

DIGITAL STORYTELLING IN ENGLISH LANGUAGE TEACHING (ELT): ENGAGING LEARNERS THROUGH MULTIMEDIA NARRATIVES

Tira Nur Fitria¹, Afdalen²

¹Institut Teknologi Bisnis AAS Indonesia,

²Universitas Muhammad Natsir Bukittinggi

tiranurfitria@gmail.com¹, afdalen_{09@yahoo.com²}

Received: 9 September 2025, **Revised:** 7 October 2025, **Accepted:** 18 November 2025

Abstract

This research describes the digital storytelling in ELT in engaging learners through multimedia narratives. This research is library research. In ELT specifically, storytelling aids in understanding language structures, improving speaking skills, and deepening comprehension of target language cultures. Students engage in personal narrative projects, book reviews in video format, and historical or cultural storytelling to develop English proficiency and critical thinking. They use digital storyboards to structure narratives, interactive apps for creative storytelling, and collaborate on digital projects to foster teamwork. Competitions and augmented reality (AR) applications further motivate students, promoting language skills, cultural awareness, and digital literacy in dynamic educational settings. Digital storytelling in ELT relies on various platforms, tools, and resources for creating and engaging with multimedia narratives. It integrates images, videos, and audio to deepen reflection and articulate personal or academic content creatively.

Keywords: Digital Storytelling; English Language Teaching (ELT); Multimedia Narratives

Abstrak

Penelitian ini menjelaskan penceritaan digital dalam ELT dalam melibatkan pelajar melalui narasi multimedia. Penelitian ini adalah penelitian kepustakaan. Dalam ELT khususnya, penceritaan membantu dalam memahami struktur bahasa, meningkatkan keterampilan berbicara, dan memperdalam pemahaman budaya bahasa target. Siswa terlibat dalam proyek narasi pribadi, ulasan buku dalam format video, dan penceritaan sejarah atau budaya untuk mengembangkan kemahiran bahasa Inggris dan berpikir kritis. Mereka menggunakan papan cerita digital untuk menyusun narasi, aplikasi interaktif untuk penceritaan kreatif, dan berkolaborasi dalam proyek digital untuk mendorong kerja sama tim. Kompetisi dan aplikasi realitas tertambah (AR) semakin memotivasi siswa, meningkatkan keterampilan berbahasa, kesadaran budaya, dan literasi digital dalam lingkungan pendidikan yang dinamis. Penceritaan digital mengintegrasikan gambar, video, dan audio untuk memperdalam refleksi dan mengartikulasikan konten pribadi atau akademis secara kreatif.

Kata kunci: Penceritaan Digital; Pengajaran Bahasa Inggris; Multimedia Naratif

INTRODUCTION

Traditional and digital storytelling is a powerful literacy tool that engages students in making connections between pedagogy and academic content (Lisenbee & Ford, 2018). The concept of digital storytelling originated from a grassroots initiative utilizing multimedia digital tools to empower everyday individuals to share their narratives (Choo et al., 2020). Over time, the term has expanded into journalism and media studies to encompass a wide range of innovative digital narrative forms such as web-based stories, interactive narratives, hypertexts, and narrative video games (Ching & Foley, 2012). They have become increasingly popular in the digital age due to their ability to create immersive experiences for users. Digital storytelling diverges from traditional lectures by prompting students to utilize multimedia tools like audio, video, and images to construct and communicate knowledge through storytelling (Bromberg et al., 2013).

Çetin (2021) describes that storytelling, which predates printed materials, has evolved into digital storytelling with advancements in technology. With advances in digital technology such as computers, smartphones, and special software, storytelling was transformed into digital storytelling. It involves the use of multimedia such as images, video, audio, and text combined in a digital format to create a more interactive and immersive learning experience for students. Its usage ranges from media and business information visualization to digital cultural heritage, serious games, education, contemporary theater, and visual arts (Rizvic et al., 2019). However, with the introduction of digital technology such as computers, the internet, and mobile devices, the storytelling paradigm has changed to digital storytelling.

Digital storytelling integrates multimedia elements such as images, videos, music, and narration to convey narratives. This approach not only enhances engagement but also allows for creative expression and the exploration of complex ideas. Students can actively participate in the creation process, combining technological skills with storytelling techniques to produce compelling narratives that connect academic concepts with real-world applications. In both forms, storytelling encourages students to analyze, interpret, and apply knowledge in meaningful ways. It promotes critical thinking, communication skills, and empathy by immersing learners in diverse narratives and perspectives.

Due to advancements in technology in the 21st century, it has become essential to effectively incorporate technological innovations into educational settings. Various methods facilitate the integration of technology into teaching and learning environments, among which digital storytelling stands out as one approach (Karakoyun & Yapici, 2016). In the 21st century, digital storytelling has gained popularity as a multimedia tool in K-12 education (Gakhar & Thompson, 2007). Digital storytelling has become a novel approach that promotes enhanced student engagement with content, fostering the development of critical thinking and technological skills essential for navigating the dynamic digital landscape of the 21st century (Shelby-Caffey et al., 2014). Digital storytelling is widely employed in education due to its effectiveness as a valuable tool for educators and students. Robin & McNeil (2019) describe that students benefit significantly from digital storytelling by acquiring essential 21st-century literacy skills, crucial for success in learning, professional environments, and navigating a technology-driven society.

There is an increasing number of educators and students around the world who have incorporated digital storytelling into classroom instruction and educational researches (Robin, 2016). Freidus & Hlubinka (2002) examine the benefits of the digital storytelling approach in strengthening relationships among participants engaged in creative and social outreach initiatives. McLellan (2007) examines the origins and practice of digital storytelling, highlighting a range of applications in higher education. Dogan & Robin (2009) focus on examining how teachers integrated digital storytelling into their classrooms. Skouge & Rao (2009) explore the authors' use of "digital storytelling" to teach core values in special education, emphasizing cultural diversity and encouraging students to reflect on and share their own experiences. Sylvester & Greenidge (2009) present that digital storytelling is an effective method to empower struggling writers and mitigate the societal stigma associated with their challenges, particularly under the pressures of state-mandated writing assessments. Heo (2009) investigated how the digital storytelling experience influenced pre-service teachers' confidence in using educational technology. Garcia & Rossiter (2010) contextualize the historical background, current uses, and potential impact of digital storytelling as an educational instrument.

Based on previous studies, digital storytelling (DST) has been explored extensively across various educational contexts, highlighting its multifaceted benefits and applications. These studies collectively reveal gaps in understanding DST's full educational impact, its integration challenges, and its potential for enhancing various aspects of teaching and learning in diverse educational settings. Based on the gaps

identified in previous studies regarding digital storytelling, this research aims to explore the importance of digital storytelling and its implementation in English language teaching (ELT). Existing literature highlights digital storytelling's potential benefits across diverse educational contexts but also points to gaps in understanding its full impact on student learning outcomes, its integration challenges in classrooms, and its potential for fostering cultural and technological competencies among students and educators. Therefore, this study seeks to contribute to the existing knowledge by describing how digital is used in ELT settings.

METHOD

This study uses library research. This method involves accessing various sources, such as academic databases and physical or online libraries, to collect comprehensive and authoritative literature on a specific topic. Library research is essential for building a foundation of understanding, informing research questions, and contributing to scholarly discourse in various fields of study (Fitria, 2023).. This study uses a data collection method with a focus on identifying and analyzing articles from national and international journals and the most relevant related books.

Data were collected from databases such as other journal platforms, as well as libraries or online bookstores, to ensure the availability of comprehensive literature. Data analysis is carried out by selecting the most authoritative and relevant literature to support the argument about the benefits of digital storytelling in the context of English language teaching. The literature is classified based on key themes such as the benefits of using digital storytelling, effective implementation

strategies, its impact on English language learning, and factors that support or inhibit its use. Content analysis is used to identify key findings, patterns, and perspectives that emerge from the selected literature. Thus, this study is expected to provide an in-depth understanding of the role of digital storytelling in improving English language teaching, as well as direct suggestions for further research in this area.

FINDINGS AND DISCUSSION

Digital Storytelling in Education

Digital storytelling occupies a priority role in identity studies in education (Rodriguez et al., 2021). Digital storytelling entails crafting concise, personal stories that integrate images, sounds, and text within a multimedia framework on computer platforms. Within the realm of education, digital storytelling has been widely employed to promote learning across formal and informal settings globally (Anderson & Chua, 2010). Digital Storytelling has become a powerful instructional tool for both students and educators (Robin, 2006). Digital storytelling is a transformative technology-supported pedagogy for learning (Yang & Wu, 2012). Digital Storytelling is a tool that was created to integrate the newest technology in the classroom (Teehan, 2006). Digital storytelling involves utilizing computer-based tools to create narratives, which can serve as assignments, classroom group projects, or holiday activities for students (Idayani, 2019). This approach leverages the widespread availability and accessibility of digital devices like computers, smartphones, tablets, digital cameras, and video recorders.

Digital storytelling in the educational context refers to the use of digital technology to create stories involving various media such

as images, video, audio, and text on a digital platform. This approach not only aims to improve students' language skills but also to develop creativity, engagement, and cultural understanding. Through digital storytelling, students can express their ideas creatively, collaborate with others in designing stories, and deepen their understanding of cultural diversity and visual literacy. The process of creating digital stories also integrates technology into learning by teaching students about the use of video editing software, presentation applications, and online platforms.

Importance of Digital Storytelling

There are many benefits of digital storytelling in education, both in the teaching and learning process. Educational systems frequently integrate technology to enhance English language lessons, making them engaging and meaningful for both students and teachers (Nair & Yunus, 2021). Di Blas et al. (2010) explore the effectiveness of digital storytelling within formal education settings in promoting significant educational advantages. Digital storytelling has emerged in recent years as a robust tool for teaching and learning, engaging both educators and their students (Psomas & Kordaki, 2012). Moradi & Chen (2019) emphasize the importance and complexity of contemporary technology, particularly digital storytelling (DST), within the field of education. It discusses key aspects of DST's role in language education, including the essential phases and elements of effective digital stories, the process of creating a digital story, and a critical assessment of DST's implementation and its impact on academic achievement.

Di Blas & Ferrari (2014) also explore various aspects and advantages of integrating digital storytelling in schools, with particular

emphasis on two key aspects: 1) Transforming digital storytelling into a collective activity involving the entire class rather than individuals or small groups; 2) Incorporating digital storytelling into regular school curricula to yield significant educational benefits. West et al. (2022) explain more that digital storytelling is an empowering and transformative technique that captures voices through a flexible, process-oriented approach. Alismail (2015) explores how digital storytelling can be an effective tool for both teachers and students to support learning and skills. Numerous educators are incorporating multimedia tools to instruct students in various skills such as synthesizing, analyzing, evaluating, and presenting information.

Storytelling helps educators build stronger relationships with their students. By sharing stories that resonate with students' experiences and interests, teachers can establish rapport and trust, creating a supportive classroom atmosphere conducive to learning. This relational aspect of storytelling also enhances classroom dynamics and encourages collaborative learning among students. Storytelling equips educators with a versatile tool for addressing social and emotional learning (SEL) objectives. By integrating storytelling into their teaching repertoire, educators can effectively nurture students' holistic development, preparing them to navigate real-world challenges with resilience and empathy. Thus, storytelling stands as a multifaceted approach that enriches educational practices and cultivates well-rounded learners.

A digital story can captivate students by stimulating both their visual and auditory senses, which written text alone cannot achieve (Suwardy et al., 2013). Barber (2016) defines digital storytelling as the integration of storytelling methods, digital capabilities,

and humanities themes. It emphasizes the benefits of digital storytelling in fostering critical thinking, communication skills, digital literacy, and civic involvement. As a pedagogical tool, digital storytelling offers a unique learning experience for students (Fletcher & Cambre, 2009). It allows students to engage actively in crafting narratives using multimedia elements such as images, videos, and audio. Castañeda (2013) investigates students' experiences with integrating digital storytelling. This assesses whether digital storytelling serves as an effective tool for language learners to express emotions and present information to an audience. The results indicate a shift in students' epistemological perspectives, highlighting a change in how they perceive the purpose of digital storytelling tasks—from focusing solely on language and technology elements to viewing the project as a meaningful whole.

Idayani (2019) investigated whether digital storytelling has a significant impact on students' speaking skills. Ultimately, the study concludes that digital storytelling has a positive influence on students' speaking proficiency. Nair & Yunus (2021) explain that digital storytelling facilitates 21st-century learning by allowing interactive and collaborative learning that encourages students to speak English. Digital storytelling (DST) has emerged as a valuable instructional tool in this context. They highlighted its effectiveness across various educational levels, from primary to tertiary education, in improving students' speaking abilities. Overall, integrating digital storytelling into language education significantly contributes to the development of students' speaking skills by combining technology with effective communication practices.

Digital storytelling, considered a potential classroom activity, is an approach that could

enhance student engagement and motivation in acquiring digital literacy skills (Chan et al., 2017). This small-scale study investigates this approach by employing methods such as interviews and analysis of artifacts from three students selected through purposive sampling in a multimedia course. Behmer et al. (2006) investigate the use of digital storytelling among middle school students who utilized research, reading, and writing skills to craft digital narratives as part of a literacy curriculum. Overall, the study found that digital storytelling projects effectively assess students' mastery of specific literacy skills aligned with school district standards and benchmarks.

Di Blas & Ferrari (2014) explore the effectiveness of digital storytelling within formal education settings in promoting significant educational advantages. Findings indicate that students derive various direct benefits related to curriculum and traditional education, as well as indirect benefits such as fostering a professional attitude. Rahimi & Yadollahi (2017) investigate the effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills (reading and writing). Çetin (2021) explores the impact of digital storytelling on the digital literacy skills of pre-service teachers and analyzes the creation process in detail. The findings indicate significant differences in the digital literacy levels of pre-service teachers following the digital story creation process.

The digital storytelling assessment scale reveals high scores for digital stories. Pre-service teachers' feedback highlights some challenges encountered during the digital story creation process but underscores the positive contribution of digital storytelling in educational settings." Even Churchill (2020) evaluates the development of digital literacy through digital storytelling using mobile

technology tools and relevant applications. Students are engaged in researching, collecting, analyzing data, and presenting their findings through digital storytelling. Findings indicate that using mobile technologies for digital storytelling enhances students' digital literacy by enabling them to access information anytime and anywhere, test assumptions, reflect on their thoughts, communicate and share ideas and solutions, and receive feedback from peers and teachers.

Digital storytelling is one of the multimedia tools that can support teaching and learning as well as students' motivation (Alismail, 2015). Gimeno-Sanz (2015) discusses the benefits of using Digital Storytelling (DS) as an element of innovation and motivation with learners. Related to learning motivation, digital storytelling has the potential to provide a more motivating and relevant learning context that engages the students, improving their attention, confidence, and satisfaction (Chao & Hung, 2014). This is supported by Hava (2021), who explores the effects of digital storytelling on student motivation and satisfaction levels in EFL education.

Yoon (2013) investigates that digital storytelling is employed as a primary teaching method. The findings indicated that digital storytelling had significant positive effects on ELL students' attitudes towards learning English. It facilitated a deeper understanding of lessons and encouraged active class participation voluntarily. Moreover, students' engagement with the story content increased, enhancing their motivation, interest, and confidence in learning English. This shows that the strategy that can enhance students' motivation in EFL classrooms is integrating digital storytelling, which combines audio, text, animation, and voice (Adara & Haqiyah, 2020).

Grant & Bolin (2016) explain that digital storytelling was introduced in the course as a pedagogy for engaging students with technology to develop cultural competency. Introducing digital storytelling as a pedagogy in the course means using this method as a deliberate approach to teaching and learning. The aim is to actively involve students with technology as a tool for enhancing their understanding and competence in dealing with cultural diversity. By engaging students in creating digital stories, the course encourages them to explore and express cultural perspectives, values, and experiences using multimedia elements like images, videos, and audio. This approach not only develops their technological skills but also promotes critical thinking and empathy towards different cultural contexts.

Digital storytelling provides a dynamic, creative, and contextual approach to teaching English, enabling students to learn in a way that is meaningful and relevant to their everyday lives. Dewi & Sari (2022) explain that digital storytelling has a positive impact on students because they believe that it encourages them to learn writing, grammar, pronunciation, writing, and reading. The integration of digital technology in learning not only improves language skills but also builds deep and meaningful learning experiences for students. Smeda et al. (2014) examine the educational aspects of digital storytelling and evaluate. The results of this study indicate that digital storytelling is a potent method for blending instructional messages with learning tasks, thereby fostering more stimulating and dynamic learning environments. It represents a significant strategy for establishing a constructivist learning atmosphere rooted in innovative teaching and learning principles.

Digital Storytelling in English Language Teaching (ELT)

The basic concept of storytelling as a traditional form of conveying experiences, ideas, and emotions through words, images, and sound is the starting point. Storytelling involves narrating a story, encompassing the sharing of experiences, thoughts, and feelings using language, visuals, and audio (Sabah, 2023). Stories facilitate the sharing of personal experiences between individuals (Sawyer & Willis, 2011). The following are some concrete examples of the use and application of Digital Storytelling in English Language Teaching (ELT):

Personal Narrative Projects

This develops students' English skills in expressing their personal experiences in a clear and structured manner. Students learn to use appropriate vocabulary, develop storytelling skills, and improve their speaking and writing abilities in English by relating their own experiences. For example, students are asked to create digital stories about their personal experiences, such as vacation trips or important moments in their lives. They can use photos, short videos, and narration in English to illustrate their stories using photos, short videos, and narration in English. A student creates a digital story about his/her family's vacation to the beach. She can combine photos from the vacation, short videos of beach activities, and explain her experience in English.

Book Reviews in Video Format

This encourages students to understand and analyze book content in English critically, as well as practice speaking skills and express their opinions clearly. Students learn to organize their opinions about the books they read, use proper grammar, and present their

reviews in an engaging video format. For example, students are asked to create book reviews in video or vlog format. They can talk about the plot, characters, themes, and their opinions about the book in English. This not only improves their speaking skills but also encourages them to think critically about their reading. The other example, students creating book reviews in video or vlog format, where they talk about the plot, characters, themes, and their opinions about the book in English.

Historical or Cultural Storytelling

This helps students understand the history or culture of an English-speaking country in depth while developing their English language skills in a real and relevant context. Students conduct research on a specific historical or cultural topic, create an informative script, and tell their story in English through digital media such as presentations or videos. For example, students are asked to create digital stories about historical events or cultural aspects of English-speaking countries. Students create digital stories about historical events or cultural aspects of English-speaking countries by conducting research, drafting scripts, and editing videos or digital presentations. They can research these topics, create scripts, and edit videos or digital presentations to express stories clearly and meaningfully in English.

Digital Storyboards for Language Practice

This teaches students about narrative structure and helps them plan their stories clearly before they produce digital versions. Students use storyboards to plan a short story in English, select appropriate images, and sequence events before they create a video or digital presentation. Teachers use tools like storyboards to have students plan stories in storyboard form before they create a digital version. It helps students to understand

narrative structure and prepares them to create coherent digital stories. For example, students are asked to make a storyboard about a short story they wrote in English. He/she can use storyboard frames to plan the sequence of events and ensure the story has a clear structure before creating the digital version.

Interactive Storytelling Apps

This encourages students' creativity in designing interactive stories using various media (text, images, sound), as well as practicing writing and speaking skills in English. Students use applications such as Storybird to create stories by selecting images and writing text that develops their stories with narration in English. Using apps like Storybird or Little Bird Tales, where students can create digital stories by combining text, images, and sound. It develops their writing and creativity skills in English. For example, students are asked to use applications such as Storybird or Little Bird Tales to create digital stories and interactive stories about the adventures of a fictional character in English with text, images, and sound. He/she can select images from the Storybird collection and write narratives to develop the story.

Collaborative Digital Story Projects

This teaches students to work together in teams, combining their ideas to create more complex and in-depth digital stories, while improving collaboration and communication skills in English. A group of students works together to plan, write, and edit a digital story about a specific topic in English, dividing the tasks according to their individual skills. Students work in groups to create digital stories together. They can combine their talents and ideas to create more complex and interesting stories while practicing English in real situations. For example, students are

asked to work in groups to create digital stories together, combining their talents and ideas. A group of students creates a digital story about an adventure with a hero in English. They collaborated on writing the script, shooting the video, and editing the final product as a team.

Digital Storytelling Competitions

This encourages students to improve their English skills by creating engaging digital stories, as well as building their confidence in public speaking or uploading their work online. A school holds a competition in which students participate by creating creative and informative digital stories in English, which are judged by judges based on certain criteria. Hold digital story competitions in schools or across schools. This not only motivates students to actively participate in using English but also builds their confidence in public speaking. For example, teachers held a digital story competition in school where students were asked to create interesting stories using English. A student wins a digital story competition by creating a video about an imaginative journey to another planet, using English fluently, and presenting a creative story.

Using Augmented Reality (AR) for Storytelling

This helps students to learn about Artificial Intelligence (AI) tools such as Augmented Reality (AR). Utilize AR technology to create a more immersive and interactive English learning experience, as well as develop students' creativity in designing digital stories. Integrating AR technology in English learning by asking students to create digital stories that can be viewed through AR applications. Using AR technology in English learning by creating digital stories that can be viewed through AR applications. They

can create stories about fictional characters who "live" in students' real worlds. Students create a story about a fictional character or scenario that can be viewed through an AR application on their device while listening to and interacting with the story in English. For example, students are asked to create a digital story about fictional characters who live around their school environment. Other students can see the characters through an AR app on their devices while listening to the story in English.

Overall, the application of digital storytelling in ELT enriches language education by integrating skills development, promoting creativity and critical thinking, enhancing motivation, facilitating cultural understanding, fostering collaboration, and providing authentic assessment opportunities. By leveraging multimedia tools and narrative techniques, educators can create dynamic and engaging learning environments that prepare students to communicate proficiently in English across various contexts.

Sources of Digital Storytelling for English Language Teaching (ELT)

Sources of Digital Storytelling for English Language Teaching (ELT) refer to the various platforms, tools, and resources that educators and students can utilize to create and engage with digital stories. These sources are essential for integrating technology into language learning effectively. Hamilton et al. (2019) describe that composing digital stories involves creating narratives using various digital media such as images, videos, and audio. The process of creating digital stories both promotes and displays reflection. This process is considered promising for achieving high-quality reflection because it prompts individuals to deeply engage with their experiences and ideas.

Digital storytelling has emerged as a compelling tool in ELT, offering educators a range of valuable resources and platforms. Online libraries and repositories such as the British Council's Teaching English and TESOL International provide curated collections of digital storytelling materials tailored for language teachers. Educational apps offer intuitive interfaces and templates that facilitate the creation of multimedia narratives suitable for language learners. Platforms like YouTube host a wealth of digital stories that educators can utilize as examples or teaching aids in language classrooms. Professional journals and articles in education and applied linguistics, accessible through databases, publish research and case studies on effective practices in digital storytelling for ELT. Additionally, participating in educational webinars and conferences, such as those organized by TESOL International, provides opportunities to learn about integrating digital storytelling into language teaching from experts in the field. Engaging with teacher networks on platforms and participating in ELT forums also enables educators to exchange ideas, access lesson plans, and discover innovative strategies for implementing digital storytelling effectively in their classrooms.

Discussion

Digital storytelling involves creating narratives using multimedia elements such as images, video clips, audio narration, and text. This method capitalizes on the widespread availability of digital tools like computers, smartphones, tablets, digital cameras, and video recorders, making it accessible for students to produce stories with proper guidance. Students typically plan their stories, gather relevant media, and use user-friendly editing software to integrate and refine their

materials. By incorporating visuals, audio, and written elements, digital storytelling not only enhances engagement but also cultivates creativity, critical thinking, and language skills as students craft scripts, record narrations, and present their stories in English. This approach promotes cultural awareness and global perspectives as students explore diverse topics through digital media. Moreover, it builds digital literacy by equipping students with essential skills in media creation, editing, and online communication, preparing them for modern communication landscapes.

Digital storytelling in English Language Teaching (ELT) enhances language learning through the use of digital media and technology to create and communicate narratives. It integrates language skills such as reading, writing, speaking, and listening by engaging students in creating multimedia stories. This approach fosters creativity, critical thinking, and linguistic competence as students actively engage with English in meaningful ways. Digital storytelling also enhances motivation and engagement by catering to diverse learning styles and interests, promoting cultural exchange, empathy, and global awareness. It supports collaborative learning, enabling students to work together to plan, create, and present stories while developing essential communication skills. Moreover, it provides authentic assessment opportunities for evaluating language proficiency and technological skills. Overall, digital storytelling enriches language education by creating dynamic learning environments that prepare students to effectively communicate in English across various real-life contexts.

Digital storytelling holds a prominent position in education, encompassing a range of benefits and applications across diverse contexts. It involves crafting succinct, multimedia narratives integrating images,

sounds, and text on digital platforms, making it a versatile tool for both formal and informal learning settings globally (Rodriguez et al., 2021; Anderson & Chua, 2010). This pedagogical approach transforms storytelling into a collaborative classroom activity and enhances curriculum integration, fostering significant educational advantages (Di Blas et al., 2010; Di Blas & Ferrari, 2014). Moreover, digital storytelling empowers students to express their voices creatively while preserving cultural narratives and driving positive societal change (West et al., 2022). It promotes critical thinking, communication skills, and digital literacy by engaging students in creating narratives that resonate with their experiences and interests (Barber, 2016; Fletcher & Cambre, 2009). Additionally, digital storytelling enriches language education by improving students' language skills, cultural understanding, and engagement through interactive learning experiences (Castañeda, 2013; Yoon, 2013). By integrating technology into storytelling, educators can create dynamic learning environments that enhance students' motivation, creativity, and digital competence (Alismail, 2015; Chao & Hung, 2014). Overall, digital storytelling emerges as a transformative educational tool that enhances learning outcomes and empowers students to become effective communicators in the digital age.

CONCLUSION

Digital storytelling is a versatile and transformative educational approach that integrates multimedia narratives, including images, sounds, and text, on digital platforms. It plays a crucial role in formal and informal education settings globally, fostering collaborative learning and curriculum integration. This method empowers students

to creatively express their voices, preserve cultural narratives, and contribute to societal change. Digital storytelling promotes critical thinking, communication skills, and digital literacy by engaging students in meaningful narrative creation aligned with their interests and experiences. It enhances language education by improving language proficiency, cultural understanding, and student engagement through interactive and technology-enhanced learning experiences. Overall, digital storytelling emerges as a powerful educational tool that enhances learning outcomes and equips students with essential skills for the digital era.

REFERENCES

Adara, R. A., & Haqiyah, A. (2020). The Effects of Integrating Digital Storytelling on Students' Motivation. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 131–145. <https://doi.org/10.19109/ejpp.v7i2.6023>

Alismail, H. A. (2015). Integrate Digital Storytelling in Education. *Journal of Education and Practice*, 6(9), 126–129.

Anderson, K. T., & Chua, P. H. (2010). Digital Storytelling as an Interactive Digital Media Context. *Educational Technology*, 50(5), 32–36.

Barber, J. F. (2016). Digital storytelling: New Opportunities for Humanities Scholarship and Pedagogy. *Cogent Arts & Humanities*, 3(1), 1181037. <https://doi.org/10.1080/23311983.2016.1181037>

Behmer, S., Schmidt, D., & Schmidt, J. (2006). *Everyone Has a Story to Tell: Examining Digital Storytelling in the Classroom*. 655–662. <https://www.learntechlib.org/primary/p/22118/>

Bromberg, N., Techatassanasoontorn, A., & Andrade, A. (2013). Engaging

Students: Digital Storytelling in Information Systems Learning. *Pacific Asia Journal of the Association for Information Systems*, 5(1). <https://doi.org/10.17705/1pais.05101>

Castañeda, M. E. (2013). "I am proud that I did it and it's a piece of me": Digital Storytelling in the Foreign Language Classroom. *CALICO Journal*, 30(1), 44-62.

Çetin, E. (2021). Digital Storytelling in Teacher Education and its Effect on the Digital Literacy of Pre-service Teachers. *Thinking Skills and Creativity*, 39, 100760. <https://doi.org/10.1016/j.tsc.2020.100760>

Chan, B. S. K., Churchill, D., & Chiu, K. F. (2017). *Digital Literacy Learning In Higher Education Through Digital Storytelling Approach*. <https://doi.org/10.19030/jier.v13i1.9907>

Chan, C., & Sage, M. (2021). A Narrative Review of Digital Storytelling for Social Work Practice. *Journal of Social Work Practice*, 35(1), 63-77. <https://doi.org/10.1080/02650533.2019.1692804>

Chao, Y.-W., & Hung, H.-T. (2014). *An Exploratory Study on University Students' Perceptions of Using Digital Storytelling to Enhance English Learning*. 350-355. <https://www.learntechlib.org/primary/p/148796/>

Ching, C. C., & Foley, B. J. (2012). *Constructing the Self in a Digital World*. Cambridge University Press.

Choo, Y. B., Abdullah, T., & Nawi, A. M. (2020). Digital Storytelling vs. Oral Storytelling: An Analysis of the Art of Telling Stories Now and Then. *Universal Journal of Educational Research*, 8(5A), 46-50. <https://doi.org/10.13189/ujer.2020.081907>

Churchill, N. (2020). Development of Students' Digital Literacy Skills through Digital Storytelling with Mobile Devices. *Educational Media International*, 57(3), 271-284. <https://doi.org/10.1080/09523987.2020.1833680>

de Jager, A., Fogarty, A., Tewson, A., Lenette, C., & Boydell, K. (2017). Digital Storytelling in Research: A Systematic Review. *The Qualitative Report*, 22(10), 2548-2582. <https://doi.org/10.46743/2160-3715/2017.2970>

De Vecchi, N., Kenny, A., Dickson-Swift, V., & Kidd, S. (2016). How Digital Storytelling is Used in Mental Health: A Scoping Review. *International Journal of Mental Health Nursing*, 25(3), 183-193. <https://doi.org/10.1111/inm.12206>

Dewi, P., & Sari, D. E. (2022). Perception of Digital Storytelling in Overcoming Fear for Speaking English through Interdisciplinary Project of Gender Issues. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1635-1642-1635-1642. <https://doi.org/10.24256/ideas.v10i2.2748>

Di Blas, N., & Ferrari, L. (2014). Digital Storytelling at School: What kind of Educational Benefits? *International Journal of Arts and Technology*, 7(1), 38-54. <https://doi.org/10.1504/IJART.2014.058942>

Di Blas, N., Paolini, P., & Sabiescu, A. (2010). Collective Digital Storytelling at School as a Whole-class Interaction. *Proceedings of the 9th International Conference on Interaction Design and Children*, 11-19. <https://doi.org/10.1145/1810543.1810546>

Dogan, B., & Robin, B. (2008). *Implementation of Digital Storytelling in the Classroom by Teachers Trained in a Digital Storytelling*

Workshop. 902–907. <https://www.learntechlib.org/primary/p/27287/>

Dogan, B., & Robin, B. (2009). *Educational Uses of Digital Storytelling: Creating Digital Storytelling Contests for K-12 Students and Teachers*. 633–638. <https://www.learntechlib.org/primary/p/30673/>

Fitria, T. N. (2023). A Library Research in English Education Research: A Guidance for Researchers in Writing Non-Research Articles. *Prosiding Seminar Nasional & Call for Paper STIE AAS*, 6(1), Article 1. <https://prosiding.stie-aas.ac.id/index.php/prosenas/article/view/266>

Fletcher, C., & Cambre, C. (2009). Digital Storytelling and Implicated Scholarship in the Classroom. *Journal of Canadian Studies*, 43(1), 109–130. <https://doi.org/10.3138/jcs.43.1.109>

Freidus, N., & Hlubinka, M. (2002). Digital Storytelling for Reflective Practice in Communities of Learners. *SIGGROUP Bull.*, 23(2), 24–26. <https://doi.org/10.1145/962185.962195>

Gakhar, S., & Thompson, A. (2007). *Digital Storytelling: Engaging, Communicating, and Collaborating*. 607–612. <https://www.learntechlib.org/primary/p/24609/>

Garcia, P., & Rossiter, M. (2010). *Digital Storytelling as Narrative Pedagogy*. 1091–1097. <https://www.learntechlib.org/primary/p/33500/>

Gimeno-Sanz, A. (2015). Digital Storytelling as an Innovative Element in English for Specific Purposes. *Procedia - Social and Behavioral Sciences*, 178, 110–116. <https://doi.org/10.1016/j.sbspro.2015.03.163>

Grant, N. S., & Bolin, B. L. (2016). Digital Storytelling: A Method for Engaging Students and Increasing Cultural Competency. *Journal of Effective Teaching*, 16(3), 44–61.

Hamilton, A., Rubin, D., Tarrant, M., & Gleason, M. (2019). Digital Storytelling as a Tool for Fostering Reflection. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 31(1), 59–73. <https://doi.org/10.36366/frontiers.v31i1.443>

Hava, K. (2021). Exploring the Role of Digital Storytelling in Student Motivation and Satisfaction in EFL Education. *Computer Assisted Language Learning*, 34(7), 958–978. <https://doi.org/10.1080/09588221.2019.1650071>

Heo, M. (2009). Digital Storytelling: An Empirical Study of the Impact of Digital Storytelling on Pre-service Teachers' Self-efficacy and Dispositions towards Educational Technology. *Journal of Educational Multimedia and Hypermedia*, 18(4), 405–428.

Idayani, A. (2019). The Effectiveness of Digital Storytelling on Students' Speaking Ability. *Lectura : Jurnal Pendidikan*, 10(1), 33–46. <https://doi.org/10.31849/lectura.v10i1.2409>

Karakoyun, F., & Yapıcı, I. Ü. (2016). Use of Digital Storytelling in Biology Teaching. *Universal Journal of Educational Research*, 4(4), 895–903.

Lisenbee, P. S., & Ford, C. M. (2018). Engaging Students in Traditional and Digital Storytelling to Make Connections Between Pedagogy and Children's Experiences. *Early Childhood Education Journal*, 46(1), 129–139. <https://doi.org/10.1007/s10643-017-0846-x>

Rises the Moon, L., & Martin, C. (2010). Digital Storytelling as web Passport to Success in the 21st Century. *Procedia - Social and Behavioral Sciences*, 2(2), 3060–3064. <https://doi.org/10.1016/j.sbspro.2010.03.465>

McLellan, H. (2007). Digital Storytelling in Higher Education. *Journal of Computing in Higher Education*, 19(1), 65–79. <https://doi.org/10.1007/BF03033420>

Moradi, H., & Chen, H. (2019). Digital Storytelling in Language Education. *Behavioral Sciences*, 9(12), Article 12. <https://doi.org/10.3390/bs9120147>

Nair, V., & Yunus, M. M. (2021). A Systematic Review of Digital Storytelling in Improving Speaking Skills. *Sustainability*, 13(17), Article 17. <https://doi.org/10.3390/su13179829>

Nicoli, N., Henriksen, K., Komodromos, M., & Tsagalas, D. (2021). Investigating Digital Storytelling for the Creation of Positively Engaging Digital Content. *EuroMed Journal of Business*, 17(2), 157–173. <https://doi.org/10.1108/EMJB-03-2021-0036>

Pera, R., & Viglia, G. (2016). Exploring How Video Digital Storytelling Builds Relationship Experiences. *Psychology & Marketing*, 33(12), 1142–1150. <https://doi.org/10.1002/mar.20951>

Psomas, P., & Kordaki, M. (2012). Pedagogical Analysis of Educational Digital Storytelling Environments of the Last Five Years. *Procedia - Social and Behavioral Sciences*, 46, 1213–1218. <https://doi.org/10.1016/j.sbspro.2012.05.277>

Rahimi, M., & Yadollahi, S. (2017). Effects of Offline vs. Online Digital Storytelling on the Development of EFL Learners' Literacy Skills. *Cogent Education*, 4(1), 1285531. <https://doi.org/10.1080/2331186X.2017.1285531>

Rieger, K. L., West, C. H., Kenny, A., Chooniedass, R., Demczuk, L., Mitchell, K. M., Chateau, J., & Scott, S. D. (2018). Digital Storytelling as a Method in Health Research: A systematic Review Protocol. *Systematic Reviews*, 7(1), 41. <https://doi.org/10.1186/s13643-018-0704-y>

Rizvic, S., Boskovic, D., Okanovic, V., Sljivo, S., & Zukic, M. (2019). Interactive Digital Storytelling: Bringing Cultural Heritage in a Classroom. *Journal of Computers in Education*, 6(1), 143–166. <https://doi.org/10.1007/s40692-018-0128-7>

Robin, B. (2006). *The Educational Uses of Digital Storytelling*. 709–716. <https://www.learntechlib.org/primary/p/22129/>

Robin, B. R. (2016). The Power of Digital Storytelling to Support Teaching and Learning. *Digital Education Review*, 30, 17–29.

Robin, B. R., & McNeil, S. G. (2019). Digital Storytelling. In *The International Encyclopedia of Media Literacy* (pp. 1–8). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118978238.ieml0056>

Rodriguez, C. L., Garcia-Jimenez, M., Masso-Guijarro, B., & Cruz-Gonzalez, C. (2021). Digital Storytelling in Education: A Systematic Review of the Literature. *Review of European Studies*, 13, 13.

Sabah, S. (2023). *Digital Storytelling - Content and Application: Content and Application*. BoD – Books on Demand.

Sawyer, C. B., & Willis, J. M. (2011). Introducing Digital Storytelling to Influence the Behavior of Children and Adolescents. *Journal of Creativity in Mental Health*, 6(4), 274–283. <https://doi.org/10.1080/15401383.2011.630308>

Shelby-Caffey, C., Úbeda, E., & Jenkins, B. (2014). Digital Storytelling Revisited. *The Reading Teacher*, 68(3), 191–199. <https://doi.org/10.1002/trtr.1273>

Skouge, J. R., & Rao, K. (2009). Digital Storytelling in Teacher Education: Creating Transformations through

Narrative. *Educational Perspectives*, 42, 54–60.

Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. *Smart Learning Environments*, 1(1), 6. <https://doi.org/10.1186/s40561-014-0006-3>

Snelson, C., & Sheffield, A. (2009). *Digital Storytelling in a Web 2.0 World*. 159–167. <https://www.learntechlib.org/p/43792/>

Suwardy, T., Pan, G., & Seow, P.-S. (2013). Using Digital Storytelling to Engage Student Learning. *Accounting Education*, 22(2), 109–124. <https://doi.org/10.1080/09639284.2012.748505>

Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. *The Reading Teacher*, 63(4), 284–295. <https://doi.org/10.1598/RT.63.4.3>

Teehan, K. (2006). *Digital Storytelling: In and Out of the Classroom*. Lulu.com.

West, C. H., Rieger, K. L., Kenny, A., Chooniedass, R., Mitchell, K. M., Winther Klippenstein, A., Zaborniak, A.-R., Demczuk, L., & Scott, S. D. (2022). Digital Storytelling as a Method in Health Research: A Systematic Review. *International Journal of Qualitative Methods*, 21, 1609406922111118. <https://doi.org/10.1177/1609406922111118>

Yang, Y.-T. C., & Wu, W.-C. I. (2012). Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation: A Year-Long Experimental Study. *Computers & Education*, 59(2), 339–352. <https://doi.org/10.1016/j.compedu.2011.12.012>

Yoon, T. (2013). Are You Digitized? Ways to Provide Motivation for ELLs Using Digital Storytelling. *International Journal of Research Studies in Educational Technology*, 2(1), 1–10.