this research showed difficulties in finishing the task on time and resolving the group assignment. Thus, it can be described, students' behavioral engagement in innovative digital storytelling showed less engagement.

2. Innovative Digital Storytelling Learning Environment

In this section, qualitative data was analyzed and presented based on the findings obtained from interviews conducted with students. The interview questions were designed to align with the various dimensions of student engagement including cognitive engagement, emotional engagement, and behavioral engagement. The analysis of the interview was intended to provide a more comprehensive understanding of student engagement in innovative digital storytelling. The data gathered from the interviews was then analyzed and compared with the data that had been collected through questionnaires, in order to verify the findings and strengthen the overall conclusions of the research. The interview involved four students who were selected by the teacher to serve as class representatives. The detailed findings from the interviews have been presented in the table below:

Dimensions	Indicators	Interview Sample
Cognitive Engagement	Self-Regulation and learning strategy	S1: Yes, I practice my English before the presentation. Because if I don't practice my English, I will be confused in front of a lot of people and it's embarrassing.
		S2: Of course, the assignment required me to tell a story, but I don't know much about vocabularies. I need to practice my English before delivering the story and presenting the story. So, I will not retake it too many times.
		S1: Yes, I watched the video again at home. Since copy of the video had been distributed. I used it as an example for my assignment. Also...uhm... and the assignment related to the video. So I need to watch the video to do the assignment.
		S2: Yes, because it's easier to review material when I can watch it on my phone rather than read it in a book. There is an explanation of the material, picture, and story so it's not that boring to watch.

	Problem-Solving	<p>S1: I usually asked Google and rely on the internet. Because the assignment required a lot of content on the internet like pictures and songs. Sometimes I used a dictionary if I find difficulties with the vocabulary. But it's easier to use the Internet.</p>
		<p>S2: When I met any difficulties I usually looked for other information on YouTube and social media or learning applications like <i>Ruang Guru</i> or <i>Brainly</i> to get more information related to the assignment.</p>
		<p>S3: Yes, when I make a story for my assignment, I used a dictionary and ask my friend and my teacher. Because they had better knowledge about the assignment or material and also sometimes I relied on the internet.</p>
		<p>S4: Yes, I work with my friend ma'am. Like we ...what is it? Uhm.. do the assignment together and help each other. Also sometimes I asked you to find difficult words or the material is hard to understand.</p>
	Goal orientation	<p>S1: It's good ma'am, the material become interesting and easier to understand. Maybe because there are characters and sound that attracts me to listen to the material.</p>
		<p>S2: It's memorable. I can access the video at home, and sometimes I watch the video because the story helps me to focus on the material better. After all, I played it at my home.</p>
		<p>S3: I think the material becomes easy to remember like I can watch the video and learn about the material, and when I forgot about the material I can access it because Ma'am. Diyah shares the video on</p>

		WhatsApp.
		S4: I think it's easier Ma'am because the material presented become more interesting to watch and listen to.
Emotional Engagement	General Feeling	S1: I felt attracted to learn the material. It's interesting Ma'am. I could see the example in animation attracted me and made me curious about the video. And you also explained to us the stages to create the video. So, I downloaded the application, and learn a lot.
		S2: Very helpful. It helped me to concentrate and remember the detail of the video because it presented a narrative story and engage me to learn more.
		S3: I feel happy and excited, because it's really rare to see a learning video in my class, it's like watching an animation and learning at the same time.
		S4: I think it's good, but I didn't feel special about the video because it's still in learning content. But, it was helpful, because the video is interesting to watch, and ... uhm... the material being presented is different from the usual.
	Orientation towards class	S1: I think, I felt happy but not the kind of very happy ma'am. It's very refreshing to watch and learn. I discussed it with my friend because we saw the video together in class.
		S2: Happy and motivated. Watching the video made me want to learn more, like figure out how the video was made. The material and story made me motivated to read the material more. I didn't

		<p>feel bored and the assignment was challenging.</p> <p>S3: I felt relaxed while listening to the teacher and it's not the same. The teacher's explanation and watching the video in the class were entertaining.</p> <p>S4: I felt like usual. It's not the first time we used a learning video. The difference was I listened and watched the material being explained by animation just feel different from usual,</p>
	Teacher student relation	<p>S1: Yes, before I did the assignment I asked and discussed it with my friend because I didn't know the assignment in digital storytelling. There's a lot of instruction and I didn't understand. So I needed to ask the teacher or my friend</p> <p>S2: Yes, my friend and I discussed digital storytelling.</p> <p>S3: Yes, when the video was being presented I had a lot of questions for my teacher. Even the teacher told us to give our suggestions about the story. I needed to discuss it with my friend too. So, I could have a better understanding of the story.</p> <p>S4: Sometimes, I asked the teacher and my friend about things I didn't understand about the explanation on the video.</p>
Behavioral Engagement	Positive conduct	<p>S1: I mostly delayed the assignment because I had so many tasks that need to be completed, and I finished the task almost near the deadline</p> <p>S2: I did the assignment when the deadline almost ended because my of my partner was so difficult to corporate</p> <p>S3: I was doing the assignment early, because there were hard assignments. Otherwise, I'was afraid it</p>

		will pass the deadline.
		S4: I did the assignment near the deadline because the deadline is short and I had so many tasks to complete. I remembered submitting the assignment the day after the deadline.
	Work involvement	S1: I became more active in doing and completing the assignment. Because the assignment was done in pairs and we completed parts of the assignment. We needed to take part and were responsible for the assignment.
		S2: I got more involved in the assignment, but it depended on whose partner was. Because some people did not obey their responsibilities. I thought that I had to be responsible or my partner did not complete part of the assignment.
		S3: I had a few difficulties in cooperation with my friends. The assignment took a lot of tasks. Such as, finding images, sounds, and many more. But it all depended on the partner. If they were not responsible for the assignment, it's going to be difficult. However, when we worked together, the assignment would be finished faster.
		S4: I got involved in the project because the assignment was quite complicated. But sometimes I relied on my friend. I didn't know much about the application.
	Participation	S1: Yes, when my group and the other presented the video we had to give feedback on the video. So I got an additional score.
		S2: Yes, because we were instructed to give an opinion to other groups. Therefore, we had to be

		confident in delivering the suggestion.
		S4: I didn't feel very confident because my responsibility in the group was finding resources like images. Since all of the students were told to give a suggestion, I had to follow the rule.
		S4: I didn't feel confident but I needed to be confident. Because I had to give suggestions and discussed the project.

Table 4.17 Interview sample of the students

Based on interview sample above provided significant evidence that students who were involved in innovative digital storytelling activities were admitted to be cognitively engaged, emotionally engaged, and behaviorally engaged in class. By providing students with a dynamic and interactive learning experience, innovative digital storytelling can foster both cognitive and emotional engagement.

Discussion

Development process of innovative digital storytelling provided further information on the developing stage, and material and media used to integrate with the innovative digital storytelling. The result of the students' questionnaire was used to identify which dimensions of students' engagement in digital storytelling were most promoted. Result of the students' interview was used as evidence to support the data of the students' questionnaire. Thus, the discussion focused on the result of the development process of innovative digital storytelling and the most supported dimensions of students' engagement in innovative digital storytelling. Further, it discussed and compared to relevant references and existing research finding dealing with the same topic.

The first discussion is the process development of innovative digital storytelling. This research employed Borg and Gall model of procedure which consisted of ten stages. The researcher employed research and information collection, planning, developed preliminary product, preliminary field testing, main product revision, preliminary field testing, operational product revision, operational

field testing, final product revision, and implementation. However, due to time constrain this research only employed six steps. This procedure has similar way the R&D research performed by Zuhdi (2017) where the researcher not fully employed ten steps in developing the digital storytelling but adjusted to six primary steps of the Borg and Gall procedure. It did not affect the result, even though the procedure had been terminated into several stages. It was also interpreted that different employment of the procedure in the research might indicate the different objectives and requirements in achieving final result. It could share the same concept of accomplishment.

Further, in developing innovative digital storytelling this research employed eight steps of creating the digital storytelling which consists of the developed idea, plan, outline/script, storyboard, film and record, finish, publish and share, and review. All these stages were employed in developing the preliminary product of innovative digital storytelling. On the other hand, the same developed product of digital storytelling performed by Yuliani (2021). She implemented only three stages of procedures they are planning, creating a storyboard which consists of inserting, sounding and editing, and exporting. It means, in creating digital storytelling even had different procedures and concepts but still, produced the same output that is digital video. Further, the different procedures in creating digital storytelling were affected by different references of literature and sources used by the researcher.

In addition, the material used in the development process of innovative digital storytelling referred to the description of the recount text which is based on the basic competence and activities in environmentally-friendly learning. Furthermore, the media content used to design the innovative digital storytelling in this research was the CapCut application, which refers to a mobile-based application. In contrast with Pujiastuti (2022), the development of digital storytelling was based on computer-based applications. Similarly, Zuhdi (2017) mentioned that digital storytelling as multimedia technology can be integrated with various kinds of text and allows a variety of media (graphics, sound, animation, and video) to be accessed on a single machine. Thus, in the aspect of material utilization and media

presentation, digital storytelling was integrated with all kinds of text and media utilization.

The second discussion was the most facilitated dimensions of students' engagement. Finding the most supported dimension of students' engagement was the objective of this research. According to the result in the data description, the most supported dimension of students' engagement in innovative digital storytelling was cognitive engagement followed by behavioral engagement and emotional engagement. The mean score of the students' cognitive engagement was 3.01 with a percentage of 75.26 which is classified as a "high" response in the learning process. The cognitive engagement was constructed by self-regulation and learning strategy, problem-solving, and goal orientation with the result of mean sequentially, 3.10, 3.09, and 3.00. The highest score in cognitive engagement was self-regulation and learning strategy followed by problem-solving and goal orientation.

Similarly, research conducted by Shaye (2021) showed a similar output, where the students developed knowledge acquisition of the social environment and students have better self-regulated learning skills when teachers and students use digital stories. It can be inferred innovative digital storytelling has promoted students' self-regulation and learning strategy. It was also supported in the interview where the students' admitted they need to practice their English and review the material to obtain a good result. Additionally, the use of innovative digital storytelling also gives benefits to students, based on the result of the students' interviews they claimed that the material presented in innovative digital storytelling is also easier to remember to understand. This finding has the same notion proposed by Yuliana (2021) in her research that the use of multimedia in teaching helps students store new information and helps in understanding difficult material. Further, the finding was supported by students' interviews where they admitted that the material presented in digital storytelling was easier to remember.

*It's **memorable**. I can access the video at home, and sometimes I watch the video because the story helps me to focus on the material better. After all, I played it at my home. (S2)*

*S3: I think the **material becomes easy to remember** like I can watch the video and learn about the material, and when I forgot about the material I can access it because Mam. Diyah shares the video on WhatsApp. (S3)*

Additionally, the research also showed a low response on students' conduct in completing the assignment of innovative digital storytelling. The questionnaire identified behavioral engagement as the least supported dimension of students' engagement in innovative digital storytelling which obtained a score mean of 2.60 the lowest score observed for indicators related to assignment punctuality was 2.41 and work involvement was 2.44. The students' interview indicated procrastinating behavior. They admitted the complexity and short timeframe of the assignment caused them to delay finishing the assignment. In line, Gagne (2003) claimed that putting the task on expired time will decrease students' enjoyment and engagement which leads to postponing the task. Thus, it can be inferred aside from the deadline, assignment characteristics can also influence students' behavior in finishing the assignment on time.

Qualitative data had been analyzed was students' interview and educational experts' validation sheets. The qualitative data became attachment and notes for the researcher in developing and improving innovative digital storytelling. Further, the qualitative was displayed descriptively. The researcher analyzed the data obtained from the result of the student's engagement questionnaire score which was based on the calculation of the 4-value response of *Likert's Scale* which is mostly used to represent the construct statement of students' engagement. Analysis Responses from the questionnaire determined the most supported dimension of students' engagement in innovative digital storytelling. Further, the analysis of the questionnaire responses provided valuable insights into how students perceive innovative digital storytelling as it related to their engagement in speaking activities.

Thus, the mean score for students' emotional engagement was found to be 2.75, while the mean score for behavioral engagement was 2.88, and the mean score for cognitive engagement was 3.07. Finally, Optimizing and applying innovative digital storytelling which take into account learning environment and the specific dimensions of students' engagement can support academic success specially speaking activities.

E. CONCLUSION AND SUGGESTION

1. Conclusion

This research focuses on designing innovative digital storytelling to promote students' engagement in speaking activities for environmentally-friendly learning. To achieve a comprehensive conclusion, the researcher considered two sectors based on the discourse of the research finding. The first sector was the final form of the innovative digital storytelling product developed through this research including the process of development. The second sector was the most supported dimension of students' engagement through innovative digital storytelling. The researcher had analyzed and evaluated the impact of innovative digital storytelling on the various dimension of students' engagement, such as emotional, behavioral, and cognitive engagement.

Initially, an innovative digital storytelling product was developed as a short learning video that included an explanation of the recount text, as well as examples of personal recount text. All the relevant material and descriptions related to the personal recount text story were compiled into four minutes long narrated video. Further, the discussion highlighted the product's relevance and its distinctiveness from the finding of other researchers. In previous study, the final form of the developed digital storytelling was also in a short video that explain the material. However, the stages of creating digital storytelling were different. In this research, there were eight stages used in producing the digital video. The other researchers showed only five to six stages. Further, in designing innovative digital storytelling, the researcher used android based application instead of a computer-based application. It can be concluded digital storytelling is a flexible multimedia learning approach that can be integrated with multi literacy and digital-based technology.

The most promoted dimension of students' engagement in innovative digital storytelling. According to the discussion in the previous chapter, the most supported dimension of student engagement in this research was cognitive engagement and emotional engagement where behavioral engagement was fairly promoted. Nevertheless, there are different results of students' engagement when

incorporated with similar digital storytelling media. Thus, it can be concluded that the influence of digital storytelling represented other dimensions as well. In other words, different stages, media, audio, and visual content

As a result, innovative digital storytelling has produced valuable resources for promoting students' engagement in speaking activities of the recount text. The inclusion of the presented material content of recount text in innovative digital storytelling provided students with practical media learning that can help them to promote their engagement in the learning activity.

2. Suggestion

1. Digital storytelling is flexible to apply at the lower grades of the school which can be related to the topic. For instance, seventh grade of Junior High School or sixth of the Elementary school
2. Digital storytelling can be introduced and well combined with various media technology and website-based media for develop students' creativity and supporting learning process. Such as, Canva and Powtoon.
3. Teachers should upgrade knowledge and skills about technological development. Since, teachers' higher level media ability will greatly assist students and support development media learning in the future.
4. Teachers should build good emotional communication in a larger context due to the complexity of students engagement dimensions for supporting learning process
5. School should facilitate some training which can increase teachers' skill for upgrading level media ability
6. School should facilitate well internet connection for all classes. Then, it will be well accessed by students in each class and applied for media technology learning process
7. It is hoped that future researchers explore other issues related to innovative digital storytelling which affect students engagement; such

as their learning styles, strategies, gender, and background knowledge in learning activities.

8. It is hoped that next researchers can apply digital storytelling for other topics and higher grade and better media computerized



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Appendix 2

Stdents interview Result

Dimensions	Indicators	Interview Sample
Cognitive Engagement	Self-Regulation and learning strategy	S1: Yes, I practice my English before the presentation because if I don't practice my English I will be confused in front of a lot of people, and it's embarrassing.
		S2: Of course, the assignment required me to tell a story, but I don't know much about the English vocabulary. So, I need to practice my English before delivering the story and presenting the story. So I will not retake it too many times.
		S1: Yes, I watched the video again at home. Since the copy of the video had been distributed, I can watch it and use it as an example for my assignment. Also...uhm... and the assignment related to the video. So I need to watch the video to do the assignment.
		S2: Yes, because it's easier to review the material when I can watch it on my phone rather than read it in a book, and there is an explanation of the material, picture, and story so it's not that boring to watch.

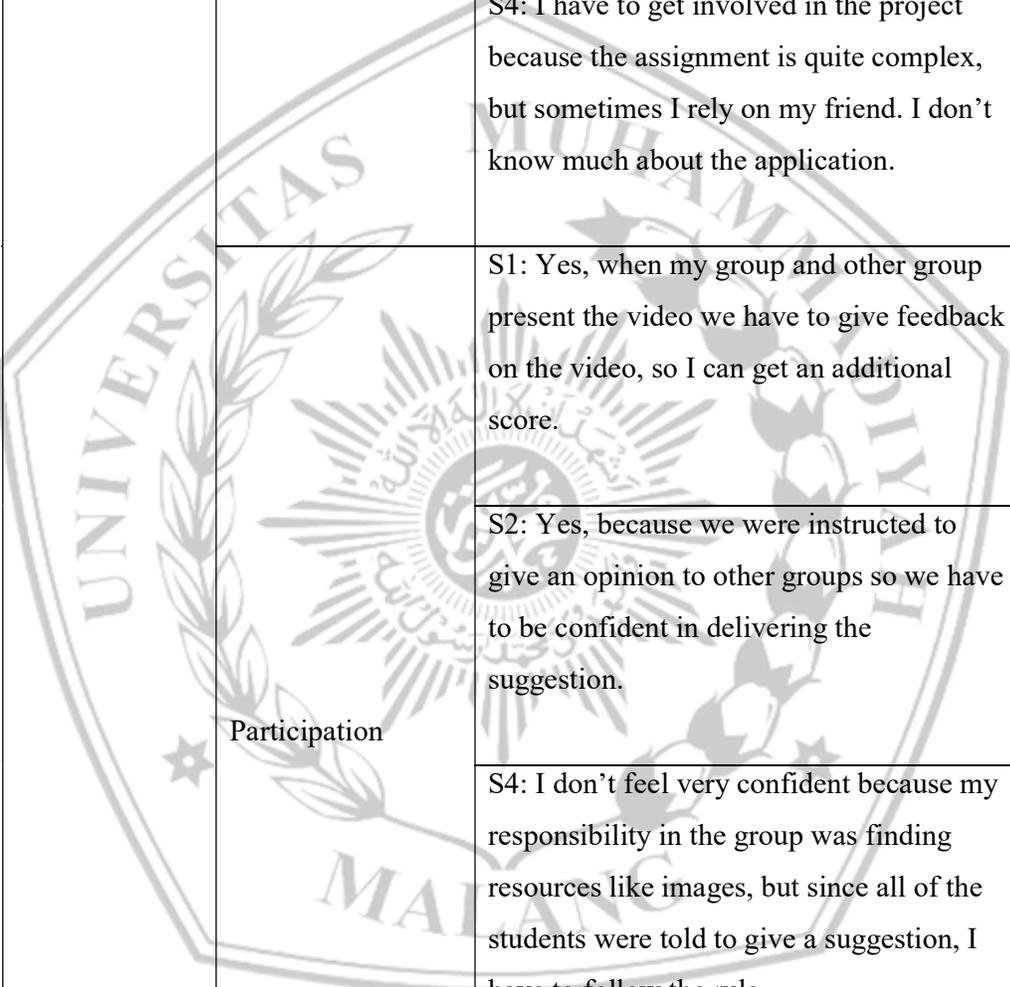
	<p>Problem-Solving</p>	<p>S1: I usually ask Google and rely on the internet. Because the assignment required a lot of content on the internet like pictures and songs, and sometimes I use a dictionary if I find difficulties with the vocabulary. But it's easier to use the Internet.</p>
		<p>S2: If I met any difficulties I usually look for other information on YouTube and social media or learning applications like <i>Ruang Guru</i> or <i>Brainly</i> to get more information related to the assignment.</p>
		<p>S3: Yes, when I make a story for my assignment, I used a dictionary and ask my friend and my teacher because they have better knowledge about the assignment or material, and also sometimes I rely on the internet.</p>
		<p>S4: Yes, I work with my friend mam. Like we ...what is it? Uhm..do the assignment together and help each other. Also sometimes I asked to you, to help me when I find a difficult word or the material is hard to understand.</p>
	<p>Goal orientation</p>	<p>S1: It's good mam, the material become interesting and easier to understand. Maybe because there are characters and sound that</p>

		attracts me to listen to the material.
		S2: It's memorable. I can access the video at home, and sometimes I watch the video because the story helps me to focus on the material better. After all, I played it at my home.
		S3: I think the material becomes easy to remember like I can watch the video and learn about the material, and when I forgot about the material I can access it because Mam. Diyah shares the video on WhatsApp.
		S4: I think it's become easier Mam because the material presented become more interesting to watch and listen to.
Emotional Engagement	General Feeling	S1: I feel attracted to learn the material and it's interesting Mam. I can see the example in animation attracted me and made me curious about the video. And you also explained to us the stages to create the video. So, I downloaded the application, and learn a lot.
		S2: Very helpful. It's help me to concentrate and remember the detail of the video because it presented a narrative story and engage me to learn more.

		<p>S3: I feel happy and excited, because it's really rare to see a learning video in my class, it's like watching an animation and learning at the same time.</p>
		<p>S4: I think it's good, but I don't feel special about the video because it's still in learning content. But, I feel helped a little bit with the material, because the video is interesting to watch, and ... uhm... the material being presented is different from the usual.</p>
		<p>S1: I think, I feel happy but not the kind of very happy mam. It's very refreshing to watch and learn, and I get to discuss it with my friend because we saw the video together in class.</p>
	<p>Orientation towards class</p>	<p>S2: Happy and motivated. Watching the video make me want to learn more, like figure out how the video was made. The material and story make me feel more motivated to read the material more, maybe because I don't feel bored, and the assignment is challenging.</p>
		<p>S3: I feel relaxed like I don't have to feel the tension of being forced to listen to the teacher and it's not the same listen to the teacher's explanation and watching the video in the class just watching the video</p>

		<p>in class. It's entertaining.</p> <p>S4: I feel like usual. It's not the first time we use a learning video. The difference is I listen and watch the material being explained by animation just feel different from usual, but not in terms of exiting.</p>
	Teacher student relation	<p>S1: Yes, before I do the assignment I ask and discussed it with my friend because I don't know the assignment in digital storytelling, there's a lot of instruction and I don't understand. So I need to ask the teacher or my friend</p>
		<p>S2: Yes, my friend and I have been discussing digital storytelling.</p>
		<p>S3: Yes, when the video is being presented I have a lot of questions for my teacher. Even the teacher told us to give our suggestions about the story, and I need to discuss it with my friend too. So, I could have a better understanding of the story.</p>
		<p>S4: Sometimes, I ask the teacher and my friend about things I don't understand about the explanation on the video.</p>
Behavioral Engagement	Positive conduct	<p>S1: I mostly delayed the assignment because I had so many tasks that need to be completed, and I finish the task almost near the deadline</p>

		S2: I did the assignment when the deadline almost ended because my of my partner was so difficult to be asked to corporate
		S3: I'm doing the assignment early, because the assignment was complex, if I did not do the assignment earlier I'm afraid it will pass the deadline.
		S4: I did the assignment near the deadline because the deadline is short and I had so many tasks to complete. I remembered submitting the assignment the day after the deadline.
	Work involvement	S1: I have to become more active in doing and completing the assignment. Because the assignment was done in pairs, and I have my part so do my friend. We need to take part and be responsible for the assignment.
		S2: I get more involved in the assignment, but it depends on who your partner is because not all people understand their responsibilities. But for me I have to be responsible, or else the assignment will leave incomplete.
		S3: I have a few difficulties in cooperation with my friends, the assignment takes a lot of subjects like finding images, sounds,

 Participation		<p>and many more. But it all depends on the partner, if they are not being responsible for the assignment, it's going to be difficult. But when we work together the assignment will finish faster.</p>
		<p>S4: I have to get involved in the project because the assignment is quite complex, but sometimes I rely on my friend. I don't know much about the application.</p>
		<p>S1: Yes, when my group and other group present the video we have to give feedback on the video, so I can get an additional score.</p>
		<p>S2: Yes, because we were instructed to give an opinion to other groups so we have to be confident in delivering the suggestion.</p>
		<p>S4: I don't feel very confident because my responsibility in the group was finding resources like images, but since all of the students were told to give a suggestion, I have to follow the rule.</p>
		<p>S4: I don't feel confident but I feel I need to be confident because I have to give suggestions and discussed the project.</p>

Appendix 3

Media Expert Validation

LEMBAR PENILAIAN KELAYAKAN MEDIA

Nama Validator : Desta Dian P
 Pendidikan/Gelar : SI PPKn
 Jabatan : Guru Tjaja Penata Mula
 Lama Mengajar : 7 tahun

Penilaian yang diberikan pada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentangan jawaban huruf-huruf pada penilaian yang dianggap tepat. Maka penilaian itu adalah:
 5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang 1 = Sangat Kurang

No	Aspek	5	4	3	2	1
1	Tampilan Media					
	a. Unsur tata letak disajikan dengan kreatif dan menarik.		√			
	b. Tampilan huruf proposional dan mudah dibaca.			√		
	c. Warna dan gradasi background disajikan secara harmonis.		√			
	d. Media menggunakan design animasi gerak yang konsisten.					√
	e. Penggunaan durasi waktu yang konsisten.		√			
2	Kualitas Visual dan Gambar					
	a. Ilustrasi/gambar yang digunakan terlihat jelas.		√			
	b. Ilustrasi/gambar yang digunakan sesuai dengan narasi cerita.		√			
	c. Ilustrasi/gambar yang digunakan sesuai dengan suasana cerita.			√		
3	Kualitas Audio dan Suara					
	a. Kesesuaian sound effect dengan tampilan gambar/ilustrasi dan cerita.			√		
	b. Suara narasi terdengar jelas dan konsisten disetiap bagian.		√			
	c. Narasi disampaikan dengan artikulasi yang jelas dan tepat.			√		
4	Kualitas Teknis					
	a. Petunjuk penggunaan media mudah dipahami.		√			
	b. Kemudahan media untuk dapat digunakan tanpa didampingi guru/orang tua.				√	
	c. Kemudahan media untuk dapat dioperasikan tanpa bantuan media/perangkat lain.				√	
	d. Kemampuan media untuk dapat dioperasikan kapan saja dan dimana saja oleh siswa.					√

Saran dan Kritik

1. Apa saja kekurangan yang terdapat dalam media tersebut?
2. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

layout

1. a) Font / warna huruf pada papan kurang nampak terbaca dengan jelas. Font terbaca kabur.
 b) Struktur point perpoint 1. orientation 2. series ... acah.

LEMBAR PENILAIAN KELAYAKAN MEDIA

Nama Validator : Desto Dian P
Pendidikan/Gelar : S1 PPL
Jabatan : Guru / Uj a Penata Mula
Lama Mengajar : 7 tahun

Background

- 4) Background yang digunakan tidak sesuai dengan Kegiatan opening and closing pembelajaran.
Misal pada background tayangan " Let's Study recount text see you next time "
 - 6) Background lapangan basket yang kurang mempresentasikan keseruan lapangan dan kondisi gelang.
1. " Dy the end of day " sudah bagus menyajikan situasi yang cerah & tambah Kupu-Kupu, namun ternyata figur karakter atau animasi siswa tidak ditampilkan jadi terkesan amat pembelajaran ini adalah tayangan produk digital yang menarik saat pembelajaran.
 2. a). Saran : mengubah warna font dari hitam ke putih supaya deskripsi recount text jelas terbaca saat ditayangkan pada peserta didik
b). Saran : nomor letak point-point 1,2,3 menjorok ke kanan supaya tidak random.
a). Mengubah background pada layar opening dan closing saat saun menjadi background yang selamanya terdapat buku, penggaris / stationaries. tentang seleral.
b). Mengubah back ground lapangan basket menjadi situasi yang menggambarkan & depan ruang-ruang pembelajaran.
a) Menambah karakter animasi siswa pada taman.
Menampilkan ilustrasi yang sangat sesuai, dan siswa yang menunjukkan rasa bangga atas hasil yg & lakukan dengan baik terhadap perubahan taman yang lebih bagus.

Appendix 3

Material Expert Validation

APPENDIX 2

MATERIAL EXPERT VALIDATION

Nama Validator II : SAIFULLAH
 Pendidikan/Gelar : Sa / Magister Pendidikan
 Jabatan : Guru - Urakasih
 Lama Mengajar : 18 tahun

Penilaian yang diberikan pada setiap komponen dengan cara membubuhkan tanda cek (✓) pada rentangan jawaban huruf-huruf pada penilaian yang dianggap tepat. Maka penilaian itu adalah:
 5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang 1 = Sangat Kurang

No	Aspek	5	4	3	2	1
1	Kualitas Isi dan Pembahasan		✓			
	f. Kesesuaian materi dengan SK dan KD yang berlaku			✓		
	g. Materi yang dijelaskan dengan jelas		✓			
	h. Materi yang dijelaskan singkat dan mudah dipahami		✓			
	i. Materi yang dijelaskan relevan dengan kebutuhan siswa			✓		
	j. Materi yang dijelaskan berkaitan dengan kehidupan sehari-hari.		✓			
2	Penyajian Materi					
	c. Penyajian materi runtun dan teroganisir dengan baik.		✓			
	d. Materi disajikan secara berimbang dan konsisten.		✓			
3	Tampilan Visual					
	d. Ilustrasi yang digunakan dapat menambah pemahaman informasi yang disampaikan.				✓	
	e. Ilustrasi yang ditampilkan relevan dengan topic pembahasan.		✓			
	f. Penulisan materi menggunakan variasi huruf untuk memberikan penekanan pada susunan teks yang penting.		✓			
4	Aspek materi dalam Pengembangan Digital Storytelling					
	c. Materi dapat digunakan untuk pengembangan digital storytelling.			✓		
	d. Materi relevan dengan pengembangan digital storytelling.			✓		

Saran dan Kritik

3. Apa saja kekurangan yang terdapat dalam materi tersebut?

Scene 3. Recount teks is a type of text that Kata "type of" tidak perlu karena itu berarti pengulangan makna salah satu/sebuah teks yang sebenarnya sudah terdapat melalui kata "a text..".

4. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

- Dengan cara menghilangkan kata "a type of"

APPENDIX 2

MATERIAL EXPERT VALIDATION

Nama Validator II : SAIFULLAH
Pendidikan/Gelar : S2 / Magister Pendidikan
Jabatan : Guru - Wakil
Lama Mengajar : 18 tahun

Scene 1

Recount text divided into ... kata divided into -
tidak sesuai maknanya dengan penjelasan dgn
Komponen / Struktur bagian Recount text.

Saran perbaikan - mengubah kata dan susunan
kalimat agar menjadi part.

Recount text are constructed into three parts...

Scene 2.

We can start by mentioning the time...

Pemilihan kata mentioning, tidak tepat makna.
Seharusnya menyampaikan adalah pihak makna
dan kata yang sesuai, karena Recount text
bertujuan menyampaikan "Tell"

Saran perbaikan:

We can start by telling the people who...

Appendix 3

Material Expert Validation

APPENDIX 2

MATERIAL EXPERT VALIDATION

Nama Validator II : Ulfiyah.
 Pendidikan/Gelar : S.I.
 Jabatan : Buru / III-d Penata Tk-5.
 Lama Mengajar : 14 th.

Penilaian yang diberikan pada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentangan jawaban huruf-huruf pada penilaian yang dianggap tepat. Maka penilaian itu adalah:
 5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang 1 = Sangat Kurang

No	Aspek	5	4	3	2	1
1	Kualitas Isi dan Pembahasan					
	f. Kesesuaian materi dengan SK dan KD yang berlaku				✓	
	g. Materi yang dijelaskan dengan jelas			✓		
	h. Materi yang dijelaskan singkat dan mudah dipahami			✓		
	i. Materi yang dijelaskan relevan dengan kebutuhan siswa			✓		
	j. Materi yang dijelaskan berkaitan dengan kehidupan sehari-hari.			✓		
2	Penyajian Materi					
	c. Penyajian materi runtun dan teroganisir dengan baik.			✓		
	d. Materi disajikan secara berimbang dan konsisten.			✓		
3	Tampilan Visual					
	d. Ilustrasi yang digunakan dapat menambah pemahaman informasi yang disampaikan.			✓		
	e. Ilustrasi yang ditampilkan relevan dengan topic pembahasan.			✓		
	f. Penulisan materi menggunakan variasi huruf untuk memberikan penekanan pada susunan teks yang penting.			✓		
4	Aspek materi dalam Pengembangan Digital Storytelling					
	c. Materi dapat digunakan untuk pengembangan digital storytelling.			✓		
	d. Materi relevan dengan pengembangan digital storytelling.			✓		

Saran dan Kritik

3. Apa saja kekurangan yang terdapat dalam materi tersebut?

a) Definisi & yang disampaikan melalui kalimat terlalu pty.
 b) tidak memberikan contoh kalimat simple past tense sehingga peserta didik tidak bisa langsung memahami tayangan video.

4. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

a) menyerahkan maknanya dan menggunakan recount text
 b) menyajikan contoh kalimat simple past tense, sehingga mempermudah pemahaman peserta didik.