

Examining The Impact of Digital Story-Based Learning on English Four Skills for Young Learners

Winda Mayasari Pandiangan^{1*}, Made Hery Santosa², IGA Lokita Purnamika Utami³

Universitas Pendidikan Ganesha, Indonesia
Email: winda.mayasari@student.undiksha.ac.id

*Correspondence

ABSTRACT

Keywords: digital stories; english four skills; learning material; young learners. Currently, using technology is meaningful and brings lots of changes to our lives as human beings. Especially in the education process, technology has supported the education progress of teachers and students. Combining and applying technology in teaching-learning processes, especially in education technology, has an essential effect on the teaching process. Introduce technology and its part to the students expected to help them improve their ability and support their development. Technology in education, including the digital form, brings the students a new way of fun learning. This study explores the impact of using digital stories in English four skills learning for young learners. The research was obtained by doing a literature review of the impact of digital stories on young learners. A current research study indicates the effects of digital stories on the development of the four English skills of young learners. The current research findings show that digital stories impact students' writing skills, including grammar and ideas or content of written stories.



Introduction

English has become an essential subject in many schools in Indonesia, not only private but also public schools. Therefore, teaching English has become an important area to improve in preparing the learning material that raises the positive impact of supporting the student's needs during the teaching and learning process. The teaching and learning process impacts the students and teachers in many aspects, including student achievement and understanding. However, teaching English is a complex learning and teaching process. Some difficulties might be found during the teaching-learning process in Asia, including Indonesia taken from (Koo et al., 2008) conducted some problematic issues, including time of allocation, the using English as a medium of instruction, centralization of English, teachers and English entering the national examination. The difficulties were found compared with the teaching and learning process in the classroom, where the students are expected to follow and achieve the curriculum standard in the school, while

the teacher is one of the aspects found challenging when teaching English in the classroom. Therefore, there will be a gap between the teacher and the students that impacted one another during the teaching and learning process. The students impact the teacher's support and ability during the process. The problems affected the students, especially in the teaching-learning process, when applied to young learners' learning activities. Young learners refer to learners that are divided into several levels, as adapted from Elis (2014). Young learners are divided into groups, from preschool to secondary students. It started from 2 to 5 years until 15 to 17 years.

Considering the different ages of learners and needs, Kersten and Andreas (2013) mentioned that teaching a second language or L2 for young learners requires specific teaching-learning approaches. Young learners need the best and most enjoyable teaching-learning process that helps them understand the material and achieve their learning goals, considering that there are challenges between English teaching and preparing the best way of learning compared to the young learners' approaches to learning. Therefore, the teaching-learning process is expected to prepare the learning media or tools that support the students and will be a fun way of teaching in the same way. There are several ways to focus on developing the teaching-learning process, including the method and media used to support the learning material. Many options of teaching can be used and adapted from the rapid technological development, summarised by (Clarke & Adam, 2012) about the use of digital technologies and its necessity in many fields, including how it brings another method or technique for teaching in education, promotes the digital stories as one of method that raises the effective learning that important for education itself. Technology itself brings new ways of teaching and learning that are also expected to support student's needs and achievements in the classroom.

Technology and teaching have connected in recent years, and they work to support one another. Technology impacts many aspects, especially in education, including the potential and engagement of young learners in language learning, especially in four fundamental language skills: listening, speaking, reading, and writing. Summarised by Underwood (2009), technologies have the power and potential to change the way education is practiced and able to change the way the world works; however, it is considered as raising issues of challenges and practice of using technology besides the effect. Technology is expected to change how students learn and potentially affect the achievement of learning standards. Combined technology and education have emerged as dynamic and innovative teaching-learning tools to engage and support the students' four English skills. Technology will potentially enhance the student's English skills if the tools used have a powerful impact on the students in the teaching and learning process. Therefore, a teacher needs to understand the potential of technology and the tools used to support the student's needs. The tools are expected to support the teaching and learning process in a fun way as young learners will use them. Several media or tools used in technology can be developed as media learning in the classroom, including digital stories. Digital stories, as the media that provides audio or visuals, including the story's structure and content, offer an engagement for the learning experience to approach young learners.

One of the media used to teach young learners, digital stories, is one of the optional media that could be used to support teaching-learning using technology. Using digital stories, the students will learn actively through animation or video, mainly used to stimulate the students' knowledge and understanding, which is more enjoyable than traditional teaching. The digital stories bring new learning experiences and methods to ensure the students are involved together, empower their critical thinking or information capturing, and enhance the material learning comprehension.

This current research focuses on using digital stories in teaching teaching-learning for young learners. Digital stories are one of the media for teaching language, which the media presents by providing paragraphs and pictures to create an exciting story for readers. According to (Girmen & Kaya, 2019), like a digital movie or video, a digital story typically comprises still and moving images, text, sounds, music, and voice narrative to depict an important event, person, position, or condition. Continuously discussing digital stories, Calik and Munise (2021) mentioned that digital stories, which appeal to visual and auditory senses, are highly memorable and exciting and are a preferred tool in many fields, including education. Based on the theories of digital stories and expectations of using digital stories for young learners, the digital stories here refer to the media of stories that contain audio or visual considered that the digital story could be one of the media that could help the student's English learning with fun and enjoyment at the same time. The research will explore the use of digital stories by young learners by doing library research. By examining the previous research about the effect of digital stories, the study aims to shed light on the effectiveness of using digital stories in the classroom and its implication for the holistic development of young learners' four skills and abilities. The finding is expected to gain information about the effectiveness of using digital stories that might help the teaching-learning process for young learners, which will be helpful in writing, speaking, reading, listening, and development.

Method

This study adopts a qualitative approach through a comprehensive literature review, adapted from Denney and Tewksbury (2013), highlighted that this database will primarily feature academic journal articles that the library either does or does not subscribe to and is increasingly common with articles being available in digital format for download instantly. This current investigation and study are diverse in supporting the data gained and the purpose of the literature review. The research academic journal focuses on research about digital stories in English learning for young learners. The categories of the journal reviewed were focused on the effect of digital stories on young learners and English four skills. The selected journal review has taken about ten years since it was published and applied to young learners as the participants. The findings will be elaborated on to gain information and data about how the digital stories affected the four English skills of young learners. The data will elaborate and connect one other related research to show and compare the research design, number of participants, how the data was gained to collect the results and findings, how the data were analyzed, and the

findings for each research journal regarding the effect of digital stories used. The data was collected and presented in a table to show the results of the literature review of gaining data to present the summary. However, the findings of this current research are also expected to find the weaknesses and strengths of using digital stories for young learners. By finding the strengths and weaknesses of using digital stories, this current research expects to see the comparison gap among all the reviewed journals that will be used as the references for using digital stories or a light knowledge for doing future research that focuses on the effect of using digital stories for young learners to develop teaching and learning process using technology.

Results and Discussion

Considering that English teaching for young learners can be delivered in many alternative ways and could be developed using technology, the effect of using digital stories for young learners is continuously discussed. In this section, the current literature review presents the results of the effectiveness of using digital stories for young learners. It engages the comprehensive discussion of the findings from reviewing relevant literature in academic journals that are qualified to support this current research. The review of related journals shows the data about the various effects connected with the number of participants and how the previous researchers elaborated the observation to gain the data and information in both qualitative and quantitative methods. The meaningful findings offer current knowledge within the theory and provide valuable discussion to interpret. They are navigated by the theories used, methodologies, and empirical case studies. The current research found that through the elaboration of theory and academic journals.

Digital stories affect the Listening skills.

Digital stories have impacted the students' listening comprehension; Verdugo and Isabel (2007) researched using a digital story focusing on listening comprehension skills. The participants are Spanish students who use English as a second language. The research focused on the experimental group and found some effects after post-treatment. The research found that digital stories affected listening comprehension, including basic linguistic structure and students' vocabularies. In the same way, this research promotes digital stories as the media that is competent to both students' backgrounds, native and non-native students. However, in the same way, the digital stories here also have weaknesses because they sometimes could have technical problems, including poor sound quality and a slower story-telling pace. As continuously discussed by (Selin et al., 2021), digital stories improve students' listening ability, motivation, and engagement. It shows that the students answered when interviewed that the digital stories successfully developed students' attention, motivation, and learning engagement. Another support journal relates to this research; another research focuses on the effect of digital stories and the listening comprehension promoted by Rokni (2013), who argued that using digital stories impacted the students' listening and pronunciation. Listening and speaking are connected here because they are stimulated to say the words after the listening section is

given. The digital stories here also promote self-confidence in reciting words. It works with listening and helps teach vocabulary and sentence structure. The sentence structure in the digital stories supports the student's progress in producing or following the foreign language. This research also argued that digital stories help students understand English culture and give them another perspective on English and its culture. Deeper on using digital stories for English listening skills, Tarikunlu (2019) researched how using digital stories positively impacts different levels with different skills. The research gained data about the connection between the listening and watching skills that connected one another and argued that digital stories also affected learners from many language backgrounds, especially those who use English as the L3 or third language. The digital stories provide the voice and meaningful visuals for the student's learning progress. From that research, the digital stories can be applied in the classroom even though they are used in classes with different cultural and language backgrounds.

To enrich the discussion, (Yaylacı et al., 2020) examined digital stories as one of the alternative teachings with other styles. The new style of teaching stories in the form of technological tools delivers and improves the effectiveness of listening skills. Not only does it work for listening skills, but using digital stories has impacted cultural awareness and understanding. Mentioned from the research that the class would be interactive because the digital stories stimulate the students to explore and translate words found. Continuously discussed focus on listening skills; not only addressed the light shed of using digital stories in positive impact, contra with previous research about the positive effect on listening skills, another research, Demirbas and Ayfer (2022), investigated the effect of a digital story on listening comprehension in primary school students. This research concluded that paper-based reading-assisted instruction had positively impacted listening comprehension skills. In the same way, this research presented that there is no significant effect between pre- and post-experimental after doing a test. Therefore, this research contrasts with the previous journal that promotes the positive use of digital stories; here, the research mentioned other factors that might be affected by the process of using digital stories. The adverse effects of digital stories are that they are distracting, time-consuming, and quickly dull for students. This research found no full impact of using digital stories on the listening skills of young learners. Further, the result found that the environmental factors of learners, including experience and personal character, also impacted the study's outcome. However, the researcher was promoted to the teacher to do the training to create a digital story that supports or improves the student's listening comprehension. The journal's conclusion focused on listening skills affected by digital stories; the teacher must also organize or understand the content of the digital stories, which is expected to develop the student's knowledge. The content choice would be impacted as the digital stories are primarily used in the classroom, and almost all the students use English as their second or third language. The effect of using the digital story for listening skills impacts the words they use. The process of listening helps the students to check their knowledge. The consistency of using digital stories gives the students another way to express themselves and helps them develop their listening skills. The

sounds and pronunciation they heard from the digital stories when they were read helped them check their understanding, enrich their knowledge, and enlighten their listening skills. Another finding that could be elaborated on is that digital stories suit intercultural students. In other words, digital stories can be used by students who use English as a second or third language in their learning process.

Digital stories affect Speaking skills.

Digital stories have impacted speaking skills; a more profound review from Ameer (2014) found that the primary school learning process using digital stories was used <https://kindersite.org/>. The researcher found that the primary learners have impacted their vocabulary (single words) by implementing digital stories. Moreover, the research argued that developing vocabularies through digital stories is one of the strategies used to teach young learners students. The research argued that vocabulary is also impactful for speaking, reading, writing, and listening skills. From the research findings, to support the development of vocabularies, conclude from Ameer (2014) that the use of digital stories can be promoted as the content or websites selected for children to develop their English language and the elements of the English language. Focus on vocabulary development, digital stories become a facilitator that supports students to improve their words progressively. It raised the experiment and corrected answers that appeared during the experimental group. They were mainly connected to listening comprehension and other skills and continuously discussed Lee's (2014) research on digital stories news for language learners. This research involved the L2 students' Spanish natives who use voice threads to create and exchange digital story news. The result promoted the use of digital stories that power the students' self-expression, self-reflection, and interaction to bring the students a sense of community that helps them work in supporting one another, including feedback and help. Regarding the use of digital stories for developing English four skills, there are other skills developed when using digital stories in the classroom for young learners. The student improved their literature, cognitive, and personal skills using technology and learning material through digital stories and media. (Puspha & Reddy, 2022) promoted that digital stories also affect students' success, creativity, concentration, and vocabulary memory development. Additionally, this digital story delivers literacy advancement, community building, and skills. The development skills also impacted the students' listening and speaking skills. Students can express their words after reading the digital stories, which impacts their understanding of words or content. The vocabulary that they found supported their pronunciation if they continuously practiced the new words they heard or read from digital stories. The digital stories enrich and enhance the student's knowledge of their critical thinking about the content and reflect on how the students pronounce or use the words. It gives the students reflection on how to use the words in daily speaking. Another support for supporting students' speaking skills comes from (Nugraha et al., 2018), who focus on using digital stories to engage the students to develop their motivation and change to present their work. The students are challenging their speaking ability during the presentation. The digital stories impacted their motivation and solved the problem during the class learning. The findings show that the

students can record their voices and develop whether they need to. The digital stories improve their critical thinking and logic to work with their group or personally. However, despite discussing the positive impact, digital stories are also time-consuming and get bored quickly. This also is a consideration to the teacher that most of the time learning will be dull using digital stories.

Digital stories affect the Reading skills.

Digital stories have impacted reading skills, as summarised by (Prahasti et al., 2023) and (Purba et al., 2021) a light conclusion from both researchers was found that vocabulary development will continuously impact reading skills. The digital stories supported the students' vocabulary during reading activities. The process of vocabulary development continuously impacted the student's English skills. In the same line with these findings, (Rahmasari, 2023) researched that digital stories have advantages in enhancing the student's literacy awareness; despite encouraging the students to have extra reading text, focusing on the exciting story would benefit students to learn. Consistent learning fully impacts the students' phonological skills and motivation. However, the research also found that digital stories need to improve during the use of digital stories. The internet connection will cause difficulties in the process of learning. Another contra of this research was that digital stories have no quizzes or questions, and students are not challenged to read or practice at home. Preparing digital stories with quizzes or questions to develop the student's needs would be a good challenge. In the same line with previous research, (Shokhayev et al., 2024) argued that digital stories impact the student's literacy in a historical context. At the same time, the student's reading skills are improved as they can recognize and understand the content of the historical text. The relation between reading skills and text could be seen in the students' results after using the digital stories during the learning class. The students develop their critical thinking, content analysis, and understanding of the content during the reading process. The reading process produces the literacy progression while implementing digital stories. Reading itself not only works with vocabulary development but also the literacy skills and phonological. Continuously discussing how digital stories affect reading skills, digital stories, and games also improve students' language literacy skills. (Hoefflin et al., 2018) promote that English digital stories are connected to the student's primary language skills and cognitive, social, and psychomotor skills. Other skills improved, and the student's grammar developed during the digital stories in the learning activities process. (Zeynep & Önsoy, 2018) researched that there is a significant influence difference between traditional and digital stories. It can be seen from the student's reading comprehension outcome and effectively improve.

The previous researcher connected digital stories to reading skills. Digital stories mostly improve the students' literacy awareness, allowing them to focus on literacy and become aware of their writing, vocabulary, and reading abilities. Digital stories also encourage students' curiosity about the text and understanding of reading content, including the student's pronunciation and phonological skills. Additionally, the digital stories improved the students' critical and analytical thinking while reading digital stories.

Continuously talk about the effect of digital stories, which has impacted language, cognitive, social, psychomotor, and grammatical skills. The digital stories mostly impacted the English structure or grammar because the students saw and recognized the words during the reading process.

Digital stories affect the Writing skills.

Last but not least, writing skills that are impacted by digital stories; Zakaria and Azlina (2019) conducted a study examining the influence of digital stories on ESL narrative writing skills, in which the research implemented the quasi-experimental method. Furthermore, the research addressed the effects of using DS on various aspects of writing, including the story's content, grammar and structure, development of vocabulary, and student performance. Here, the researcher found that the DS enhanced the students' writing abilities and showed a significant difference between pre-and post-test. Continuously discussing the digital story, another journal from Ginting et al. (2021) obtained data about using digital story media through observation, field notes, and writing tests. The data showed the effect of digital stories on students' writing achievement, learning activities, and performance in the classroom. Focus on teachers' consistency, the students have progressed and developed the writing skills to write a paragraph text. Focus on the teaching; the teaching has a central point to help the student improve during the teaching activities. Continuously discussed the effect of digital stories, digital stories have impacted reading skills, supported in the same way as improving English skills; another development impacted by using digital stories for young learners, supported by Gulseren (2021), who conducted research that focuses on the effect of digital stories to improve vocabulary and language skills; it showed from the student's consideration and language learning perception. The students can explore and enhance their vocabularies during English vocabulary development. The research was gained with preparatory students. The research promotes the exposure of digital stories that enrich the student's vocabulary, which improves their reading and listening abilities. A high significance was found between pre- and post-experimental classes that addressed the potential use to develop writing skills. Deeper into how digital stories affect writing skills, Demirbas and Sahin (2023) examined the effect of using digital stories that also impacted creative writing in primary schools. This research found that the digital stories affected the wiring ability, and the story maps were used during the pre- and post-experimental classes. The learners have developed their wiring ability using the various digital stories applied in the classroom. Concerning writing ability, the digital stories also affected the students grammatically as they learned to work with the structure of text and parts of speech.

Conclusion

Concluding insight from many academic journals, the current study explores how using digital stories in teaching English four skills to young learners positively impacts the students' skills, especially in improving their grammar and pronunciation. Compiling and utilizing digital stories has proven effective for approaching students in English learning activities. It has shown how digital stories have enhanced the students' English

skills and engaged with their learning process and experiences, providing them with active and comprehensive tools and learning styles in the modern era. Through the extensive literature review, the study defined the advantages of using digital stories to foster active listening activity and impact skills, including encouraging the student's articulation and nurturing expressive speaking. The digital stories also impacted how the students developed their perspectives about cultures, enhancing and influencing their critical and logical thinking. Moreover, using digital stories gives the students an idea of how to express their writing skills; in other self-development, the students can improve their self-confidence and motivation. It is connected because digital stories provide the scripts and dialogues that impact their writing skills and reinforce their vocabulary usage. The utility of digital stories offers a dynamic and enjoyable way for teaching young learners to connect them with communicative competencies, learning achievement, and milestones simultaneously. However, from the journals reviewed, there needed to be more information about the digital stories that affected reading skills. It is the new research consideration to find the specific positive effect of reading skills for young learners, as reading is also one of the skills that must be developed and improved during the teaching and learning process to support the students and learning achievement. However, the digital stories findings not only focus on the positive effects but also the negative findings. The negative findings are about the potential of digital stories to make students tedious and time-consuming and the limitations of using digital stories in classroom settings.

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