



The implementation of digital storytelling using discovery learning in EFL listening class: middle school students' and teachers' voices

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Abstract

Due to the rapid elevation of technology, teachers are expected to integrate technology into the classroom to engage students considered digital natives. Digital storytelling is an alternative medium for teaching listening skills. This case study investigated students' and teachers' voices of the implementation of digital storytelling using discovery learning. An in-depth interview, classroom observation, and open-ended questionnaire were applied to explore the implementation of digital storytelling using discovery learning. This case study involved a middle school English teacher and 30 students from a junior high school level in Bali, Indonesia. The qualitative data from students and teachers interviews and observations showed that the students perceived that digital storytelling is more engaging, interesting, and motivating to improve their listening skills. The most challenging activities rested on students' limited vocabulary during the communication stage using *Bahasa Indonesia*. The pedagogical implication of this study is that EFL teachers need to provide learners with relevant vocabulary to support learners' communication skills during the classroom session during the implementation of digital storytelling. Since learners' limited vocabulary becomes one of the hindering factors in teaching listening, it is recommended for a further researcher to address this issue.

Keywords: digital storytelling; students and teachers' voices; listening skill; discovery learning

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Introduction

In this rapidly changing world of technology, the use of technology is essential in the education field. We strive in the modern era, which develops many modern technology systems. Furthermore, technology has been used in the classroom in recent decades, and many studies show that the effective integration of technology into classroom instruction positively affects students' motivation, engagement, and interest in learning (Ahmad et al., 2015; Blasco-Arcas et al., 2013; Hung et al., 2015; Wong et al., 2020). Furthermore, the call for infusing character education into the teaching and learning process, especially in Indonesia, is due to Indonesia's challenges in preparing good characters to be enhanced within to build up good habits. Thus, educational reforms set ambitious goals for student learning. First, to prepare students for handling the complexity of modern societies, policy documents and educational reforms around the globe call for 21st-century skills (Haug et al., 2019). Next, in general, 21st-century skills include collaboration, communication, critical thinking, problem-solving, creativity, innovation, productivity, digital literacy and ICT utilization skills. Therefore, the aims of education are now shifting from traditional and single focus to develop interpersonal, intrapersonal, and cognitive skills (Ollis et al., 2006).

Looking at previous demands, it is essential to use teaching methods, materials, and tools that cover linguistic competence and the value of the relationship between oneself and the world and reduce the relationship and interpretation of the world (Ghasemi & Mozaheb, 2021). Digital storytelling is an alternative medium to teaching listening skills. Digital storytelling is an ideal medium for teaching listening skills to inspire deep and reflective learning, attract and motivate students, and provide natural resources (Gestanti, 2017). Therefore, this study focuses on using digital storytelling as a medium for

teaching understanding to be heard at the junior high school level (Ofoegbu et al., 2020).

Although digital storytelling can be one of the alternatives in teaching listening, previous research implements listening instruction using different strategies. However, they do not implement discovery learning because many aspects of students' cognitive can be promoted from the implementation of discovery learning, such as students' critical thinking, collaborative skills, and communicative abilities echoed from the above studies (Kervin & Mantei, 2017). As part of the scientific activities, discovery learning offers five learning activities: stimulation, questioning, elaboration, association, and communication. It has been overlooked within digital teaching and learning that discovery learning has been widely implemented within the traditional context. Previous research also neglects the importance of this discovery learning in EFL teaching and learning under the digital environments (such as digital storytelling, which offers learning potential). Without the implementation of discovery learning, the students are passive because the activities do not rely on the students learning. Therefore, discovery learning should be considered in EDL teaching and learning.

Digital storytelling offers numerous potential learning benefits in an education setting, including expanded understudy inspiration and stand out for students, making it an optimal procedure to consider using to recount individual stories (Shelton et al., 2017). Digital storytelling provides an enjoyable and exciting learning medium, with various stories within it, all with beautiful pictures embedded in them (Gestanti, 2017). Because the stories are significant, it is easy for students to understand them. Also, in digital storytelling, this technique involves multiple senses. Hands, eyes and ears are involved. Referenced that advanced narrating gives a fun and fascinating learning media, comprises different stories inside and contains some lovely pictures in each scene. Those accounts are significant, so the understudies are not complex to sort them out (Simsek, 2020). Anderson (2018) stated that the digital storytelling task positively impacted students' behavioral, emotional, and cognitive engagement.

There are several studies of student and teacher voices for the use of digital storytelling. There are several studies of student and teacher voices for the use of digital storytelling. For example, Kobayashi (2012) investigated pre-service teachers' perception towards digital storytelling for 21st-century learning. The finding revealed that the pre-service teachers perceived positively towards the use of digital storytelling in the classroom. In addition, Yang and Wu (2012) Learners' perceptions of the impact of digital storytelling on vocabulary

learning were investigated. To obtain the results, the researchers conducted a qualitative case study. It turns out that learners are ambitious to learn vocabulary using digital storytelling.

Previous studies focused on digital storytelling in both listening and non-listening instructional activities. However, most of them use single-mode verbal information, and previous studies employ no specific strategies during listening activities, including discovery learning which is considered an effective strategy, but this strategy has not been widely implemented in the listening pedagogy (Anderson et al., 2018; Kobayashi, 2012; Yang & Wu, 2012). However, it has been relatively sparse regarding listening research using digital storytelling under the discovery learning in EFL context involving teacher's and learner's perspective to get the comprehensive implementation. Therefore, this study aims to elaborate on EFL teachers' and students' perspectives on implementing digital storytelling using discovery learning in EFL listening classes. Furthermore, this study contributes to teaching listening on how multimodal exposure using digital storytelling can enhance listening skills under the discovery learning frameworks of stimulation, questioning, elaboration, association, and communication (Anderson et al., 2018).

Method

Research design

This research applied a qualitative research method. This research is case study research because of the uniqueness in using digital storytelling in teaching listening. It was reported that the research subject, in this case, a middle school EFL teacher and learners, had been using digital storytelling for more than one year (Arifani et al., 2021; Yin, 2009) characterized the uniqueness of the case study using a questionnaire to find the uniqueness of the research subjects. Moreover, Yin (1994) asserted that a case study is a unique phenomenon of a single subject or a group of people or organization. In this study, the case's uniqueness rested on the study participants involved in digital storytelling for more than two years. This condition was not found in any other studies.

Participants

The subjects were selected using the criteria of applying technology in the EFL questionnaire (Arifani et al., 2021). A questionnaire was administered to 30 EFL

middle school students in Bali, Indonesia. The questionnaire indicated the more extended use and experiences of teaching listening using digital storytelling. Through the association of English teachers (MGMP), the researchers found an English teacher from a public junior high school in Bali who had been implementing digital storytelling in his class for more than two years. Thus, he has been teaching for more than 15 years. During the data collection, he taught 30 students in his class. The demographic information of the research participants is shown in Table 1. The author took six students for the interviews. They were selected based on their classroom participation and grades to represent other students.

Table 1. Demographic information of the research participants

Participants		Teachers	Students
Questionnaire	Male	1	13
	Female	-	17
	Average age	47	14.5 years old
	Grade	-	8 th
Interview	Male	1	3
	Female	-	3
	Age	47 years old	14.5
	Teaching experience	> 15 years	-
	Grade	-	8 th

Data collection

The data collection procedures involve in-depth interviews with an EFL teacher. First, a questionnaire was administered to 30 students. Then, the author conducted interviews with six students. In-depth interviews were conducted four times after the classroom teaching and observation were accomplished. The interviews focused on the implementation of discovery learning using digital storytelling. The questionnaire was administered after the end of the semester to draw both teachers and students' voices towards implementing discovery learning strategies.

The use of observation strategies in this study is to retrieve data related to the implementation of digital storytelling when teaching listening skills. Afterwards, the researchers focused on the EFL teachers and learners' specific practices during the implementation of discovery learning using digital storytelling. The classroom observation focused on types of digital storytelling, exercises, successful practices, failures, and challenges during listening

activities with digital storytelling. They assessed both EFL teachers and learners' perceptions or voices towards implementing digital storytelling in listening class. An open-ended questionnaire was used to draw their perceptions. In addition, the questionnaire originally included a Likert scale with five scales of 1 (Strongly Agree [SA]), 2 (Agree [A]), 3 (Neutral [N]), 4 (Disagree [D]), and 5 (Strongly Disagree [SD]). The questionnaire was piloted before it was applied to the study. It was also reported that the alpha value of 0.78 to 0.86 indicated good reliability. The researchers also used the interview protocols to obtain critical data or detailed information related to the implementation of digital storytelling using discovery learning. The interview was designed thematically under the practices of digital storytelling (successful and unsuccessful practices), challenges, and future directions. The interview with an EFL teacher was Wayan as pseudonym conducted six times after classroom observation was conducted. The focus of the teacher-interview was the teaching strategy, practices, tasks, successful practices, failures and challenges during storytelling activities in the listening class. The researchers conducted a focus group interview with six EFL students to draw their experiences during digital storytelling practices and possible challenges.

Data analysis

The results of teachers' and students' questionnaires regarding their voices towards the implementation of digital storytelling in listening class were analyzed using descriptive statistics in the form of the mean. Meanwhile, the results of observation and interview were thematically analyzed using an inductive approach following Kucirkova et al. (2015). The inductive approach involved the analysis of discovery learning strategies using digital storytelling. It comprised problem identification, discussion, examination, and problem-solving. The coding distribution was determined by three experts (the author and co-authors of this study) during the coding process. The coding was classified into four categories: successful practices, failure, challengers or roots of the problem, and future directions. Three different experts interpreted transcripts as well to avoid any biases.

Findings

This section presents the findings of our investigation into research questions regarding the implementation of digital storytelling from both students and teachers to implement digital storytelling using discovery learning.

Students' voices towards the implementation of digital storytelling using discovery learning in teaching listening skills

The following section presents student responses regarding the voices of digitally busy learning motivation to digital storytelling—a voice towards the benefits of digital storytelling for storytelling and enhancing students' listening skills. Students showed their interest in learning to use digital storytelling. In terms of interest, the questionnaire found that most participants considered digital storytelling an exciting medium for learning skills. Table 2 shows the results of our research on student interests.

Table 2. Students' voices towards the implementation of digital storytelling using discovery learning

No	Statement	Alternative answer					Total (%)
		SA (%)	A (%)	N (%)	DA (%)	SDA (%)	
1	I feel that learning English listening through Digital Storytelling using the discovery learning approach at the stimulation step is meaningful and fun	33.3	53.3	13.3	0	0	100
2	I enjoy the teacher's questioning stage while learning English listening through digital storytelling using the discovery learning approach	20	63.3	16.7	0	0	100
3	I feel that the teacher's teaching elaboration in digital storytelling using discovery learning is meaningful.	23.3	46.7	26.7	3.3	0	100
4	I like the teacher's strategy to associate story content and real-life activities during listening using discovery learning	23.3	40	33.3	3.3	0	100

Table 2 indicates that digital storytelling using discovery learning approaches could make the students motivated and engaged in the listening class. This meant that the students positively perceived digital storytelling

using discovery learning to make them more fun, motivated and engaged in the listening class. They also perceived the discovery steps were meaningful for their listening activities. The students could connect their background knowledge with the story content. They could freely associate the story content to relevant sources and practice communicating using mixed English and *Bahasa Indonesia*. The above attributes of fun, motivation, and engagement are presented in the following excerpts.

The information likewise fortified the discoveries got from the interviewees.

- Researcher 1 : What do you perceive of the first steps of digital storytelling using the discovery learning approach? What do you think about the learning process using Digital Storytelling? What makes you happy with digital storytelling? What challenges do you have?
- Interviewee 1 : I like the discovery learning because the activities relied much on the learners. I could discuss with my friends and present my work afterwards.
- Interviewee 2 : I feel that stimulating learners' background knowledge was good because I know the topic. In my opinion, learning to use digital storytelling is more fun, not dull either. The stimulation steps using *Bawang Merah* and *Bawang Putih* activities are fun and help me understand the story.
- Interviewee 2 : I could comprehend the story better through digital storytelling because it has pictures, video, and verbal information.
- Interviewee 2 : I could not use my English during classroom listening since I did not know the vocabulary.

The result indicated students' positive attitude towards the use of Digital Storytelling. Then, the students perceived that animation and sound background in digital storytelling make them interested. The students expressed that digital storytelling could help them remember the story's plot and the English words. They also felt that the multimedia exposures such as animated video and verbal voices could help them comprehend the story's content in their listening class. From the perspective of learners, digital storytelling confirmed positive views, and it could facilitate learning, although the challenges with students' limited vocabulary were also found from the excerpts. The study also suggested that students' retelling stories during

listening class become a real challenge to communicate in English as part of the listening activities.

- Researcher 2 : Do you think that digital storytelling is motivating for you? What parts motivate you to learn using digital storytelling?
- Interviewee 3 : I feel motivated as guessing and predicting activities make me competitive in answering the teacher questions. Moreover, during associating activity, I can browse and discuss the possible answers with my group.
- Interviewee 3 : During the communication phase, I can report the results of my group discussion so that I do not feel nervous during this phase.
- Interviewee 4 : I feel motivated. Because those who tell stories are native speakers, I am more motivated to understand the voices of native English speakers.
- Interviewee 4 : I like the animation, and the animated video makes us clear the story content.
- Interviewee 4 : I like the animated stories from the video, although some words are difficult to remember for the native speaker storyteller.

It demonstrated that the students were motivated to learn listening by using digital storytelling. They were motivated because the digital storytelling video was provided using sound background, animation, and native speaker storyteller. The students also became motivated by digital storytelling because its animated video provided a straightforward story plot. Therefore, they could understand the story content although they encountered some unfamiliar words from the story. This finding also found that difficult vocabulary words became the dominant issue echoed by the learners.

- Researcher 3 : What do you think about your listening skills? Is there any improvement? What successful practices that you experience? What is the challenge in improving your listening skills?
- Interviewee 5 : Because there is animation and a sound background, it makes the story alive, so the contents of the story are more accessible for us to understand
- Interviewee 6 : I feel that I could comprehend all listening exercises better using digital storytelling. Even I can understand the meaning of the problematic words by looking at the story. Moreover, I can predict the meaning through its story.

Interviewee 6 : I have a problem with the meaning of the difficult words.

It tends to be inferred that the understudies apparent that digital storytelling empowers them to all the more likely comprehend the story's substance and further develop their listening abilities. It can happen because the understudies get the video and sound when they pay attention to the story. These recordings and sound assistance influence students' listening comprehension by watching the story too, rather than simply paying attention to it, to sort out the significance of the new jargon utilized. In this manner, the understudies are ready to foster their creative minds through Digital Storytelling. The students also felt that they could guess the unfamiliar words from the story content. Similarly, they reported their unsuccessful practices in retelling the story using English as they also had limited vocabulary issues.

Teachers' voices toward the implementation of digital storytelling using discovery learning in teaching listening skills

This part aims to find out teachers' voices on using digital storytelling to teach listening in junior high school students. The data were gained through interviews with the English teachers and observation.

Based on the observation and interview, the researcher found two purposes for the teacher to use digital storytelling. First, there are to test students' listening skills and increase students' learning motivation.

Researcher 1 : For what purpose do you use digital storytelling in your Listening class? What successful and unsuccessful activities do you encounter?

Teacher : The first is to test whether the students can understand what they hear as we know that we have four competencies in language learning. Listening, speaking, reading, and writing. So here I hope that students can understand by listening to native speakers by listening to stories, not just reading the text. From there, the students try to listen. After that, we ask them to understand the story. Then we ask some questions related to the content of the story. Second, of course, to increase motivation. Maybe with variations like that, it will increase their learning motivation. They also said that digital storytelling is fun for them because they can play I.T. They like it, and they will not be bored if films or videos are shown to increase their motivation to learn.

- Teacher : I feel that the students could comprehend all listening exercises better using digital storytelling. Moreover, they can predict the meaning through its story.
- Teacher : Most of the students use their Bahasa during storytelling because they have limited English vocabulary. So, I allowed them to use mixed Bahasa and English to understand the story and get vocabulary step by step.

The teacher claimed that digital literacy in his listening class could enhance learners' listening comprehension. The teacher showed an example as excerpted above; the story's content could facilitate learners' comprehension. The teacher also asserted that the video story from the digital storytelling could facilitate students guessing strategy when encountering unfamiliar words from the story. The teacher also echoed similar issues regarding learning limited vocabulary during retelling the story.

Next, it is supported by the data from observation. In the fourth step of the learning process, the association, the teacher gives some questions related to the video after watching the video. Also, the teacher asks the students to watch the video in the elaboration step. Therefore, the students were looks motivated while collecting information by listening activities. The result of observation also indicated that some students got difficulties in retelling the story using English. They used Bahasa and English most of the time.

It has been known that teachers today need to move forward with technology and use it to enhance their classrooms. The enhancement of students' collaboration skills is also evident when using Digital Storytelling. The researcher found that the teacher claimed that digital storytelling could promote students' collaboration in their English learning process based on the interview.

- Researcher 2 : Did you think that digital storytelling can promote students' cooperation in their English learning process? Did you think digital storytelling can help students to develop an awareness of autonomy for their English learning? Did you find some successful practices, failures, and challenges?
- Teacher : Yes, by listening to Digital Storytelling, we give a video, then they listen, then we ask them questions. Maybe with that, we make a group. They then share how the results of the answers from each group can then be presented in class with their groups. Alternatively, if online today maybe we can use zoom, then divide the group, try group A how the answer to number 1 is the same as group B.

- Teacher : Yes, because with digital storytelling without a teacher, they can also play it repeatedly, heard then understood. If they do not understand, they can contact me. So, with education using Digital Storytelling, it means that we encourage children to learn autonomously.
- Teacher : During collaborative works, most of the students speak using mixed Bahasa and English because of vocabulary problems. However, it is ok for me since they can learn step by step from the group work.

According to the result above, the researcher found that digital storytelling could help teachers expand students' engagement in the class. Especially in enhancing students' collaboration and developing the awareness of autonomy for their English learning. His successful implementation of digital storytelling rested on teachers' efforts to promote students' autonomous learning through collaborative works. From the collaborative work, the students could share their idea and learn English from their peers.

In implementing digital storytelling into teaching listening narrative text, the teacher applied discovery learning with the scientific approach of the 2013 curriculum with the following steps.

The first step is stimulation. In this step, the teachers' role was to give an example to the students by giving them a picture about *Bawang Merah* and *Bawang Putih* to get more prior knowledge about the narrative text. Also, the teacher asks some questions to the students. Such as, *when you were a child, did your parents tell you stories? What story did you like most? What was the last story you read?* Then, the students actively answer the teachers' questions.

Then, at that point, the subsequent advance is addressing. In this progression, the instructor directs the understudies to form a few inquiries identified with the image given. The understudies were effectively asked during this progression, and the educator can handle the learning cycle, pass on the material, and working with the connection between understudies. Subsequently, in this progression, the understudies had the option to recognize the social capacity and the construction of a story text. Elaboration or gathering data was another progression applied. The educators' job in this progression was to request that the understudies do a coordinating with action. For example, the educators give a few words identified with story text material, and the instructor requests that the understudies match those words with reasonable ones and the understudies can answer well. Additionally, the educator gives a video about *Bawang Merah* and *Bawang Putih*. They were approached to tune in and fathom the video.

Notwithstanding the third step, the affiliation turned into the fourth step applied. After watching the video, the instructor poses a few inquiries identified with the video. This action can animate the understudies to be more dynamic. The understudies can address the educators' inquiries together and appear to be excited. The correspondence step was the last advance utilized in the learning movement. The educator requests that the understudies notice social capacity, construction, and virtue as the reflection for the understudy. Then, at that point, the instructor and understudies closed the learning material given. Before closing the class, the instructor gives a task to the understudies, and she discloses the guidance to do the task.

From the perception, the specialist uncovered that the instructor applied digital storytelling to show listening account text with the disclosure learning strategy. Further, the scientist likewise uncovered that when the instructor executing digital storytelling into showing tuning in, the educators' job is more predominant as the facilitator, so the understudies became dynamic, and the learning cycle was no longer instructor-focused. Finally, when the instructor was executing digital storytelling, the scientist uncovered that the understudies felt appreciate during the exercise.

Discussion

In this part, the researchers discussed the results of a study regarding the practices and challenges of implementing digital storytelling. The discussion addresses the research issues written in the introduction section and research questions. Since teachers, instructors, and instructors must consider the tastes of their students, the voices of students on this topic and how the teachers teach are critical in the process of teaching and learning. Textbook and learning development are also essential for them. If students have a cheerful voice, they can easily accept classes with positive thoughts. Unfortunately, the opposite is also true.

Interesting results showed that the majority of participants viewed digital storytelling as an exciting medium for learning skills. Therefore, based on the surveys and interviews above, we can conclude that most students have a cheerful voice about using digital storytelling to teach the story texts they hear. Furthermore, the results of other studies support the results of this study. For example, the study by Gestanti (2017) found that digital storytelling is a fun and exciting learning medium that contains various stories and beautiful pictures in each scene. Thus, the students are easy to figure them out. Also, most

participants perceived that they enjoy the class because it meets their current learning needs (Ahmad et al., 2015). This factor also makes students perceive that learning English is fun.

The students also perceived that digital storytelling might help them enhance their learning motivation. It was supported by Hava (2019) that applied a quasi-experimental group of Indonesian EFL learners. The result showed that the experimental class showed a slightly higher level of motivation than the control class. Therefore, it can be said that digital storytelling seemed to have a cheerful voice in terms of motivation. Also, the other researcher emphasized that digital storytelling can increase students learning motivation and involvement in English learning (Shelton et al., 2017).

Researchers have also made it clear that students are also aware that digital storytelling can help them better understand the content of a story and improve their listening skills. These results are consistent with a study conducted by Gestanti (2017), which employed the qualitative model, in which it was found that the results of the posttest students in the experimental group were higher than those of the posttest students in the control group. Moreover, the difference in student scores was statistically significant.

This can happen to receive video and audio as students hear the story. These videos and audios help build a springboard for students' understanding by listening to the story and watching the story, and understanding the meaning of unfamiliar vocabulary used. Therefore, students can develop their imagination through digital storytelling. This can be associated with the use of various learning sensations. In digital storytelling, various senses are involved in this technology and related hands, eyes, ears. Simsek (2020) stated that you could imagine and identify similarities between real characters and stories through digital storytelling through listening and viewing.

Based on observations and interviews, the study found two purposes for teachers to use digital storytelling. First, it is about testing students' listening skills and motivating them to learn. Using digital storytelling as an evaluation tool, Liu et al. (2018) full-fledged interactive video work is helpful and helpful to students because it presents fun learning activities that positively affect students for additional listening practice or perception. Still, it would be best if you were mindful of the purpose and usage of your tests. In this case, the syllabus and textbooks have built-in videos for listening, so videos must be used to assess learner achievement because technology is now becoming the standard for students. They grow developmentally as a result of this development, and that may motivate them to turn their attention. Second, the software and media used to design the story captivate the line of sight from the

screen. Shelton et al. (2017) stated that digital storytelling helps students boost their learning motivation.

It is known that today's teachers need to advance their skills and use them to strengthen their classrooms. Based on the findings of this study, the research team found that digital storytelling helps teachers expand students' participation in the classroom. Primarily, it aims to strengthen student collaboration and raise awareness of the autonomy of English learning. It matched with Anderson et al. (2018). One of the advantages of digital storytelling in education, said teachers, is to broaden student participation in the classroom. In addition, 21st-century students are exposed to technology and digital media. Specifically, research has found that teachers utilize digital storytelling to provide student collaboration. For example, after watching the video, the students discuss some questions about the video. This result was consistent with a study by Kucirkova et al. (2015). Using digital storytelling, instructors can help students tell their stories, discuss the themes presented in the story and help them understand abstract or conceptual content more easily. I told you to do it. Therefore, it is a good idea to use digital storytelling to involve students in the learning process.

To teach the story's text to hear, implement digital storytelling the applied discovery learning with a scientific approach to the 2013 curriculum using the following steps: The first step is stimulation. At this stage, the role of the teacher is to provide students with images of *Bawang Merah* and *Bawang Putih* so that they can gain more prior knowledge of the story text. The teacher also asks the students some questions. After that, the students are actively answering the teacher's questions. This is consistent with previous research results. For example, McDaniel and Schlager (1990) Asked questions to implement one-person discovery learning of the teacher observed in her study. As a result, she discovered that she began teaching the learning process.

The second stage is a question. At this stage, the teacher instructs the student to formulate some questions related to the given diagram. Students are actively asked questions at this stage, and teachers can control the learning process and send data to facilitate interaction between students. Therefore, at this stage, students could identify the social function and structure of the West Text. The politicization or collection of information was another step applied. At this stage, the teacher's role asked the students to conduct a matching activity. The teacher provides some words related to the text document of the story, and the teacher asks the students to match those words with the appropriate words. Students can answer well. In addition, the teacher provided

a video about *Bawang Merah* and *Bawang Putih* and asked them to listen and understand the video.

In addition to the third step, the association is in the fourth step. After watching the video, the teacher was asked some questions related to the video. This activity can stimulate students to become more active. Students are passionate about being able to answer teachers' questions together. The communication step is the final stage of the learning activity after the teacher is required to reflect on the student to mention social function, structure and moral values, and then finish the material provided by the teacher and the student. It was. Before the end of the lesson, the teacher gives the student an assignment and explains how to perform the assignment. Based on the results, we suggest that most of the activities in the classroom were done by implementing a discovery learning model when incorporating digital storytelling. According to Ministry of Education No. 65 of 2013 on standard processes, realizing learned skills requires learning models that apply discovery or inquiry-based learning models. The finding was in line with Künsting et al. (2011) research, which has integrated several steps of discovery learning that must be applied; stimulation, questioning, elaboration, association, and communication. Therefore, the discovery learning is suitable with the learning approach in the curriculum of 2013, especially in the implementation of digital storytelling in teaching listening comprehension.

Conclusion

This study aimed to draw the EFL teachers' and students' voices using digital storytelling to improve students' listening abilities. The EFL teachers and students perceived that digital storytelling media could enhance listening instruction. Further, the students also perceived that digital storytelling could enhance their creativity, comprehension and listening abilities. Therefore, it is suggested for EFL teachers to utilize digital storytelling in their listening calls. Since listening required actual context instruction, digital storytelling fulfilled this requirement. However, this study is not without its limitations. This study is limited to the small sample size. Therefore, the generalizability should be given cautiously. Sometimes, EFL teachers and students did not show their natural practices. As a result, it is suggested that further researchers examine this topic using a more in-depth longitudinal study to draw how digital storytelling provides learning transfer for EFL students.

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