THE IMPACT OF EFL TEACHERS' CREATIONS OF DIGITAL STORYTELLING PROJECT ONMINIMIZING STUDENTS' SPEAKING ANXIETY

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Abstract: This article investigates the impact of EFL teacher creating Digital Storytelling project to minimize students' speaking anxiety. This project develops children's communication skills through tasks that are completed using technology as an auxiliary medium to increase student engagement. Based from the findings two main result can be described as follow: 1. The results of the interviews revealed the experiences of the two interviewees who had learned to use this strategy in their schools and experienced the positive results first-hand where these strategies provide concrete results in overcoming speaking anxiety. 2. The result strongly implies that Digital Storytelling is a learning strategy that combines Project-based Learning with storytelling to stimulate the development of communication skills. Consequently, employing Digital Storytelling as a task that heightens the engagement of students in speaking exercises and creating Digital Storytelling into an enjoyable activity for them. The author concludes that Digital Storytelling project is a learning strategy that is very suitable to be applied at the junior high school level because of its involvement with 21st century learning which involves the use of the latest information technology and gives them new experiences in life skills. It can also be used to make a special reference to create a better and more perfect learning strategy.

Keywords: *digital storytelling; project-based; speaking anxiety; 21st century learning.*

INTRODUCTION

Not everyone is able to speak in front of many people with confidence. This is related to one's motivation to be able to push himself to become more advanced. There is a lot that a student must go through to be able to speak and express himself. Although there are many learning strategies out there, Digital Storytelling is one solution to increase student creativity and critical thinking in multimodal composition projects that combine visual and linguistic.

The most important thing in a work project is someone's courage to express themselves and how creative they are. A Digital Storytelling (DST) project is a storytelling learning strategy combined with Project-based Learning, where storytelling serves to reveal stories, experiences, and life lessons by evoking strong emotions. In line with this, practicing in the DST Project can provide the first step to minimizing one's speaking anxiety. Therefore, the writer has examined the impact of teachers who create DST projects to minimize students' speaking anxiety.

On the other hand, the DST project also adds life skills to the students' abilities.Sulisworo stated that in project-based learning such as the DST project, students gain experience and knowledge through time-scale research to answer a problem, question high-order thinking

skills and challenge more. the author has found that the implementation of this project is proven to minimize students' speaking anxiety. Therefore, introducing the DST project as a learning strategy for teachers to strengthen their students' confidence through skills that they learn themselves.

METHOD

The writer has conducted this research as an interviewer of the teachers who have directly implemented the DST Project in the boarding school. Qualitative is chosen to make the writer seek the meaning of a phenomenon from the participants' view or their perspective (Creswell, 2018). along with Narrative Inquiry to use stories as research data (Barkhuizen). The Writer interviewed the interviewees directly in the place where they taught and implemented the DST project.

RESULTS AND DISCUSSION

The results of this study are presented in the form of a table along with an explanation of it. to facilitate the explanation of the findings, the author has made simple interview questions along with 7 statements from the interviewees. these statements are evidence of how the impact of the DST project minimizes speaking anxiety. teachers are also helped in using this learning strategy to make it easier for students to express themselves more confidently. the results of the interview are presented in the following table

Table 1

Participant	Statement
Teacher 1	"... in 2011 (second year of teaching),.....(I) decided to implement DST from my experience as a junior high school student when participating in a group storytelling program, ... for overcoming the lack of confidence in dialogue,.... "
Teacher 2	"…. I apply DST here because of my experience when I was in boarding school, it really affected me in using the language and eliminating anxiety to use it."

As mentioned through the result above, Teacher 1 and Teacher 2 experiences when they were in junior high school implementing a storytelling program which eventually inspired them to implement similar teaching strategies in the school where Teacher 1 and Teacher 2 now teach, Participants also saw that several aspects were highlighted in the implementation of the DST project, one of which was to make a class change orientation into a student-oriented classroom where students get more exposure and are active in learning activities.

Table 2

Participant	Statement
Teacher 1	".... Students often repeat memorized vocabulary for DST assignments with their friends, ... I see that this makes it a habit for students, ... Because speaking is basically supported through habit and togetherness."
Teacher 2	"…. The most prominent aspect in the application of DST in the classroom is the material taught in the classroom using language,"

(Times New Roman, 10, centered)

The data above show that Teacher 1 and Teacher 2 are very familiar with the DST project and were able to bring out children's confidence little by little through the DST project. Teacher 2 also said that she saw the collaborative side of the students when working on this DST project, from preparing the story, making the storyboard flow, and filling in the sound to the final editing. Because the DST project will not be able to be completed by individual abilities to the fullest, therefore each member will have a part that he is good at, the result is that the helpof other members is crucial.

Table 3

Participant	Statement
Teacher 1	".... Implementation is not easy, ... Because teachers need concrete evidence before approving a school project, ... When it starts running and teachers understand the results Only then will the teachers approve and participate in assisting."
Teacher 2	"…. By working with teachers who have an interest in languages,…. then creating extracurricular language activities such as English club, Arabic club and others."

In line with what is described by the data above, Initially, it was not fully supported because of the assumption that oral storytelling and digital storytelling would produce the sameresults. However, when there was a significant change in their speaking ability, which was more fluent than using the previous strategy, the DST project gained support by anotherteachers.

Table 4

Participant	Statement
Teacher 1	"Making what they used to worry about in speaking disappear and become a routine activity…. They also admit that tasks that involve editing on laptops and smartphones while deciding it on a group discussion, this make them more enthusiastic."
Teacher 2	"For those who use it so as to reduce their anxiety in language by looking at how they enjoy telling their version of stories"

As mentioned by the data mentioned above, according to Teacher 1 the engagement of male students is more visible in the storytelling through their solidarity, while according to Teacher 2, the engagement of female students is more visible in how they improvise the storyboard. This site can be seen by the interviewees through the results of the DST project. When storytelling after the Dhuhur prayer, male students often bring their friends as side characters intheir storytelling stories whereas female students are more visible in how the variety of stories are told. With their discipline in participating in English club extracurricular practices, the practice reduces their speaking anxiety little by little.

Table 5

Participant	Statement
Teacher 1	".... For children who have just enrolled, it's hard.... As time goes by, they follow the learning strategy, the Awkwardness will be reduced, ... Turns into enthusiasm (due to rivalry and co-operation of learning with friends)"

(Times New Roman, 10, centered)

Teacher 2	"…Students are very enthusiastic when using language in contested events such as storytelling because they use it to tell their experience in a fun way."

In accordance with what was described by the previous data, when students first enter the school and follow this learning strategy, the majority of them will be confused about the new thing which some of them think is quite difficult for them. However, as time passed and students began to understand through the practice of weekly conversation and storytelling, theirspeaking anxiety began to gradually disappear. Until one day this habit turned into enthusiasm in the form of rivalry and cooperation.

Table 6

Participant	Statement
Teacher 1	".... In the beginning, pronunciation was difficult let alone understanding it, feeling not able (making it awkward), ... But after it becomes a habit, the anxiety disappears, ...Although students sometimes don't realize it."
Teacher 2	"…. Students who used to have difficulty speaking because they were nervous began to be able to use the language because we created an environment that uses language on a daily basis."

As expressed in the table above, Teacher 1 stated that previously when the new students came in, they were too awkward in chatting, but after we implemented this learning strategy (DST Project) which requires them to practice language together, do tasks together and make storytelling practice activities together which eventually became a positive habit, able to make students forget their anxiety. When you have a common goal, it is easier to achieve it through cooperative work, said Teacher 1 with teary eyes because he was very touched by his efforts for the sake of her students whom he loves.

Table 7

Participant	Statement
Teacher 1	".... There was resistance from reluctant students at the beginning of the implementation in boarding school, (they thought) this DST project was too hard for them, ... (but) the support from the school encouraged me to keep up the spirit. For the good of my beloved students."
Teacher 2	"…At the beginning, students are very nervous to apply this because their mindset towards language must be a smart person, but when applied they are not nervous anymore because it has become a daily life and has become a habit."

As mentioned by the data above, many people including the teachers take DST for granted because it is new and only smart students are able to follow it. However, when it is actually implemented, it turns out that it is not as difficult as imagined.

CONCLUSION

This research has found that a positive perspective from teachers in term of practice support using DST project as the learning strategy. Digital Storytelling with its diverse of stories, interesting video making have made the students more motivated which is positive to help the students overcome their anxiety in speaking. Moreover, with this leaning strategy the teachers evoke strong motivation easily to students and make the lesson in classroom more

(Times New Roman, 10, centered)

active also more engaging. Furthermore, adding Digital Storytelling as a learning process were a clever method for minimize speaking anxiety. But again, this learning process that able to conducted in a classroom has required to control by teacher and a new lesson plan. Therefore, this research has found that Digital Storytelling project is beneficial in minimizing speaking anxiety.

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