

ABSTRACT

This study aims to investigate the implementation of digital storytelling in teaching vocabulary and the student's perceptions of the implementation of digital storytelling in teaching vocabulary. This qualitative case study research was conducted in one of the Islamic junior high schools in West Java. This research involved an English teacher and five students in seventh grade in the academic year 2023/2024. The data were collected using classroom observation, and semi-structured interviews. The researcher observes the process of getting students involved in learning to enrich vocabulary using digital storytelling. To analyze the data from the survey, the researcher collected and summarized the observational data, followed by translating, interpreting, and drawing conclusions. Then, based on the data collected from these instruments, the researcher concluded. The research findings showed that the teacher uses the six steps necessary for implementing digital storytelling in the teaching and learning process, even though the teacher made some modifications and adaptations to adjust it to the student's ability and effective teaching time. Applying digital storytelling can make students more enthusiastic, improve their vocabulary, and make them not afraid to make mistakes because they enjoy learning. Additionally, it increases their motivation to focus on memorizing vocabulary. Moreover, the teacher finds it easier to deliver the learning materials. Students also responded positively when the teacher used digital storytelling to teach vocabulary.

Keyword: Digital Storytelling, EFL learner, Memorization, Vocabulary, Reading