

THE EFFECT OF DIGITAL STORYTELLING TO IMPROVE SUNDAY SCHOOL CHILDREN VOCABULARY MASTERY

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Abstrak

Tujuan penelitian ini adalah untuk menemukan apakah teknik digital storytelling sangat berpengaruh kepada kemampuan kosa kata. Penelitian ini menggunakan kualitatif dengan metode penelitian eksperimen. Populasi penelitian ini adalah Anak Sekolah Minggu Gereja Batak Karo Protestan. sampel penelitian ini adalah anak remaja yang terdiri dari 50 anak. Mereka dibagi menjadi dua kelas, kelas eksperimental dan kontrol. Berdasarkan analisis data, ditemukan bahwa t -observe (3.3) lebih besar dari t table 2.010 pada tingkat signifikan 0.005 dari tes t -table dan (df) adalah 48. Itu menunjukkan bahwa ada pengaruh digital story telling terhadap kemampuan kosa kata pada Anak Sekolah Minggu Gereja Batak Karo Protestan di Medan.

Kata Kunci: Pengaruh Digital Storytelling, Penguasaan Kosa Kata

1. The Background of Study

English is very important to study nowadays. Many people in the world still use English as communication beyond the country. This situation should be prepared earlier if somebody want to go abroad. English can be learned by taking a course, listening English song or reading a interesting story. Reading a interesting story makes people enjoy the plot. It can give many informations and moral lesson too. To share the information people retell the story to friends. This activity can called story telling.

Story telling is the way how a person retell the story to his friends. It is very interesting activity especially for children. They will get new information in English. It is the way for the students to learn English. But before English was taught for students, the teacher would know the English first. Here the researcher want to apply English to students to improve their English by Story Telling.

To encourage the students learn English teachers should give the

variation of teaching. In fasting technology developing using the digital media can help teachers to be an creative teacher. They can learn many ways how to teach English as a foreign language in class. Of course, it will make students more enjoy than reading only. They will learn four languages skills when they study digital storytelling.

Smeda (2014) was findings from her study suggest that digital storytelling was a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments. It is a meaningful approach for creating a constructivist learning environment based on novel principles of teaching and learning. Thus, this approach has the potential to enhance student engagement and provide better educational outcomes for learners.

Porter (2016) said that Designing and communicating information requires students to deepen their understanding of content while increasing visual, sound, oral language, creativity, and thinking skills. Making meaning out of an

experience deepens the communication for both the author and the viewers. The author's narrative voice is the center of all the multimedia decisions. The story's narrative is first made into a voiceover and then all images, sound, music, transitions, and special effects are organized around unfolding this story.

The researcher will apply this technique to Sunday School teachers. But before the researcher talks much in this article. The researcher will explain what is Sunday School. Based on Larsen (2008), it was began in Britain in the 1780s. In this time the Industrial revolution had resulted in many children spending all week working in factories. It made them life of illiteracy. This event made Christian philanthropists wanted to free these children from a life of illiteracy. Well into the 19th century, working hours were long. The first modest legislative restrictions came in 1802. This resulted in limiting the number of hours a child could work per day to 12. This limit was not lowered again until 1844. Moreover, Saturday was part of the regular work week. Sunday, therefore, was the only available time for these children to gain some education.

The English Anglican evangelical Robert Raikes (1725-1811) was the key promoter of the movement. It soon spread to America as well. Denominations and non-denominational organizations caught the vision and energetically began to create Sunday schools. Within decades, the movement had become extremely popular. By the mid-19th century, Sunday school attendance was a near universal aspect of childhood. Even parents who did not regularly attend church themselves generally insisted that their children go to Sunday school. Working-class families were grateful for this opportunity to receive an education. They also looked forward to annual highlights such as prize days, parades, and picnics, which came to mark the calendars of their lives as much as more traditional seasonal holidays, Larsen (2008).

Using stories in the English Language Teaching is effective and powerful way to improve the vocabulary in English especially four basic skills of language; speaking, writing, listening, and reading. Moreover participate students in activities can motivate them more active (Cameron,2005; Isabel, et al,2004; Haven,2000). Isabel et al (2004: 158) state that stories are a very promising and influential educational means for foreign language teaching and learning. They do not only draw learners' attention to new words but also help them to recreate new vocabulary through "spontaneous, energetic performance assisted by participation and interaction" (ibid). and this is why teachers of young learners, have been replicating this model of learning in young learners' classrooms around the world (ibid). In his study, Haven (2000:75) showed that stories can have a powerful and motivating effect, stating that "factual and conceptual information is learnt faster, remembered longer, recalled more readily, and applied more accurately, when that information is delivered as a well told story." He states that teachers must always consider such a strategy especially in vocabulary teaching. He argues that, such a strategy can be incorporated into various types of materials such as musical instruments, pictures, real objects, computers , internet and of course the school textbook, in a way that will be of high motivational effect and fun for young learners (ibid).

As foreign language teachers we must try to engage students in digital storytelling activities taking care of more than just language forms and presenting language skills in a most natural way (Cameron,2001:23). In his study on enhancing CLT through stories in the foreign language classroom Karlsson (2012:25) proved that listening to stories can very naturally lead to story telling, while reading stories can equally naturally lead to story writing. He concluded that, because Young learners acquire language unconsciously, the

activities teachers do in class should help this kind of acquisition. He argue that, stories are the most valuable resource teachers have which can offer children a world of supported meaning that young learners can relate to. Later on teachers can use stories to "help children practice listening, speaking, reading, and writing." (ibid).

Ameer (2014) stated that the outcome of this study proves the researchers' initial believe regarding the fact that the use of digital stories with young learners may facilitate their vocabulary learning and help them progressively learn the foreign language. He also concluded that web sites for children, if appropriately selected and organized, can offer a great range of opportunities to develop their foreign language proficiency in a playful and enjoyable context.

From the elaboration above the researcher want to know Did Digital Storytelling technique significantly affect the Sunday school children vocabulary mastery? The objective of this research was to find out whether digital storytelling technique significantly affect the students' vocabulary mastery.

2. Review of Literature

2.1 Digital Storytelling as one strategy for vocabulary development

Digital is one of technology that can used by people to get new information. It can be got from internet or television. As the developing country, Indonesia has got many progress in technology. The advantages this technology can be used for people especially teacher. A teacher can get many technique in teaching.

In learning English as a foreign language, teacher should not present a native speakers to speak in front of the class. She/he can browse the native speaker from internet. So the students can hear and watch orally the native speaker from the internet. Digital media was the media which can give the performance

orally without students meet the native speaker. It focus on audio and visual activity.

Storytelling was the bound to convey a society's culture, values, and history according to Andrews at all (2010:3). Instructional tools have been used by great teachers and leaders in the form of parables, legends, myths, fables, and real-life example to convey important instruction in teaching (Benedict, in Andrews (2010). Here the Fictional and non fictional examples have always been powerful teaching tools. Storytelling as instruction is still heavily used today. The military, aviation, medical, law, and business communities are just a few groups which rely heavily on storytelling as methods for teaching key principles of their discipline and to help build analytical prowess in students and trainees.

The storytelling is a tale to one or more listener through voice and gesture in oral telling, we usually repeat things more redundancy, especially if the students are having difficult following, Taylor at all in Akhyak (2013).

While many definitions of "story" can be found in the literature, this author is partial to two of them. Labov in Andrews (2010) defines a story or narrative "as one method of recapitulating past experiences by matching a verbal sequences of clauses to the sequence of events "p. 359-60) and at a minimum a "sequence of two clauses which are temporally ordered" (p.360). Denning in Andrews (2010) states that, "A narrative or story in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a casually-linked set of events; account; tale , the telling of a happening or connected series of happenings, whether true or fictitious." Storytelling is a very effective instructional method.

From the explanation above it can be concluded that digital storytelling is the combination of story that have package in a media. It can be a short drama or short story that can be heard by students.

Teacher will become a bridge to students to explain the story in the media. Here, the students will see and hear orally the native speaker speaks and talks. It also give the knowledge of their listening and reading.

2.2 Step of Digital Storytelling Techniques

Paired storytelling used reading and writing together and cooperative learning to help English second language, students become more effective reader and communicator. The following steps or instruction in storytelling;

- a. The teacher divided the students in two groups.
- b. Teachers showed the story. Here the teacher used laptop, speaker and slide as media.
- c. Before handing out the text, the teacher provides the general introduction to the topic.
- d. The story will divide into two sections; first half of the story will be given to one group of students in each pair and the second half to another.
- e. After students reading his/her part, she/he will jot down the key concept.
- f. Then both of the students in paired exchange their lists.
- g. By recalling the part he/she will read and using the clues that other student then develop and writes his/her own version of the story missing part.
- h. When they had finished, they should read their own version to each other.
- i. Next, the teacher distribute the missing part of the story to everybody in class ask them to read and compare it with their own stories.
- j. Ten sessions will conclude with a discussion of the whole story.

2.2 The Emergence of Digital Storytelling

Digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers

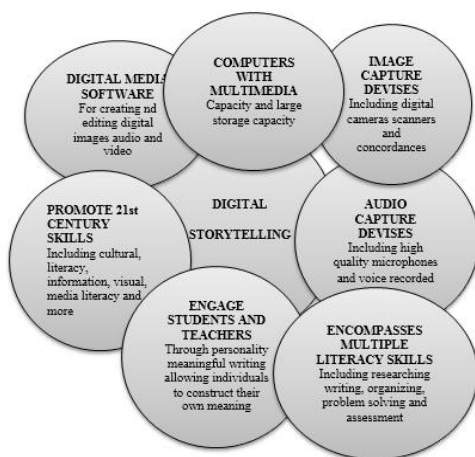
overcome some of the obstacles to productively using technology in their classrooms. At its core, digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD. Despite the current emphasis on multimedia technology, digital storytelling is not a new idea. Joe Lambert and the late Dana Atchley helped create the digital storytelling movement in the late 1980s as cofounders of the Center for Digital Storytelling (CDS), a nonprofit, community arts organization in Berkeley, California. Since the early 1990s, the CDS has provided training and assistance to people interested in creating and sharing their personal narratives (Center for Digital Storytelling, 2005). The CDS is also known for developing and disseminating the Seven Elements of Digital Storytelling. They are; (1) Point of view; What is the main point of the story and what is the perspective of the author? (2) A dramatic question; A key question that keeps the viewer's attention and will be answered by the end of the story. (3) Emotional content; Serious issues that come alive in a personal and powerful way and connects the story to the audience. (4) The gift of your voice; A way to personalize the story to help the audience understand the context. (5) The power of the soundtrack; Music or other sounds that support and embellish the storyline. (6) Economy; Using just enough content to tell the story without overloading the viewer. (7) Pacing; The rhythm of the story and how slowly or quickly it progresses, which are often cited as a useful starting point to begin working with digital stories. In the early days of digital storytelling, Lambert was impressed by how easily average people

were able to “capture their story in a really powerful way in a relatively short amount of time for a relatively small amount of money” (Tucker, 2006, p. 54). Fast forward to today and one can see that what is new is that the tools needed for digital storytelling—computers, scanners, digital cameras, and high-quality digital audio capture devices—have become increasingly more affordable and accessible. Add to this mix a series of powerful, yet inexpensive software programs that allow even novice computer users to become digital media producers and editors on a scale that was hardly imagined when Atchley and Lambert were first beginning their work. We are currently witnessing dramatic growth in the educational use of digital storytelling, as a convergence of affordable technologies interacts with a contemporary agenda for today’s classroom, as illustrated in Figure 1. The combination of powerful, yet affordable, technology hardware and software meshes perfectly with the needs of many of today’s classrooms, where the focus is on providing students with the skills they will need to “thrive in increasingly media-varied environments” (Riesland, 2005). As an instructional tool, teachers have the option of showing previously-created digital stories to their students to introduce content and capture students’ attention when presenting new ideas. Researchers such as Burmark (2004) have found that integrating visual images with written text both enhances and accelerates student comprehension, and digital storytelling is an especially good technology tool for collecting, creating, analyzing, and combining visual images with written text. Teachers who are able to create their own digital stories may find that they can be particularly helpful not only in engaging students in the content but also in facilitating discussion about the topics presented in a story and helping make abstract or conceptual content more understandable. A multimedia-rich digital story can serve as an anticipatory set or hook to capture the attention of students and increase their

interest in exploring new ideas. Teacher-created digital stories may also be used to enhance current lessons within a larger unit, as a way to facilitate discussion about the topics presented in a story and as a way to make abstract or conceptual content more understandable (Robin, 2008). Perhaps the greatest benefit in the classroom may be found when students are given the task of creating their own digital stories, either individually or as members of a small group. This creative work provides students with a strong foundation in what many educators (Brown, Bryan, & Brown, 2005; Jakes, 2006; Partnership for 21st Century Skills, 2004) have begun calling 21st Century Literacy, Digital Age Literacies, or 21st Century Skills. Regardless of the specific term being used, these skills are being described as the combination of: Digital literacy—the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help; Global literacy—the capacity to read, interpret, respond, and contextualize messages from a global perspective. Technology literacy—the ability to use computers and other technology to improve learning, productivity, and performance; Visual literacy—the ability to understand, produce, and communicate through visual images; Information literacy—the ability to find, evaluate, and synthesize information. Digital storytelling can be a potent learning experience that encompasses much of what society hopes that students will know and be able to perform in the 21st century (Jakes & Brennan, 2005). The push for students to gain 21st century literacy skills by using the latest technology to communicate effectively is facilitated by students actively participating in the creation process of digital storytelling (Jakes & Brennan, 2005). As they do so, students develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives. Students who participate in the full digital storytelling

experience may also benefit from learning to critique their own work, as well as the work of others, facilitating social learning and emotional intelligence (Robin, 2008). To practitioners of digital storytelling outside of education, this technology is most often used to create personal narratives that document important events in one's life. However, digital storytelling can also be a powerful tool in the classroom when used to produce historical documentaries, as well as instructional presentations that inform viewers about a particular concept or practice (Robin, 2008). At the University of Houston, The Educational Uses of Digital Storytelling Web site has been established to provide information and examples of how this technology is being used by students and teachers in K–12 and higher education classrooms. The Web site, located at <http://www.coe.uh.edu/digitalstorytelling/>, also sorts example digital stories into the following three major categories: personal or narrative stories, stories that inform or instruct, and stories that re-tell historical events.

Figure 1. The Convergence of Digital Storytelling in Education



2.3 Vocabulary Mastery

In doing this research the researchers would observed the verb vocabulary. The students will circle the verb vocabulary and showed them to teachers. The teacher would retold the

story first and gave to the students to retold. The teacher would give ten minutes maximum to retold the story. Here the teacher would use the story from the bible. The title of the story was David and Jonathan. This story told the strength of friendship. They were loyal friends throughout their lives. The students who have the android phone can browse the story in <http://gardenofpraise.com/bibl15s.htm> website. The story was also available in teacher's media. The story of the friendship of David and Jonathan can be found in the Bible in First Samuel chapter 20.

2.4 Technological Pedagogical Content Knowledge (TPCK): A Theory for Integrating Technology in the 21st Century Classroom

Pierson (2001), Mishra and Koehler (2006, 2007), and others have advocated that the use of a conceptually-based theoretical framework can improve how teachers are trained, how they teach when they arrive in the classroom, and even what research questions researchers explore in this area. The term technological pedagogical content knowledge (TPCK) is gaining a great deal of attention in the field of technology and teacher education as it focuses on the relationship between knowledge about content, pedagogy, and technology. TPCK can be traced back to the earlier work of Shulman (1986) who introduced the idea of pedagogical content knowledge, or PCK, and Pierson's investigation of the relationship between teaching abilities and what she labeled technology-use abilities. Pierson's framework utilized composite categories of teaching ability and technology-use, which helped lead to much deeper investigation of how technology is used by teachers, both during their preservice training and once they are practicing classroom teachers. But it was Shulman's (1986) suggestion that content knowledge and knowledge of pedagogy

no longer needed to be considered as separate, independent entities that changed much of the thinking about teacher education. Both Pierson's (2001) and Shulman's work has now evolved to an overlapping framework that highlights the interactions and connections between content (the subject being taught), pedagogy (the teaching process being used), and technology, whether it is pencils and blackboards or computers and other sophisticated digital devices.

Mishra and Koehler (2006) have written extensively about how TPCK can be used in the classroom and described its various components as follows: TPCK is the basis of good teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones. A graphical representation of how TPCK's components fit together is shown in Figure 2. Mishra and Koehler (2006) underscored that this framework is just a beginning and, like all frameworks, it is not perfect and needs additional testing, use, and modification. But as they noted, "no single framework can provide all the answers. The TPCK framework is no exception. However, we do believe that any framework, however impoverished, is better than no framework at all".

2.5 How TPCK Can Be Used With Digital Storytelling

We have seen that multimedia projects in general, and digital storytelling specifically, can be used to engage and motivate both teachers and students. This technology, although powerful, is currently being used in K-12

and higher education classrooms with an emphasis on technical skills and without the greater level of thought and consideration to the subject matter, the teaching strategies, and the real world needs of today's classrooms. As Hicks (2006) suggested, this framework might be helpful in guiding teachers to apply their knowledge in the classroom by providing "the ability to think about and use technology in critical, creative, and responsible ways—will then develop and enhance TPCK". It is also important to consider how educators might conduct future research studies that can demonstrate the benefits of multimedia in general and digital storytelling in particular, and reduce the controversy generated by findings such as those from the 2007 U.S. Department of Education study discussed earlier. Most serious educators and policy makers would agree that motivation is a critical ingredient for learning, and research studies that demonstrate increases in motivation by students that participate in digital storytelling and similar technologies should be designed and conducted. It is also important that teachers learn effective ways to motivate their students to become more engaged in learning new content with the help of multimedia technologies. Muller, Eklund, and Sharma (2006) acknowledged that motivation can be "difficult to define, measure and control"; however, they believe that "studies must seek to identify the methods employed in various media that can demonstrably and repeatedly enhance motivation". Perhaps by combining the convergence of digital storytelling in education as earlier described with the theoretical framework of TPCK, researchers will arrive at a deeper understanding of the different and more powerful roles that digital media can play in both teaching and learning.

3 Methodology

The research design of this study was quantitative research by using experiment research design. While the experimental research was one type of

educational research that describe what would be when certain variables are carefully control. There were two variable in this study, they were dependent and independent variable. The dependent variable of this study was vocabulary skill while the independent study was digital storytelling technique. Experiment involves the comparison of the effect of a particular treatment with a different treatment or no treatment. The study was deal with two groups, namely experimental group which would be applied the digital storytelling technique and control group which would be apply without digital storytelling technique.

Populations of this research were Sunday School Children of *Gereja Batak Karo Protestan*. It consist of four classes. Children, Young, Younger and Adolescent Class. Children class was the children who belong from 1 to 5 years old. Young Class was the children who belong from 6 to 8 years old. Younger Class was children who belong from 9 to 12. Adolescent Class was belong from 13 to 17 years old. Children, young and younger class had 15 of students. Adolescent Class has 50 students. The researcher focused on Adolescent Class. Based on the preceding observation, the researcher choose this class, because in this class, digital storytelling technique research has never conducted before.

The sample was a small proportion of a population. The sample of this research was Adolencent Class. It would be divided in two classes. There were as the experimental class and received digital storytelling technique and as control class did not received the treatment but using conventional learning model. The researcher choose this class because the researcher belive the students had learned English in their school.

The research would be arranged at Church *Gereja Batak Karo Protestan*. this location was located in Jalan Mekatani Kecamatan Patumbak Kabupaten Deli Serdang Medan. The researcher choose t his church because this research had never done before. The research has done at Church *Gereja*

Batak Karo Protestan from March to August 2016. The writer choose that time because it was time for the researcher to do the research.

The researcher used instrument to get the accurate data. The instrument for collecting data in this research would be used to get students result from the test. The researcher was asked students to tell about the story in front of the class one by one. The purpose of the researcher made it, because the researcher wanted to know about their ability in word choice, and also sentence structure. As long as the students speak in front of the class, researcher was record all the events, whether the communication well or not. The researcher was analyzed the vocabulary of the students.

4 Findings

The data were obtained from pre-test and post-test conducted on experimental and control groups. The mean score of the control group in pre-test was 57.44 while the mean score of the experimental group was 63.08. The mean score of experimental group in post-test was 81.76 and the control group was 70.56. The data could be seen from these following tables:

Table 4.1 Total Score of Pre-test and Post-test of Control Group

No	Students' initial	Pre-test	Post-test
1	AS	45	65
2	AS	56	68
3	CS	68	80
4	DLS	60	65
5	DVS	60	78
6	EJS	66	86
7	EMC	50	55
8	FH	65	75
9	FYRG	57	70
10	GIS	68	80
11	HS	65	78
12	HOP	65	75
13	JN	45	50
14	JYM	60	78
15	KSS	75	82
16	LS	50	69
17	MPS	45	63
18	MM	50	78
19	PWH	45	68
20	RMS	50	69
21	SP	60	70
22	SS	50	55
23	SS	60	80

24	TNS	76	80
25	TR	45	47
TOTAL		1436	1764
MEAN		57.44	70.56

Table 4.1 presents the students' scores in the pre-test and post-test of the control group.

For the control group, the increasing of students' score from pre-test to post-test was low which was the mean score in the pre-test was 57.44 and in the post-test was 70.56. The higher range between pre-test and post-test was 28 points. The score of the students (MM) in the pre-test was 50 and post-test was 82. From the data above, there was student (TR) who get the lowest score in pre-test that was 45 and the highest score was got by TNS was 82. For post-test, there was student (TR) get the lowest score that was 47 and the student (KSS) got the highest score that was 82.

Table 4.1.2 Total Score of Pre-test and Post-test of Experimental Group

No	Students' initial	Pre-test	Post-test
1	AR	60	92
2	DH	48	60
3	DP	68	80
4	ES	67	82
5	GS	60	65
6	IS	50	82
7	JS	70	92
8	KS	60	75
9	LJS	60	80
10	MA	70	96
11	MH	65	80
12	NSN	60	80
13	PS	70	85
14	RM	66	92
15	RS	75	87
16	SAS	60	80
17	SB	50	88
18	SHS	62	70
19	SN	50	55
20	TP	60	90
21	TR	70	85
22	WDM	75	82
23	WPSR	58	82
24	WS	75	94
25	YNS	68	90
TOTAL		1577	2044
MEAN		63.08	81.76

Table 4.1.2 shows significant improvement of students' score in the

pre-test and post-test of experimental group. The mean score of the experimental group in the pre-test was 63.08 while in post-test was 81.76. from data above, there was children who extremely with range between her score in pre-test and in post-test was approximately thirty eight (38) points. It was because when during the treatment, the students showed great curiosity. She listened to the teachers' explanation seriously and followed the teachers' instruction so that able increasing her score. From the data above, there was student (DH) the lowest score in pre-test that were 48 and the highest were got by (RS, WDM, WS) that were 75. For post-test, there was student (SN) got the lowest score that is 55 and student (MA) got the highest score that was 96.

After analyzing the data, it was found that the lowest score of pre-test in control group was 45 and the highest score was 76. Then after the post-test was administered, the lowest score was not significantly improve, the 45 improve to 47 ($47-45=2$), it meant that the difference of the score was 2. The highest score was not significantly improve too, 76 improved to 80 ($80-76=4$). It meant the difference of the score was 4. The mean score of the pre-test was 57.44 and the post-test was 70.56 ($70.56-57.44=13.12$). It could be concluded that the students in control group, which was taught by applying storytelling technique was not significantly different.

The lowest score of pre-test in experimental group was 48 and the highest was 75. The lowest score of post-test in experimental group was 55 and the highest was 96. The lowest score improves significantly, 48 improves to 60 ($60-48=12$), it means that the difference of the score was 12. It also happened to the highest score, 75 improves to 87 ($87-75=12$). It means that the difference of the score was 12. The mean of the pre-test was 63.08 and the post-test 81.76 ($81.76-63.08=18.68$). it can be concluded that the children vocabulary was good by applying digital storytelling.

Based on the experimental above, it can be concluded that children were good on vocabulary ability by using digital storytelling technique.

5 Conclusion

Based on the analysis of the data in this research, it is found that score of t-observed (3.3) was higher than t-table 2.010 at the level of the significance 0.05 of t-table test and the degree of freedom (df) was 48. It means that there is significant effect of digital storytelling technique on students' vocabulary mastery of Church *Gereja Batak Karo Protestan* in Medan.

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