

DIGITAL STORYTELLING AS AN ALTERNATIVE TEACHING TECHNIQUE TO DEVELOP VOCABULARY KNOWLEDGE OF EFL LEARNERS

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Article Info	Abstract
<p>Article History Received: March 2023 Revised: March 2023 Published: April 2023</p> <p>Keywords Vocabulary learners; Digital Storytelling; Alternative Teaching Technique;</p>	<p><i>Developing vocabulary is crucial because it allows a student to be proficient in four areas (listening, speaking, reading, and writing). Students will not significantly improve their English language abilities if they lack the necessary vocabulary. The purpose of this study is to determine whether digital storytelling (DST) can replace traditional classroom instruction as a means of enhancing vocabulary knowledge. The study was carried out by utilizing a comparative research design. The participants aged from 13 to 14 years old and took grades 7 A and B of SMP N 3 Parongpong Junior High School. Pre-test, treatments, and post-tests were used to gather study data. From the results of the pre-test, it can be seen the participants' initial abilities were in a bad category with a score of less than 69. According to the initial results, this study aimed to show that the research had a significant impact on students' post-test performance as compared to their pre-test performance. The study's findings indicated that using digital storytelling helps learners in the experimental class grow their vocabulary knowledge and establish it. Throughout the treatment, learners who were taught using DST outperformed those who were not taught using DST. Furthermore, it was observed that the group with DST had a positive opinion on the utilization of digital storytelling in the classroom. The results also show how well digital storytelling involves students in the learning process.</i></p>
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INTRODUCTION

Researchers have concentrated on finding methods to enhance learners' L2 vocabulary knowledge based on empirical evidence in this regard. Vocabulary knowledge is a crucial component of foreign language ability (Chonniah & Izzah, 2022), however, even if learning new words in a foreign language is similar to learning words in your native tongue (Zano, 2022), learning new words in a foreign language is nonetheless challenging for learners (Rahmawati & Harahap, 2023). Comparing the situation to one where the L1 is used, the key issue in the context of foreign languages appears to be the limited exposure to the language (Studies, 2017). The learners must grasp vocabulary utilization to speak with fluency. Thus, one of the most crucial linguistic skills in learning the English language is memorizing vocabulary (Aristi, 2017; Rafi et al., 2021). One of the difficulties that English students confront is learning vocabulary. It is difficult to learn a language efficiently when one lacks adequate vocabulary. Since that young students must read, speak, write, and listen, knowing language is crucial to their ability to communicate effectively (Maya & Al Halim, 2021). Students face numerous challenges when learning English vocabulary. Learning vocabulary by memorizing is an old method that appears to be the simplest, but the effect is usually weak and students find it uninteresting. There are many more modern ways to acquire English vocabulary, and one of

the applications that enable the use of technology in education is digital storytelling (Siddiqua et al., 2010).

English teachers should help students recognize the value of English in today's society because it is a universal language. Different paradigms for learning and teaching are produced by changes in historical processes. In this case, the educational materials, strategies, practices, and methodologies have all been significantly impacted by technological advancements (Putri et al., 2021; Haerazi & Kazemian, 2021). Bontrager (2018) stated that the steady advancement of technology makes life easier for people in every way. In this process, it has become clear that technological advancements have had a significant impact on the educational resources, approaches, and methodologies used. One of the most significant areas where technology is used is education (Stables, 1997; Fahadi & Khan, 2022; Kormos, 2022). Due to the advancements in the digital world, this period known as the "information era," allows individuals to quickly access information and connect with others. The relevance of technology in education is also seen in the conversion of printed works into digital media (Arkorful & Abaidoo, 2015). Education's major role is to raise persons who research, analyze, and develop information. It is critical to integrate technology into schools since it will boost the permanence of learning by improving numerous senses in education (Demirbaş & Şahin, 2020).

Technological developments in the world of education have produced many results new innovations to support the learning process (eLearning Industry, 2021). One of which is more and more variations of learning media thanks to technological developments growing so fast (Dolba et al., 2022). One part of the technology is digital storytelling. Students can integrate their skills in technology and English, where they can develop their vocabulary knowledge through digital storytelling.

Previous research has shown that digital storytelling is an excellent method for boosting students' teaching and learning (Assauri et al., 2022). (Sudarmaji et al., 2020) emphasized that because of the limitations of script writing and being presented digitally, digital storytelling assists students in finding, applying, learning, and sharing a wide range of language with one another. It also assists students in thinking critically. (Habibi & Widyantoro, 2020) supported that the use of digital media in education, such as digital storytelling, actually assists students in dealing with difficulties and mastering terminology. The use of digital storytelling can encourage learners to learn new words. Digital storytelling is a technological advancement that can be used as a platform to make the learning process more interesting (Chiew et al., 2019). According to Demirbaş & Şahin (2020), It is a teaching strategy that allows students to learn while having fun by utilizing digital written, visual, and audio materials. Teachers can employ digital storytelling in a variety of ways in their classrooms, both physically and virtually. Students can retell the events of the text that was read to them using digital storytelling during individual work.

As a result of the aforementioned statement, researchers decided to conduct research on the use of digital storytelling in increasing vocabulary knowledge for EFL learners. The reason is, EFL learners can use digital technology to increase vocabulary knowledge. This research wants to show that the use of digital storytelling in English can be an easy and effective learning medium to attract students' interest in learning English and increase their vocabulary knowledge. In addition, it intends to emphasize the use of digital storytelling as a language teaching technique in a foreign language in the classroom. The primary purpose of this research is to look at the effects of digital storytelling on students' learning and study methods. About this crucial purpose, the following questions are raised: (1) Is there any significant difference of vocabulary knowledge between student who are taught by DST method and taught by using conventional method? (2) Is there any effect of the DST method on the development of EFL students' vocabulary knowledge? and (3) What are their attitudes towards' DST?

Indeed, previous studies have conducted in-depth research on the subject of digital storytelling. The analysis of my research, however, is the update that distinguishes this study from earlier studies. Specifically focusing on vocabulary proficiency. A large portion of the literature that the researchers read from earlier research studies only addressed the four skills of literacy, speaking, reading, and writing. Additionally, it has been widely discussed how digital storytelling can increase student motivation and achievement. There is, however, still little information that addresses how vocabulary knowledge is impacted by digital storytelling. The number of studies that have looked into the research location I selected is still quite small. Consequently, the issues that arise here are distinct from those that do so in the surrounding area.

This study was conducted in a school in a rural area, more precisely in Parongpong. There are many obstacles found in learning English in rural schools. Learning English in rural schools presents numerous challenges. The difficulties encountered in studying English in rural schools are related to student situations, the environment, and the English teacher's competency. A variety of strategies can be used to overcome the problem for researcher working with EFL learners in rural locations who have trouble speaking English in digital storytelling techniques. To help students understand digital storytelling content, researchers use visual aids such as images or graphics. Students who are experiencing difficulty understanding an English word or phrase can benefit from using this graphic tool. Furthermore, the researcher defines difficult words for pupils who are unfamiliar with them. This can help pupils understand digital storytelling content.

Significance of Enhancing Vocabulary Knowledge

By emphasizing that vocabulary is a must for mastering other language skills, the importance of vocabulary is demonstrated. Vocabulary is central to teaching English because students will not understand other people or express their ideas without vocabulary (Andriani & Sriwahyuningsih, 2019). They need to acquire more vocabulary knowledge to develop greater fluency and expression in English, as well as develop their vocabulary learning strategy. Hence, (Lessard-clouston, n.d.) supported teaching students English as a foreign language (EFL) are often less competent in identifying important limitations on vocab utilization, for instance the reality that youth are using a specific colloquial word or phrase that is not typically perceived in the more formal situations such as lectures. But nevertheless, if educators are cognizant of their pupils' English vocabulary abilities and constraints, they will know where to start in order to broaden students' knowledge and strengthen weaker areas.

Communication starts with vocabulary. Vocabulary aids pupils in understanding and communicating in English. Thus, it is supported by Raskova Octaberlina et al., (2020) who argued that vocabulary is a crucial competence that impacts a student's English skills. More vocabulary make it simpler for the learner to comprehend the teaching materials (Haerazi & Nunez, 2022; Habibi et al., 2022). The researcher summarizes this by saying that it is undeniable that vocabulary is important. For this reason, students studying English as a foreign language need learn vocabularies. Vocabulary knowledge is determined not only by the quantity of phrases a person understands, but also by the capacity to comprehend the meaning of the word (Dakhi & Fitria, 2019). Similar to (Permana, 2020) who determined that vocabulary is a significant component of teaching english capacity.

Vocabulary knowledge is critical when learning a language. Vocabulary knowledge is important in daily activities and living because one person's views can only be understood clearly by others if articulated using vocabulary. According to (Tovar Viera et al., 2017) students who have a good vocabulary knowledge in their minds can speak readily, whereas students who do not have a good vocabulary knowledge cannot communicate effectively. (ALQAHTANI, 2015) supported that a limited vocabulary in a second language is an impediment to effective communication.

Teaching Platform for Vocabulary Improvement

According to (Ahmad & Yamat, 2020) utilizing digital storytelling increases learners' learning commitment. In addition, research that has been done shows that the application of Digital Storytelling can boost efl students' vocabulary mastery (Maya & Al Halim, 2021), and has a significant effect on increasing student learning and study strategies (Gocen Kabaran & Duman, 2021), effectively applied in the learning process to increase the student's vocabulary (Uswahsadiet al., 2020), enhance student's vocabulary mastery (Habibi & Widyantoro, 2020), increase oral communication skills (Elenein, 2019), applying DST to enhancing student's skill (Sudarmaji et al., 2020), enhance language listening comprehension (Loniza et al., 2018), and determine the effect of DST on academic outcomes, learner strength and determination, and student retention (Aktas & Yurt, 2017).

As a result, Ahmad and Yamat (2020) stated teachers should experiment with digital storytelling instead of the conventional method of teaching language. This is critical because it may assist teachers to detect various learning preferences among their students. In this light, this might be a method of introducing students to various approaches to learning and increasing their knowledge of different media that can be integrated into their suggested learning methodology.

However, since the implementation of DST in this study, the emphasis has been on improving the vocabulary of even semester students in grades 7 A and B at SMP N 3 Parongpong in preparation for the 2022/2023 academic year. Materials for DST were collected on the internet or taken from a variety of sources, including books produced by Kampung Inggris and other sources. Furthermore, but due to the additional parts incorporated, like those of movements, intonations would use when narrating a narrative, pictures on the inside of the storybook, any music or melody created to depict, and the teacher's movements, the kids can guess and learn the new language (Ahmad & Yamat, 2020).

Incorporating Digital Story Telling

Digital story telling is being introduced to the children as another educational approach that will benefit students for efl students. Learning may be made fascinating with the help of digital storytelling. Arroba & Acosta (2021) claimed that Digital storytelling is a type of spoken production that employs text-based technologies. Similarly, as stated by Bernard Robin (2001) confirmed popular interpretations of digital storytelling as that of the skill to express a piece of writing using a variety of digital media such as images, written words, voice, and videos.

The application of digital storytelling in learning environments helps promote the growth of different fields of knowledge. The first benefit of using storytelling is that it increases students' dedication to studying (Ahmad & Yamat, 2020). This is demonstrated in the study conducted by (Smeda et al., 2014), which indicated that all of their respondents from Years 7, 9, and 11—who have problems with low commitment and lack of concern—had positive results after using this teaching content. Toward the end of the classes, they all showed a higher level of commitment to teaching. The second benefits that digital storytelling aids students in becoming more comfortable to a different kind of interaction approach that can enhance their ability to speak the target language (Chiew et al., 2019). Saripudin et al., (2021) also showed that digital storytelling enhances creativity, fosters a positive learning environment, and concentrates students' attention.

The application of digital storytelling in the classroom can assist students in learning a variety of skills, including how to choose topics for their digital stories, conduct research on those topics, write a script using that information to create a compelling overall story, and incorporate multimedia elements such as audio, visuals, charts, videos, pictures, and music to create short films (Kotluk & Kocakaya, 2015). Therefore, Ayten & Polater (2021) claimed that developing a relationship between values and digital stories that deal with events that have

occurred or are expected to occur will make it easier for students to comprehend the relationship between values and life and to appreciate these values in real life.

Furthermore, it is believed that using digital storytelling will encourage students to explore more (Ahmad & Yamat, 2020). Ayten and Polater (2021) have discovered positive using digital tools can also make them feel more comfortable and engaged. The study conducted by Abdolmanafi-Rokni (2014) also supported this, the results indicate that the strategy of using digital storytelling not just to improve learners' speaking abilities but has a significant impact on students' attitude towards languages studies in general and speaking skills in specific.

In addition, this entails integrating digital media, including audio, video, and graphics, into the intended applications. Due to the way it blends the use of digital tools with their already existing talents, it was discovered that students find it engaging. The many technologies in their environment give pupils with a wide range of learning opportunities. The students said that during the digital storytelling process, their technical skills and vocabulary knowledge improved. They also said that they enjoyed the dubbing and graphic designing procedures but ran into challenges because they lacked the necessary tools. As a result, enhance student study by using teaching strategies that organize learning tools that students are already familiar with.

RESEARCH METHOD

This research study examined the ability of digital storytelling as a creative educational technique, as well as its ability to improve students' learning and performance, in addition to the effectiveness of digital storytelling on academic accomplishment and implications (Smeda et al., 2014). The intent of the present study will be to investigate how digital storytelling enhances the vocabulary acquisition of SMP N 3 Parongpong EFL students.

Research Design

This research was carried out using a comparative research design. The researcher chose this design, because the design affects the study's reliability and validity, or the capacity to make accurate conclusions about the impact of the experimental intervention on the dependent variable. It indicates that the design of experiments is a general plan of study design that is utilized to reach accurate conclusions regarding the impact of the variable in this study (Ryan et al., 2013). A comparative research design of the results was used to identify the relationship between the variables, digital storytelling (cause), and vocabulary knowledge of EFL learners (effect), and to explain how an accurate assumption was created from the results (Arroba & Acosta, 2021).

In this research, there are two variables, namely the independent variable (vocabulary knowledge of EFL learners) and the dependent variable (Digital Story Telling). The researcher was to find out how digital storytelling helps the EFL learners enhance their vocabulary knowledge. The research found the effect after comparing the pre-test and post-test scores of EFL learners' vocabulary knowledge before and after using digital storytelling. In summary, the researchers conducted tests at the begin and end of the study to check the validity of the findings by comparing the stage before and after implementing treatments. All of the relevant data were then was divided into categories, such as very good, good, fair, and bad.

Population and Sample

The population that was investigated by this research for the 2022–2023 academic year comprised of 168 seventh-grade students from SMP Negeri 3 Parongpong. There were two classes in the sample: VII-A and VII-B. VII-A was the experimental class, that was educated through digital storytelling, and VII-B was the control group, using conventional technique. VII-A had 34 participants meanwhile there were 33 students in VII-B class. Hence the total sample in this study was 67 students.

Instruments

The instruments utilized to collect data in this investigation were pre and post tests. A multiple-choice section with 25 questions and an essay section with 20 questions made up the test format. The test is designed to assess a student's vocabulary proficiency. Pilot test was implemented to design a valid and reliable test. The researchers identified SMP N 3 Parongpong students in the seventh grade to get data. The instrument implemented for this study, consisting of a pre-test, post-test, and treatment, was the primary technique. Researchers first do a pre-test. Additionally, after pretesting, researchers received treatment during the first meeting. Treatment consisted of 8 meetings. The last activity included a post-test for the learners. Students completed an essay and multiple choice question post-test for this test. The test has the same test questions as before.

Data Analysis

The data were analyzed using SPSS-25, which included means, percentages, two-sample t-tests and nonparametric Wilcoxon tests. It is in order to compare the experimental group and control group's pretest and posttest outcomes. The data were quantitative, statistical methods were utilized in the data analysis methodology, which was designed to respond to the problem statement or test the hypothesis that has been created. The outputs of the implemented tests were evaluated using descriptive statistics procedures. The pretest and posttest results of the experimental and control groups were compared using the Wilcoxon- test. This test compares two independent samples with a modest number of responses to one independent variable. This is used to find out whether there is an effect in the experimental class and control group before and after the usage of digital storytelling. The data from the pretest and posttest given to the experimental and control groups of students were computed and entered into a table in the current study.

Since the data is not normally distributed, the researcher analyzes the data using the two-t-sample and Wilcoxon test. The Wilcoxon test was utilized to assess the lexical competency of the EFL students. The Wilcoxon signed-rank test is used to examine whether or not the differences in observations between the two samples are significant. It is an alternative to the dependent t-nonparametric test. Saat & Özenç, (2022) supported that it was applied to comparisons between pre- and post-tests, posttest studies, and midpoint evaluations for experimental groups.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Researchers discovered that participants' posttest scores were considerably higher than their pretest scores after learning with digital storytelling. They asserted that digital storytelling give students a visually appealing lesson and inspire inductive thinking. Tables were created using the data from the pre-test and post-test. These experiments included a total of 67 samples from the experimental and control group. The aimed of this study was to demonstrate that the research significantly improved students' performance on the post-test as compared to their pre-test performance. If the marks were different and the score indicated that the post-test scores were higher than the pre-test scores, then there was considerable support that the Digital story telling approach had a favorable advantage in expanding the vocabulary knowledge of EFL learners. The type of data, which is represented by the student's vocabulary knowledge, is further classified quantitatively on the basis of the classification technique, specifically:

Table 1
The Score Distribution of Student's Vocabulary Knowledge

No	Interval	Frequency	%	Category
1.	80 – 100	-	-	Very Good
2.	70 – 79	-	-	Good
3.	56-69	-	-	Fair
4.	>55	-	-	Bad
Total		-	100.0	100.00

Table 1 shows the distribution of students' vocabulary knowledge. As a result, if a participant obtained a score between 80-100, their quality is considered to be "very good." They are considered to be of "good" quality if they obtained a score of 70-79. Their quality is considered to be "fair" even though they obtained a score in the range of 56-69. Eventually, their quality is considered "bad" if it obtained a score below 55.

Table 2
The Vocabulary Knowledge of Pretest in the Control Class

No	Interval	Frequency	%	Category
1.	80-100	0	0.0	Very Good
2	70-79	0	0.0	Good
3	56-69	1	2.9	Fair
4.	<55	33	97.1	Bad
Total		34	100.0	100.00

Table 2 shows the participants' level of vocabulary proficiency prior to administering the pre-test to the Control Group. It can be seen that most participants' level falls on 'Bad' category; wherein, 97% participants have low vocabulary knowledge and only 1 participant listed in the 'fair' category. This table indicates that the control class is qualified to be involved in the treatment.

Table 3
The Vocabulary knowledge of Pretest in the Experimental Class

No	Interval	Frequency	%	Category
1.	80-100	0	0.0	Very Good
2.	70-79	0	0.0	Good
3.	56-69	2	6.1	Fair
4.	<55	31	93.9	Bad
Total		33	100.0	100.00

Table 3 above illustrates that most participants' vocabulary knowledge was also in 'bad' category. Out of 33 participants, 31 students received the lowest score of 55 and 2 students falls on a 'fair' category. The data suggests that both groups were worthy of comparison because the Experimental Class and the Control Class were at the same academic level. After gathering the data needed to determine students' starting levels of proficiency, the researchers gave treatment to advance students' vocabulary knowledge. The Control Class used a method that was typically used by their homeroom teacher, and the researcher carried on the work of the previous class teacher while the Experimental Class had the opportunity to use digital storytelling (DST). The following table is to show the results of the data obtained after the treatment was carried out:

Table 4
The Vocabulary Knowledge of Posttest in the Control Class

No	Interval	Frequency	%	Category
1.	80-100	0	0.0	Very Good
2.	70-79	0	0.0	Good
3.	56-69	33	97.1	Fair
4.	<55	1	2.9	Bad
Total		34	100.0	100.00

Table 4 shows the results of the post-test where students experienced an increase in the ability to develop vocabulary. In Control Class, none of the students (0%) scored between 70 and 100. There were 33 students (97.1%) who received a score of more than 55 (56-69) and it was classified as 'fair'. Then, only one student was in a 'bad' category which is the lowest score of 55 (2.9%).

Table 5
The Vocabulary knowledge of Post-Test in the Experimental Class

No	Interval	Frequency	%	Category
1.	80 – 100	2	6.1	Very Good
2.	70 – 79	25	75.8	Good
3.	56-69	6	18.2	Fair
4.	<55	0	0.0	Bad
Total		33	100.0	100.00

From table 5, it can be seen that two (2) students were in a 'very good' category which is in the 80-100 score range or (6.1%), 25 students achieved a good category with a score between 70-79 (75.85%), and six students received a fair category with a score from 56-69 or (18.2%). Then, in the lowest interval of 55, no student listed in that position.

Table 6
Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post Test Experimental - Pre Test Experimental	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	33 ^b	17.00	561.00
	Ties	0 ^c		
	Total	33		
Post Test Control Group - Pre Test Control Group	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	34 ^e	17.50	595.00
	Ties	0 ^f		
	Total	34		

Negative Ranks, also known as the difference in language acquisition outcomes between the pretest and posttest, are rankings with a value of 0 in the N, mean rank, or sum of ranks. When a value is 0, it means that there was no increase or decrease between the pre-test and post-test values. Positive Ranks or the improvement (positive) in vocabulary knowledge between the pre-test and post-test. The positive data (N) in the output table 6 above indicates that the vocabulary knowledge learning outcomes for students 33 and 34 increased between the pretest and posttest results. While the sum of ranking was 561.00, the mean ranking for 33 students was 17.00. The mean ranking for 34 students was 17.50, and the sum of ranking was 595.00. Ties are determined by how similarly two tests' results compare. The ties value in the

table above is 0, indicating that there is no similarity between the pretest and posttest results. The output of "Test Statistics" confirmed that Asymp. Sig (2-tailed) is equal to 0.000. Since 0.000 is less than 0.05, the "Hypothesis is Accepted." The researcher may have also concluded that "there is an effect of applying the digital story telling approach on the vocabulary knowledge of EFL learners" because the researcher's analysis revealed a difference between student learning outcomes in vocabulary knowledge for the pre-test and post-test.

The normalized gain, also referred to as the N-gain score, is used in research involving a control group and one group pretest posttest designs to evaluate the effectiveness of various approaches or treatments. The distribution of N-gain scores, which were used to compare the improvement in science process skills and cognitive learning outcomes between before and after learning, can be seen in Table 6. The above table indicates that the expected is low when the N-gain score is less than 0.03. In comparison, $0.3 \leq g \leq 0.7$ implies a medium level of interpretation. Hence, when $g > 0.7$ the interpretation is high.

The N-gain of the control group is smaller than that of the experimental group, as can be shown. In the control group, 0.376462 (37.6462) indicates that the interpretation is low. Compared with 056.0521 (56.0521) in the experimental group, the classification is medium. The researcher concluded that DST techniques in the experimental group had an effect when contrasted to conventional techniques in the control group. This showed in a significant way how the digital storytelling technique used in the experimental class engage learners and works well enough to increase their vocabulary.

Table 7
Result of Students' Perception Toward Digital Story Telling

No	Statements	SA	A	N	D	SD
1.	Throughout the DST activities, I devote my focus.	6.1%	45.5%	36.4%	12.1%	0%
2.	Using DST has increased my motivation to learn.	21.2%	72.7%	6.1%	0%	0%
3.	I enjoy studying using pictures and audios.	57.6%	36.4%	6.1%	0%	0%
4.	DST has helped me to gain confidence.	12.1%	36.4%	45.5%	6.1%	0%
5.	DST offers me to many new things and provides me with knowledge.	15.2%	72.7%	12.1%	0%	0%
6.	DST is beneficial to my learning since it allows me to improve my competence.	51.5%	21.2%	27.3%	0%	0%
7.	DST activities help me better understand the lesson.	39.4%	51.5%	9.1%	0%	0%
8.	I am comfortable participating in DST activities	21.2%	39.4%	33.3%	6.1%	0%
9.	DST is important for enhancing my pronunciation.	45.5%	42.4%	12.1%	0%	0%
10.	DST helps me in improving vocabulary knowledge	78.8%	15.2%	6.1%	39.4%	0%

As shown in Table 7, the students' responses to the questionnaire's 10 statements on the use of DST as a teaching tool for the English topic reflect their perceptions. The statement in number ten, which said that DST helps them improve their vocabulary knowledge (78.8%), was agreed with by the greatest percentage of students who gave positive responses to the implementation of DST. Then, the statements two and five stated that DST increased their motivation and offered them a variety of new experiences as well as knowledge.

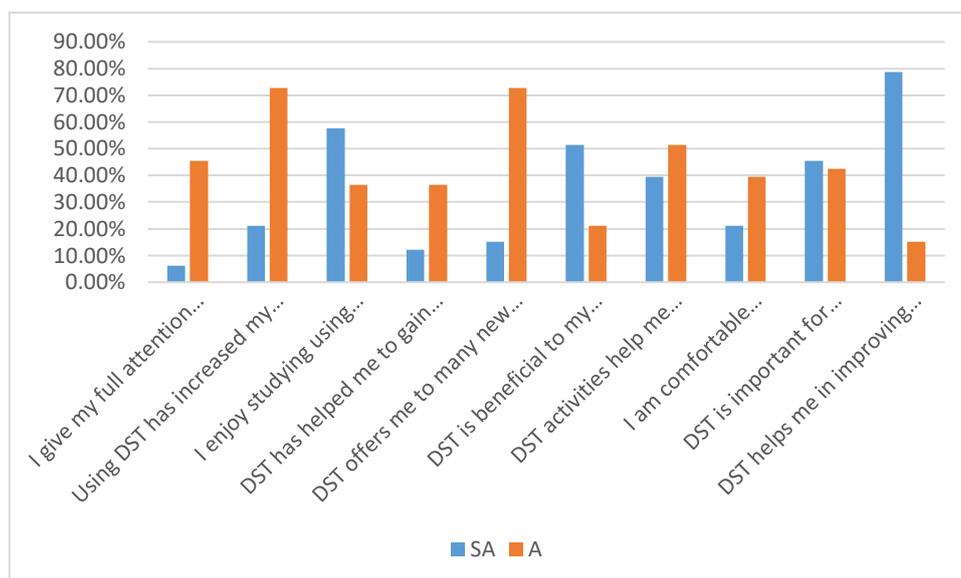


Figure 1: Students Positive Perception Toward the Process of Learning Through DST

The results of the questionnaire survey demonstrated how students' perceptions of digital storytelling impacted their performance in vocabulary learning.

Discussion

The aim of this study is to explore the use of Digital Story Telling (DST) in developing vocabulary knowledge of EFL learners, whether this technique can be used as an alternative teaching technique. The study addressed three research questions. The first question is to find out whether there is significant difference between participants who were taught using DST and those who were not taught using DST in the enhancement of participants' vocabulary knowledge. The results show that participants who were taught using DST technique outscored those who were not exposed to DST. It indicates that digital storytelling can increase students' vocabulary more effectively. The N-gain of the control group is smaller than that of the experimental group, as can be shown. In the control group, 0.376462 (37.6462) indicates that the interpretation is low.

Compared with 056.0521 (56.0521) in the experimental group, the classification is medium. The present study's findings are compatible with prior studies (Chiew et al., 2019), (Smeda et al., 2014) and (Maya & Al Halim, 2021). Moreover, Sahin & Coban, (2020) and Aktas & Yurt, (2017), claimed that DST technique is effective to aid EFL learners to explore their vocabulary skills. In addition, Arroba & Acosta, (2021) stated that authentic digital storytelling considerably increased students' language abilities; nevertheless, its deployment needed teachers to be open to implementing reducing communicative techniques in addition to the classroom. More precisely, the findings of this study support those of Yamaç & Ulusoy (2016); Sudarmaji et al. (2020) and Meletiadou (2022) who accentuated that the DST technique helps EFL students in developing in the writing skills.

The second research question is to find out whether there is any effect DST method on the development of EFL students' vocabulary knowledge. The results of the size analysis of the effect of digital storytelling on vocabulary knowledge in students. In research involving a control group and one group pretest posttest designs, the normalized gain, also known as the N-gain score, is used to assess the efficacy of various strategies or treatments. The distribution of N-gain scores were used to compare the development of cognitive learning outcomes and science process skills between before and after learning. The "Test Statistics" output verified that Asymp. Sig (2-tailed) is equal to 0.000. 0.000 being less than 0.05. The result shows that the significant value is below 0,05. Gocen Kabaran & Duman (2021) observed that digital

storytelling improved learning and study techniques. This study supports the findings of that digital storytelling does have a good effect on learning and study practices, especially when it comes to enhancing students' vocabulary knowledge. The results showed that the use of digital storytelling positively impacted vocabulary learning in EFL learners. In short, In short, the learner was enthusiastic and eager to study things using this tool.

The third research question is to figure out participants' attitude toward DST "What are their attitudes towards' DST?" is to find out students' attitude toward the given treatment. It is discovered that students gave positive reaction throughout the learning process. The Experimental Class took pleasure in learning through DST technique as well as for the Control Group in learning through the conventional way. The results of this study are likewise similar with those of research done by (Maya & Al Halim, 2021) and ((Habibi & Widyantoro, 2020). These contribute to the research demonstrated the significant positive effects of digital storytelling on learners' vocabulary development. In comparison to students who were taught using the conventional strategy, students who were taught using the digital storytelling approach were more enthusiastic for learning, more willing to participate in class activities, and more successful. Thus, by using digital storytelling, students may be drawn to subjects that would otherwise seem uninteresting. The study's findings confirmed that the use of digital storytelling to improve vocabulary learning and knowledge.

CONCLUSION

The study's goal was to explore the incorporation of digital storytelling to be used for an alternative teaching technique in enhancing EFL learners' vocabulary knowledge. The researcher evaluated and analysed data from pre-test and post-test analyses in the experimental class and control class in order to recognize this target. The study's result demonstrated a significant distinction between pre-test and post-test scores both in classes. The experimental class's N-mean gain's score is effective. The students scored a mean of 56.0521 in the experimental class and 37.6462 in the control group. According to the findings, learners in the experimental group who have been taught utilizing digital storytelling had higher overall ratings of learning. This indicates that the use of DST technique could considerably increase EFL students' vocabulary knowledge.

Students' vocabulary knowledge was considerably impacted by digital storytelling. In addition, researcher found that playing educational digital storytelling motivates students. Digital storytelling helps the students to learn and comprehend terminology are an excellent teaching tool, according to research. Therefore, Permana (2020) added that it can also boost students' confidence and inspiration when learning new vocabulary. The current study's results indicate that vocabulary is a significant aspect of the language-learning process. Effective methods must be used by teachers to help learners in increasing their vocabulary. Teachers should engage learners through engaging, inspiring, and motivating strategies. By employing interactive media such as pictures, sound quality, and videos into digital storytelling, learning may be made fun and effective. Digital storytelling has achieved the goal of enhancing and engaging vocabulary learning for EFL learners. Moreover, this application indirectly improves and motivates learners' language learning.

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