



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 3 Tahun 2024 Page 18689-18695

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Students' Perception of Using Storyjumper in Aerospace Engineering Students

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Abstrak

Salah satu terobosan teknologi yang membantu guru dan siswa meningkatkan kemampuan berbicara siswa adalah *digital storytelling*. Oleh karena itu, tujuan penelitian ini adalah untuk memastikan bagaimana perasaan siswa tentang penggunaan *StoryJumper* sebagai media digital. Penelitian ini menggunakan metodologi studi kasus dan desain penelitian kualitatif. Kuesioner dan observasi siswa merupakan metode yang digunakan untuk mengumpulkan data. Data berasal dari mahasiswa Program Studi Teknik Dirgantara Institut Teknologi Dirgantara Adisutjipto, Yogyakarta. Dalam penelitian ini analisis deskriptif merupakan metode yang digunakan untuk menganalisis data. Hasilnya menunjukkan bahwa *StoryJumper* dapat dipandang sebagai media serbaguna untuk mengembangkan lingkungan belajar yang lebih komunikatif dan baru serta meningkatkan kemampuan berbicara siswa. Cara siswa memandang *StoryJumper* sebagai alat untuk mengajar berbicara adalah positif.

Kata Kunci: *Pandangan Siswa, Story Jumper, Kemampuan Berbicara*

Abstract

One technology breakthrough that aids teachers in helping students improve their speaking is digital storytelling. Therefore, the purpose of this study is to make sure how students feel about using StoryJumper as digital medium. This study employs a case study methodology and a qualitative research design. Questionnaires and students' observation are the methods used to collect data. The participants are from Aerospace Engineering Study Program students in Institut Teknologi Dirgantara Adisutjipto, Yogyakarta. In this study, descriptive analysis is the method used for data analysis. The outcome demonstrates that StoryJumper can be viewed as a versatile medium for developing a fresh, more conversational learning environment and enhancing students' speaking abilities. The way that students view StoryJumper as a tool for teaching speaking is positive.

Keywords: Students' Perception, Story Jumper, Speaking Skill

INTRODUCTION

Students may find it difficult to learn and communicate in a foreign language. There have been a lot of studies done to try and figure out what obstacles English for Foreign Learners (EFL) experience when trying to learn how to speak the language. Teachers of English as a foreign language (EFL) use a variety of instructional resources and techniques to assist students learn more effectively and develop their speaking abilities. Given how quickly technology and internet access are developing these days, a lot of teachers use technology and contemporary media to enhance their teaching methods.

Digital storytelling is one of the often used teaching tools that helps students become more proficient communicators. It can be applied across a broad range of subject areas and skill levels. Digital storytelling is very helpful, especially for young learners, and it involves one person delivering the story together with visuals, music, sound effects, titles, and transitions (Hertiki, 2018, 2019). As a cutting-edge form of communication, digital storytelling encourages students to actively engage in class activities and advance their digital literacy (Hyman, M. R., & Sierra, 2016). Additionally, it is suggested as a useful teaching tool (Balaman, 2020).

However, in order to assist pupils enhance their speaking ability, more would be needed than only a good teaching strategy and appropriate media. It is seen to be crucial to comprehend how students view the teaching-learning process in order to create instructional materials and media that are both successful and efficient, as well as to help students solve difficulties. Teachers may be more inventive and creative in how they present their courses if they looked into how students felt about the learning resources they were using (Chen Hsieh & Lee, 2021; Okumus, 2020; Yoon, 2013).

The purpose of this study is to particularly examine how EFL students feel about using StoryJumper as an example of digital storytelling. The purpose of this study is to offer new information on how students feel about using digital storytelling tools, like StoryJumper, to teach speaking in EFL classes.

RESEARCH METHOD

This research is qualitative. This study uses a case study methodology. The responses provided by questionnaire respondents make up the data. The Aerospace Engineering Study Program students at Institut Teknologi Dirgantara Adisutjipto comprise 32 of the responders. Three methods were used to collect the data: documentation, an open-ended questionnaire, and non-participant observation. The classroom environment is preserved during the observation period because it is a non-participant observation, which eliminates classroom interference (Ciesielska & Jemielniak, 2017). In addition to observation, a wide range of responses from the respondents is obtained using an open-ended questionnaire (Hyman, M. R., & Sierra, 2016). Three steps are involved in descriptive data analysis: data reduction, data display, and data conclusion.

RESULT AND DISCUSSION

Students struggle with a variety of issues, most of which are related to comprehension problems and learning resources. They acknowledge that the lesson is not sufficiently explored and explained by the teacher, and that at times the contents can be difficult to understand. Because of this, students struggle to fully understand the lesson, which has an impact on their ability to speak, leading to issues like poor pronunciation and a lack of vocabulary. In addition to having trouble pronouncing words correctly, some students report that they stammer and get anxious when speaking in English due to a lack of experience.

When the instructor realized that the children were having serious difficulties with speaking, she tried to come up with fresh ideas and introduced StoryJumper as a new medium to the class, naturally, with the intention of improving the students' learning. Students initially think of StoryJumper as a kind of PowerPoint, Microsoft PowerPoint, or video that teachers typically utilize in the classroom. The StoryJumper is not like traditional media as it appears. Students pay attention in class as a result, and they behave and react appropriately. However, due to a lack of explanation, particularly with regard to vocabulary and pronunciation, some students are still having difficulty using StoryJumper. Additionally, it appears that the teacher is reliant on StoryJumper's full features, which include

pronunciation guidance from the original voice over. Still, the examples seemed straightforward and obvious, demonstrating only one of the several ways StoryJumper assisted students in developing and honing their speaking abilities. Overall, the kids are inspired to practice more with their peers and to do the voice over for StoryJumper.

They consequently practice their pronunciation on their own to get it flawless. Based on the observation, it is evident that practically every student is engaged and enthusiastic throughout practice. A few students have also mentioned that they feel better now that they've used StoryJumper as a spoken learning tool. Students that are curious tend to be more proficient in speaking in terms of fluency, pronunciation, vocabulary, and grammar. Pupils who are persuaded that their speaking grades will increase typically cite the same pattern of factors: their good performance in front of the class and their practice.

All of the kids cooperatively acknowledge that they want the instructor to utilize StoryJumper once more in the future, despite all of the challenges, benefits, and drawbacks associated with utilizing it to improve speaking skills. Some pupils did, however, add that they hoped to get the opportunity to make their own digital stories in the future.

It is discovered that practically every student thought well of StoryJumper. Additionally, it appears that students like practicing and connecting with one another in class. Actually, StoryJumper serves as both a primary resource and a suggested medium for engaging students in engaging learning activities (Sari & Arini, 2021). In addition to boosting their desire to practice public speaking, students' performance in front of the class is also improved (Ezeh, 2020b). Many of them think they have improved in terms of vocabulary, pronunciation, and fluency, among other speaking subskills. The purpose of applying DST is to test practitioners' ability to use it to enhance learning-related skills. A lot of students think that after using StoryJumper to learn, their grades are getting better. This is also consistent with the research of Ezeh (2020a), which notes that using media in the classroom has the potential to raise student achievement.

As a result of the analysis and discussion in this study, it is possible to identify the following key pivots: 1) Materials, pronunciation, and lack of practice time are the three main obstacles that students face when practicing speaking; 2) Students view StoryJumper favorably as a learning tool for speaking; 3) Students find that using StoryJumper increases their enthusiasm and motivation to participate in class activities and practice speaking; 4) StoryJumper also helps students with pronunciation, vocabulary, and fluency in speaking English; and 5) Students feel that using StoryJumper improves their grades.

The following useful exercises can be used to make the most of StoryJumper's potential as a teaching tool: 1) Teachers can give students the chance to write narrative

stories and use StoryJumper in groups; 2) Teachers can use StoryJumper in conjunction with other follow-up activities to give students additional opportunities to practice speaking sub-skills that they may not have fully mastered while using StoryJumper; and 3) Future research can concentrate on the use of StoryJumper in conjunction with other teaching materials and how teachers can adapt its design to teach a variety of subjects.

CONCLUSION

The researcher derives a conclusion from the study after evaluating the data. Based on observations, StoryJumper is being implemented to help kids become more proficient speakers. The pupils' ability to talk was enhanced. Although there were some difficulties because this was the teacher's and students' first time implementing StoryJumper in a speaking class, both the teacher and the students had positive opinions about the program's implementation. Moreover, it may be said that using "StoryJumper," a digital storytelling tool, as a teaching tool for speaking classes works well. To sum up, StoryJumper is an appropriate medium for English language instruction. When utilizing StoryJumper, students gain a lot of benefits from the technological integration in the ELT classroom. Aside from that, students respond well when they use StoryJumper in the classroom to learn how to talk. It is advisable for EFL teachers to reconsider utilizing this program as a medium and, naturally, to incorporate technology into ELT classes.

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