

**INTERACTIVE LEARNING VIA DIGITAL STORRYTELLING IN ELT AT
ELEMENTARY SCHOOL: SYSTEMATIC REVIEW**

Vita Rahayu Setyawati
Universitas Muhammadiyah Purworejo
Anggoro270217@gmail.com

Abstract: In 4.0 era, digitalization in ELT at elementary school can be a complex learning tool. As we know that ICT facilitated and expanded access to education. One of the media using ICT in ELT is DS (Digital Storytelling). DS (Digital Storytelling) that is a story which narrate by using the digital multimedia such as: the video and the image. This study aims to analyse interactive learning via DS (Digital Storytelling) in ELT at elementary school. To understand kinds of the research studies that related to DS (Digital Storytelling), the writer used SLR (Systematic Literature Review) The research found through Google Scholar, Semantic Scholar, Pubmed, and Crossref from 2020-2023. This study executed in accordance 6 research articles consists of National Journal and International Journal. The result of this study showed that qualitative method research was the most popular research design. The result of this study that has been carried out that there are advantages applying DS (Digital Story telling) in interactive learning in ELT at the elementary school such as : it can improve the speaking skill, writing skill, reading skill, and listening skill, it can improve the students' motivate and the students' engagement, it can increase the levels of the students' interactions and the students' collaboration, it can improve the students' collaboration, the students' creativity skills, the students' critical thinking. The innovation is needed to help teacher improve the quality of learning in elementary school. It promotes better understanding for the content and curricula for the educators.

Keywords: *Digital Storytelling, Interactive Learning, ELT, Elementary School*

INTRODUCTION

In the industrial revolution 4.0 era, the great advance of technology gives effect to all aspect of human's life including education. The use of the technology to teach the students especially when learning English can be a complex learning tool. Nowadays the students learn three set skills that needed in ELT i.e., the learning and innovation skills, information, media and technology skills, and life and career. Digitalization in teaching-learning process demand literacy and digital skills for teachers and students. As we know that ICT (Information and Communication Technology) facilitated and expanded access to education networks,

increasing educational equity, learning quality, teacher professionalism, and more effective and efficient education management and governance.

The kind of systemic change necessary to prepare young people for the demands of the 21st century requires young people to take the lead in changing it. Set the stage for young people to play powerful roles in envisioning and creating powerful futures for themselves. One way to set that stage is to hold high expectations, not only for the students themselves, but for the teachers and for their responsibility in achieving certain outcomes. In 21st century the Interactive learning is one of the tools which collaborate with the ICT in ELT. Interactive learning is a method that encourages students to be active in learning and able to interact with others. The term interactive learning, however, has been associated with the independent learning using computer technology. It is used for many benefits in the learning process. It focuses on the learners instead of the teacher. The emotional aspect and positive values of the Elementary students must be addressed for them to speak comfortably in English. The competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. Learning real English use means to learn the English real people use to talk about real things in real situations. The tools which help the students to be able to communicate in English that is story telling. Using words and voices, storytelling conveys ideas, experiences, and tales. Enhances emotional intelligence and aids in the comprehension of human behaviour in learners. It has proven to be a powerful tool in English literature, fostering critical thinking, speaking, listening, creativity, and vocabulary. As students listen and utilize words and sentences to tell and listen to stories, it helps them strengthen their language skills.

Through the use of multimedia and hypermedia components combined with traditional oral or written storytelling, traditional storytelling has evolved into a digital format that enhances both written and spoken texts. Narration, either digital or conventional, constitutes a very useful tool in the hands of the teacher. It is the technique of telling a tale utilizing multimedia, such as pictures and videos. To draw in the listener, the narrator's voice has to shift. To draw in viewers, it must include sound effects or music. It needs to be easy. This implies that in order to keep the audience from becoming sidetracked, the tale being told must have minimal information.

Digital Storytelling is one of the most popular attempts. It has long been known to be beneficial for language learning programs; for instance, studies have shown that it enhances research and organizational skills, supports comprehension of the subject matter, and promotes independent learning. It is asserted that DS exercises the necessary abilities for living in the twenty-first century, to the extent that it is referred to as a potent media for teaching in this age. (Robin,2008). (Parsons, C 2017) said that the necessity of social connection for cognitive growth was suggested by the social development theory (Vygotsky, 1978). Self-authorship through social interaction allows students to take charge of their own learning, in contrast to the transmission approach that places a strong emphasis on the instructor. Students can actively participate in their own cognitive growth when they establish an internal locus of control. High levels of academic success and student persistence can arise from a shared connection, when a group of near strangers feel that they are in a supportive communal setting. It is important to look into the learning environments that support interactive learning since social and interactive involvement is essential to cognitive growth.

It is well known that interactive learning is an effective teaching strategy, and contemporary technology is better than ever at drawing students into classes. The interactive classroom format emphasizes student participation with new resources, making it much more comprehensive. This innovative methodology's courses emphasize conversation, critical thinking, and open-ended questions rather than rote memorization of material. The ideal approach to support learning is for students to collaborate with one another. It has been demonstrated that children learn better in a group setting regardless of the subject. This can include using web resources after class and conducting brief consultations before responding to inquiries, rather than requiring group projects or speeches (Natour,2022).

The application of new approaches and methods in ELT is influenced by advancements in digital domains and technological modifications to student profiles. The strategies and tactics of today are employed to structure information and to enhance, enrich, and distinguish education. They also offer the chance for high-quality, long-lasting learning. As a result, there is a shift from conventional teaching techniques that rely on paper and pencil to modern techniques that make use of computers and the Internet. Digital storytelling is one of these teaching strategies that has taken the role of conventional storytelling. This approach, which enables the creation of stories in a digital setting, calls for technological story-telling abilities in addition to the ability to use the stories in the classroom for educational objectives. (Meadows et al in Talan, 2020).

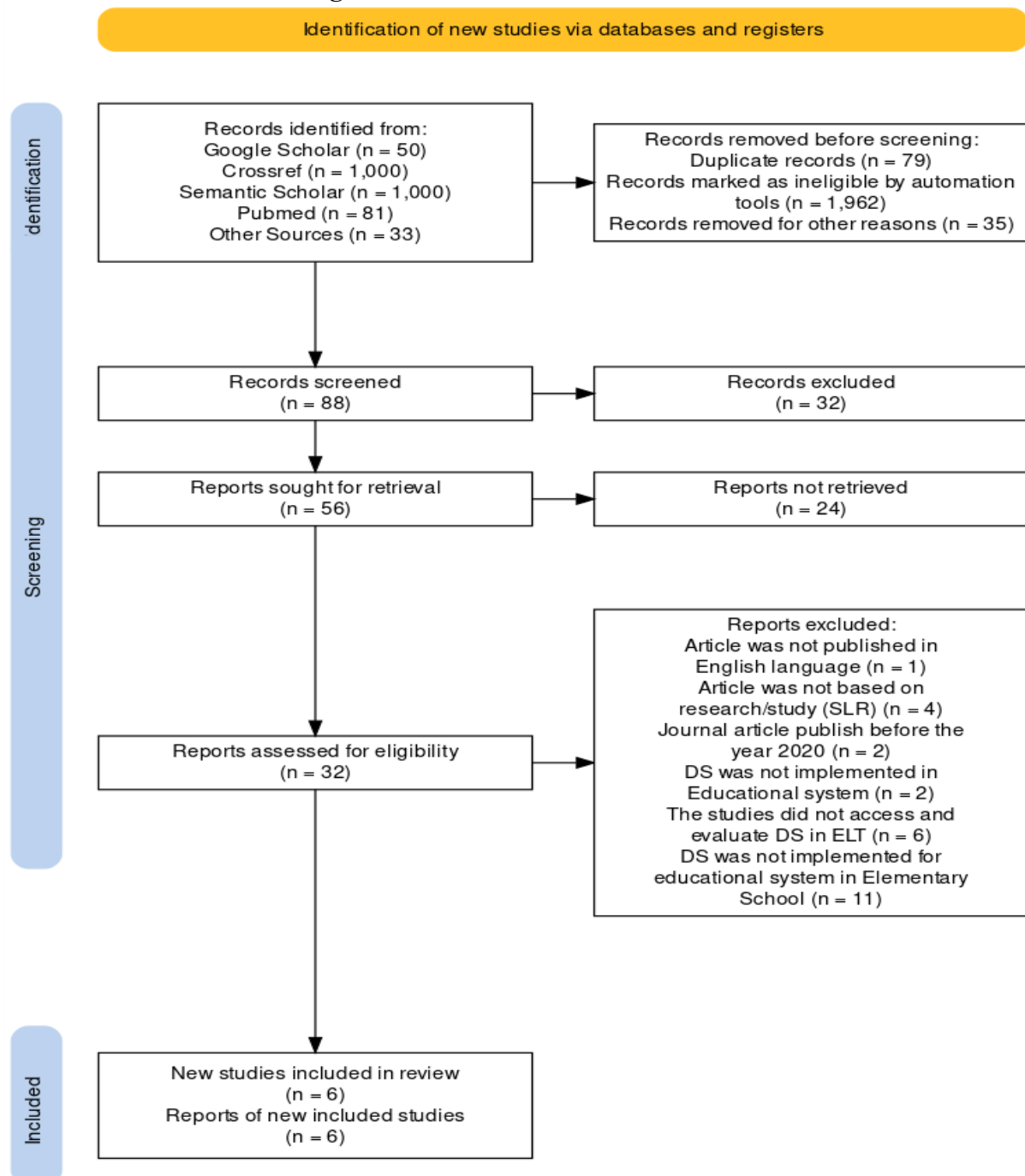
Digital storytelling is useful in a wide range of settings, including social media, government agencies, and educational institutions. The skill of narrating stories using a variety of digital media, such as text, images, music, video, recorded audio, and photos, is combined with digital storytelling. Using computer software, these multimedia components are combined to create a narrative that often centre on a single theme or subject and frequently includes a point of view. The majority of digital stories are somewhat brief, lasting anywhere from two to ten minutes, and they are stored in a digital format that can be watched on a computer or other device that can play video files. Furthermore, digital articles are usually posted online so that users of any well-known web browser can access them. Digital stories come in a wide variety of forms, with the three main kinds being divided into the following categories: 1) Personal narratives: these are reports of noteworthy occurrences in a person's life; 2) historical documentaries: these are stories that explore dramatic events to shed light on historical events; and 3) educational stories that enlighten or teach the audience about a specific idea or method (Robin,2016).

The writer highlighted that implementation of DS (Digital Storytelling) had become mainstream in education, especially in elementary school. Using DS (Digital Storytelling) is proven to help educators and students achieve learning goals in ELT. However, little study has been done on students in elementary schools. In this study aims to analyse interactive learning via DS (Digital Storytelling) in ELT at elementary school. Despite that there are advantages of interactive learning using digital storytelling in ELT at elementary school, there are challenges associated with such use. Thus the writer wants to answer the research questions : What the competencies have students achieved after implementing DS (Digital Storytelling) in ELT at elementary school?. Is there an influence on interactive learning after implementing DS (Digital Storytelling) in elementary school?. What are the advantages of implementing DS in ELT in elementary school?. Does the application of DS (Digital Storytelling) affect teachers in interactive learning in ELT at elementary schools?.

RESEARCH METHODOLOGY

The method used is a SLR (Systematic Literature Review), which is a literature review method that identify, evaluate, and interpret all the findings on the research topic to answer previously determined research questions (Kitchenham & Brereton, 2013). It is a research methodology that is appropriate for specific subjects that satisfy preset qualifying requirements. Six national and international journals from 88 journals that were indexed by Google Scholar, Semantic Scholar, Pubmed, and Crossref between 2020 and 2023 served as the study's sources.

Figure 1. Literature Review Search Method



The method used is PRISMA (Preferred Reporting Item for Systematic Reviews and Meta-Analytic) method. The four steps of the PRISMA approach are identification, screening, eligibility, and inclusion. The author chose articles pertaining to "Interactive Learning via Digital Storytelling in ELT at Elementary School" using the PRISMA approach. The writer gets all article then it has passed the selection process were then reviewed and summarized based on author name's, year of publication, the objectives, instruments used, respondents, the findings, and suggestion for the further research.

Table 1. The study's inclusion and exclusion criteria

Inclusion	Criteria	Exclusion
Article published in English language	Language	Article not published in English language
Researches conducted in a qualitative, quantitative or mix-method methodology	Research design	An article (SLR, conceptual paper, literature review, Meta analysis) that is not grounded in research or study
Journal article published from the year 2020 to 2023	Period of research	Journal article published before the year 2020
Digital storytelling was incorporated into the curriculum	Article of Education	Digital storytelling was not incorporated into the curriculum.
The research did not examine and assess DS in ELT	DS in ELT	The studies didn't look for and assess DS in ELT
DS was implemented for educational system in elementary school	ELT in elementary school	DS was not implemented for educational system in elementary school.

RESULT AND DISCUSSION

RESULT

Table 2. Analysis of the methodology used

Level of the learners	Qualitative	Quantitative	Mix-method
Elementary School	3	2	1
Total	6		

Table 2 provided an explanation of the technique analysis employed in the first publications between 2020 and 2023. The qualitative method and quantitative study design were the most often employed approaches in earlier studies. According to an analysis of the table, the least common research design is the mixed-method research design. Elementary school pupils made up the sample or respondent for every study. The third table outlined the main conclusions drawn from the research.

Table 3. Research findings significant to Digital Storytelling

No.	Author	Key Findings
1.	Sari et al., 2021	Research has indicated that integrating the latest advancements in digital technology into teaching is crucial. According to the current study, students enthusiastically embrace digital storytelling, or DS, as a potent instrument for language acquisition that enhances the "creativity, critical thinking, communication, and teamwork skills considered important in thriving the 21st century live."
2.	Aldbashi et al., 2021	<p>The investigator arrived to multiple conclusions. For example, UAE primary schoolchildren:</p> <ol style="list-style-type: none"> 1. Exhibit favorable sentiments regarding the use of digital storytelling (DS) by educators as a teaching tool in the classroom. 2. Students' motivation to learn and their level of engagement in the teaching-learning process are both increased when teachers in UAE primary schools use the DS (Digital Storytelling) technique. 3. Digital storytelling, or DS, encourages students to behave well and fosters a deeper comprehension of the material and curricula. 4. Digital storytelling, or DS, improves students' focus and memory for the material. 5. Students' verbal, social, critical thinking, and problem-solving skills all increase with DS (Digital Storytelling).
3.	Cahyanti and Nuroh, 2023	<p>The results of this study suggest that using Digital Storytelling (DS) in primary classrooms can help pupils become more proficient speakers. This can help students become more proficient communicators verbally and more equipped for social contexts where they will need to engage in discourse and give presentations. The outcome of the conducted research demonstrates that:</p> <ol style="list-style-type: none"> 1. Digital storytelling, or DS, can help students become more proficient speakers.

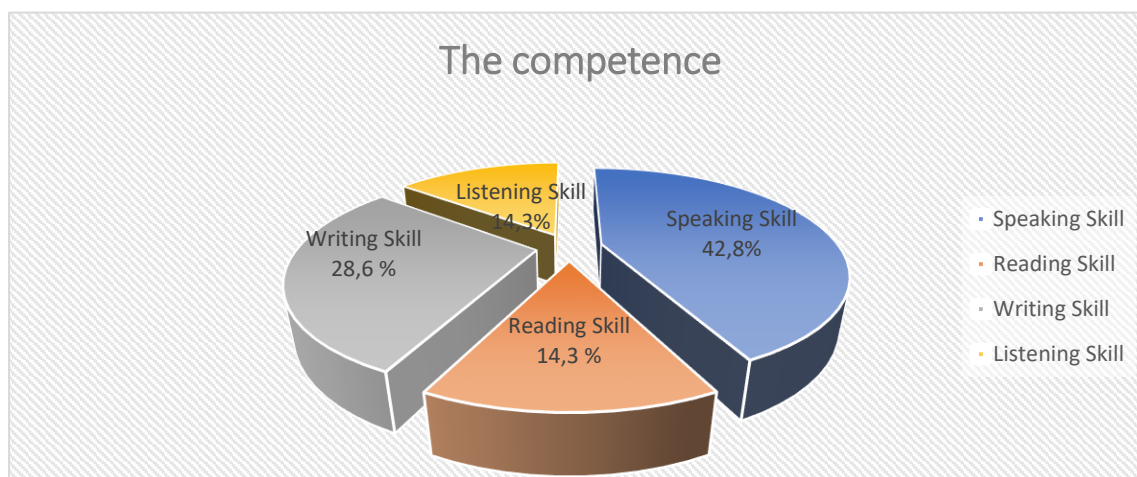
		<p>2. Digital storytelling, or DS, aids in the process of language acquisition.</p> <p>3. Digital storytelling, or DS, can also improve kids' psychological makeup and IT expertise when used in conjunction with the curriculum that primary school teachers teach.</p> <p>4. With the use of DS (Digital Storytelling), educators seek to create and mix more digital narrative media for the development of reading in classrooms across grade levels, particularly in elementary school.</p>
4.	Munajah et al., 2023	<p>The usage of instructional materials in both offline and online learning is comparable to the use of media and instructional materials, according to the data analysis's findings. The application Students' use of the DS (Digital Storytelling) application: Students who engage in Digital Storytelling (DS) feel more content and eager to switch to a new session. Digital storytelling, or DS, is essential for both online and offline learning. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, it is imperative that DS (Digital Storytelling) be used. Teachers find it challenging to enhance learning outcomes through story writing, so innovation is required to support them in raising the standard of instruction in elementary schools.</p>
5.	Sunar et al.,2023	<p>The study's conclusions demonstrate that DS (Digital Storytelling) can be a highly successful strategy for fostering conversation and interaction, which eventually aids in the language acquisition of the learners. Engage the students in dialogue to help them improve their English speaking and listening abilities by using DS (Digital Storytelling). For instance, following the display of the DS (Digital Stories), raising questions about the plot, discussing the learners' experiences with the new terms, giving them the task of telling their families about the narrative, etc. It is important to encourage students to share their experiences. It is highly advised that parents encourage and cooperate with their children in order to establish a welcoming learning atmosphere, inspire them, and help them gain confidence in speaking up in English.</p>
6.	Umar et al., 2023	<p>According to the survey's results, DS (Digital Storytelling):</p> <ol style="list-style-type: none"> 1. It can help kids grow into independent individuals. 2. It can support the development of independent character by allowing pupils to become independent learners.

	<p>3. It can inspire students and foster positive attitudes.</p> <p>4. It can change the classroom setting to increase productivity and quicken the learning process.</p> <p>5. It can improve their reading comprehension, spelling, and vocabulary.</p> <p>Students must create multilingual DS (Digital Storytelling) for this course that incorporates multimodal elements like visual and aural elements. As they use technology more frequently when developing DS (Digital Storytelling). By taking part in the online Digital Storytelling process, students improve their technological skills, including technology literacy. The creative process of selecting a topic, crafting a script, and recounting an interesting tale can be contextualized through a learning exercise that makes use of DS (Digital Storytelling). It also encourages pupils to exhibit extraordinary public speaking skills. It is suggested that DS (Digital Storytelling) be used in education to develop the character of primary kids due to its effectiveness as a multilingual approach.</p>
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DISCUSSION

The main conclusions of the research shown in Table 3 are covered in this section. In light of the findings, the writer responds to the RQ.

The first research question in this study is RQ1: What the competencies have students achieved after implementing DS (Digital Storytelling) in ELT at elementary school?



1. Cahyanti and Nuroh, 2023 discovered that speaking skill is the competency that students have attained after using DS (Digital Storytelling) in ELT in elementary school. The results of this study suggest that using Digital Storytelling (DS) in primary classrooms can help pupils become more proficient speakers. This can help students become more proficient

communicators verbally and more equipped for social contexts where they will need to engage in discourse and give presentations.

2. Sunar et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Speaking Skill and Listening Skill. Using DS (Digital Storytelling) engage the students in dialogue to help them improve their English speaking and listening abilities by using DS (Digital Storytelling)
3. Umar et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Reading Skill, Writing Skill, Speaking Skill. It can develop their vocabulary, spelling, and reading skill. Selecting a topic, crafting a script, and recounting an interesting story can all be creatively contextualized through a DS (Digital Storytelling) learning exercise.
4. Munajah et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Writing Skill. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, it is imperative that DS (Digital Storytelling) be used. Innovation is required to support teachers in raising the standard of instruction in primary schools since they face challenges in enhancing learning outcomes when they are composing stories.

The second research question in this study is RQ 2: Is there an influence on interactive learning after implementing DS (Digital Storytelling) in elementary school? Ye, there is.

The interactive classroom format emphasizes student participation with new resources, making it much more comprehensive. This innovative methodology's courses emphasize conversation, critical thinking, and open-ended questions rather than rote memorization of material. The ideal approach to support learning is for students to collaborate with one another. It has been demonstrated that children learn better in a group setting regardless of the subject. This can include using web resources after class and conducting brief consultations before responding to inquiries, rather than requiring group projects or speeches (Natour, 2022).

1. Sari et al., 2021 found that DS (Digital Storytelling) enhances the "teamwork, creativity, critical thinking, and communication skills deemed essential for prospering in the twenty-first century."
2. Sunar et al., 2023 According to the study's findings, encouraging dialogue and interaction through digital storytelling, or DS, can be a very effective tactic for helping language learners become more proficient communicators.
3. Alderbashi et al., 2021 discovered that DS (Digital Storytelling) enhances pupils' verbal, social, critical thinking, and problem-solving abilities.
4. Cahyanti et al., 2023 found that DS (Digital Storytelling) can help students improve their verbal communication abilities and get ready for social situations where they will need to engage in dialogue and give presentations.

The third research question in this study is RQ 3: What are the advantages of implementing DS in ELT in elementary school?

Author	The advantages of using DS (Digital Storytelling)
Sari et al., 2021	DS (Digital Storytelling) has shown to be warmly welcomed by the students as one powerful tool language learning, which improves the “communication, collaboration, critical thinking, and creativity skills considered important in thriving the 21st century live.
Aldbashi et al.,2021	<ol style="list-style-type: none"> 1. Exhibit favorable sentiments regarding the use of digital storytelling (DS) by educators as a teaching tool in the classroom. 2. Students' motivation to learn and their level of engagement in the teaching-learning process are both increased when teachers in UAE primary schools use the DS (Digital Storytelling) technique. 3. Digital storytelling, or DS, encourages students to behave well and fosters a deeper comprehension of the material and curricula. 4. Digital storytelling, or DS, improves students' focus and memory for the material. 5. Students' verbal, social, critical thinking, and problem-solving skills all increase with DS (Digital Storytelling).
Cahyanti and Nuroh, 2023	<ol style="list-style-type: none"> 1. Digital storytelling, or DS, can help students become more proficient speakers. 2. Digital storytelling, or DS, aids in the process of language acquisition. 3. Digital storytelling, or DS, can also improve kids' psychological makeup and IT expertise when used in conjunction with the curriculum that primary school teachers teach. 4. With the use of DS (Digital Storytelling), educators aspire to create and integrate more digital narrative media for the development of literacy in classrooms across grade levels, particularly in elementary school.
Munajah et al., 2023	<ol style="list-style-type: none"> 1. Students who use digital storytelling (DS) are happier and eager to switch to a new course. 2. Digital storytelling, or DS, is essential for both online and offline learning. 3. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, the adoption of DS (Digital Storytelling) is desperately needed.

<p>Sunar et al.,2023</p>	<ol style="list-style-type: none"> 1. Digital storytelling, or DS, can be a very useful tool for fostering a dialogue and interactional atmosphere that will ultimately aid in the language acquisition of the learners. 2. Have conversations with the students using DS (Digital Storytelling) to help them improve their English speaking and listening abilities. For instance, following the display of the DS (Digital Stories), raising questions about the plot, discussing the learners' experiences with the new terms, giving them the task of telling their families about the narrative, etc. It is important to encourage students to share their experiences. It is highly advised that parents encourage and cooperate with their children in order to establish a welcoming learning atmosphere, inspire them, and help them gain confidence in speaking up in English.
<p>Umar et al., 2023</p>	<p>In light of the survey's findings, DS (Digital Storytelling):</p> <ol style="list-style-type: none"> 1. It can help pupils grow into independent individuals. 2. It can support the development of independent character by allowing pupils to become independent learners. 3. It can inspire students and foster positive attitudes. 4. It can change the classroom setting to increase productivity and quicken the learning process. 5. It can improve their reading comprehension, spelling, and vocabulary. <p>Students must create multilingual DS (Digital Storytelling) for this course that incorporates multimodal elements like visual and aural elements. As they use technology more frequently when developing DS (Digital Storytelling). For this course, students are required to produce multilingual digital storytelling (DS) that uses both visual and aural aspects. As they build DS (Digital Storytelling), they utilize technology more often. By taking part in the online Digital Storytelling process, students improve their technological skills, including technology literacy. The creative process of selecting a topic, crafting a script, and recounting an interesting tale can be contextualized through a learning exercise that makes use of DS (Digital Storytelling). It also encourages pupils to exhibit extraordinary public speaking skills. It is suggested that DS (Digital Storytelling) be used in education to develop the character of primary kids due to its effectiveness as a multilingual approach.</p>

The fourth research question in this study is RQ 4: Does the application of DS (Digital Storytelling) affect teachers in interactive learning in ELT at elementary schools? Yes, it does.

1. Cahyanti and Nuroh., 2023 discovered that teachers may create and integrate more digital story media for the development of literacy in classrooms at different educational levels, particularly in elementary school.
2. Munajah et al., 2023 discovered that teachers have challenges in enhancing learning outcomes when they write stories. As a result, innovation is required to support teachers in raising the standard of instruction in elementary schools.
3. Alberdashi et al., 2021 found that DS (Digital Storytelling) promotes better understanding for the content and curricula for the educators.

CONCLUSION

The result of this study that has been carried out that there are advantages applying DS (Digital Storytelling) in interactive learning in ELT at the elementary school such as: it can improve the speaking skill, writing skill, reading skill, and listening skill, Students exhibited a high degree of motivation and engagement, leading to improved levels of collaboration and interactions. This can enhance students' communication, teamwork, critical thinking, and creativity skills, as well as promote a better comprehension of the curriculum and positive behaviour. help the process of improving language skills, develop students' own autonomous character, help in fostering independent character that the students develop independence in learning, modify the learning environment to increase productivity and accelerate the learning process, improve students' vocabulary, spelling, and reading comprehension, sharpen their understanding of information technology and student psychology in the context of applying lessons taught by elementary school teachers, Students who engage in Digital Storytelling (DS) feel more content and eager to switch to a new session. Digital storytelling, or DS, has several positive effects on interactive learning in ELT, including enhancing teamwork, creativity, critical thinking, and communication abilities. It also fosters conversation and interaction, which helps language learners advance their proficiency, improves students' problem solving, language, social involving conversation and presentations. The effect of DS (Digital Storytelling) that educators promote better understanding for the content and they can purpose of promoting reading at all educational levels in schools, particularly in elementary school, more digital story material should be created and combined. Innovation is required to support teachers in raising the standard of instruction in primary schools since teachers can enhance learning outcomes through the creation of stories. Also promotes better understanding for the content and curricula for the educators.

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