Filmora to Showcasing Digital Story Telling in Social Media: Exploring Students' Speaking Performance

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Abstract. This research explores the use of the Filmora software application to showcase digital storytelling in improving students' communication and creativity skills through some popular social media platforms, namely Instagram and Facebook. The use of filmora focused on exploring local content in culinary, tourism places, and local culture. The research also highlights the importance of digital storytelling as a contemporary teaching methodology. Twenty-five students of the English Literature Study Program in the Speaking course are participants in this study. By showcasing the story digitally, using Filmora and exploring the features, students create their story box, and video and share them on social media. This qualitative research is empirical evidence, showing that utilizing software applications in digital storytelling can be used as a tool by educators to improve students' communication and creative skills..

Keywords: Filmora, Digital Story Telling, Social Media, Software, Showcase.

1 Introduction

One of the challenges faced by lecturers in speaking classes is how to use the latest social media applications that can support the integration of technology and student communication skills. Digital storytelling is considered as a contemporary method that utilizes many media sources not only to express themselves using stories but also effectively improve students' communication skills. There are many different definitions of "Digital Storytelling," but in general, they all revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video (1). Just about all digital stories bring together some mixture of digital graphics, text, recorded audio narration, video and music to present information on a specific topic. Digital Storytelling are stories/narratives delivered based on technology, usually accompanied by text, illustrations, sound and video to animations that are displayed simultaneously (2).

Rodriguez (3) in an article entitled "Digital Storytelling in Education: A Systematic Review of Literature, synthesized that digital storytelling is framed within the cultural and educational sphere, and through a narrative approach it is capable of integrating multi-format resources that project information and stories of great richness from a hypermedia language. Digital

storytelling in this context learning speaking is a process that blends media to enrich the written or spoken word.

Today, digital storytelling is one of the most popular art forms for giving voice to the voiceless, silenced, or marginalized groups. So, this method is framed within the cultural and educational spheres, and it uses a narrative approach to bring together multi-format resources that project great and meaningful information and stories from hypermedia language.Hypermedia is an advanced form of multimedia where all forms of various media, such as text, images, audio, video, and graphics are used simultaneously to convey information with interactive services. Interactive: In this case, the developed media has the ability to respond to the needs of its users by bringing up certain pieces of information according to the needs of its users.

The most popular current social media platforms used to display digital storytelling are Instagram and Facebook. There are 2.32 billion and 1 billion monthly active users on these two popular social media platforms, respectively.The use of social media to display digital storytelling in this way can also facilitate students' improving their communication skills. By using storytelling, they can build stories interpretively (effectively) on any content and practice speaking. Storytelling makes it possible for context and content to interact in a meaningful way, and it is a great way for students to improve their communication skills and come up with new ideas.

Social media platforms are regarded as a powerful tool for learning and learning practices due to their openness, interactivity, and sociability. By replacing conventional learning practices, these platforms have become a virtual environment for educational purposes that is ideally suited for facilitating the creation, sharing, and receiving of user-generated content (4).

In fact, social media platforms such as Facebook and Instagram are among the most intensively researched social media platforms in the field of education, and various aspects of social media used in this study focused on these platforms due to their widespread and increasing use among all age groups across the globe, particularly among the younger generation. This platform is also frequently utilized in traditional classrooms, where teachers attempt to pique students' interest in studying (5).

Digital storytelling is believed to be simple to create, thus researchers choose to focus on it. This allows teachers and students to create their own materials for classroom usage. It is also believed that digital storytelling might make people more interested in learning and creative when studying.

Filmora is one of the tools used to create narratives when learning English. Filmora is one of the most widely used video editing applications that must be learned. According to Hasanudin (6), one of the primary reasons for this software's popularity is its sophisticated video and audio editing capabilities. Interestingly, Filmora already includes video editing capabilities. In the context of Indonesian higher education, however, Filmora integration for digital storytelling has not been examined. This study investigates the use of the Filmora software application to demonstrate digital storytelling as a means of enhancing students' communication and creativity skills in university classroom instruction via Instagram and Facebook.

2 Methodology

This is a single case study of qualitative research involving second year students. This study looked into how Filmora is used to produce digital storytelling and how it affects student engagement and performance in social media. It is concentrated on investigating the potential of digital storytelling as an innovative approach to teaching and learning as well as its capacity to raise student engagement and academic results.

This study uses the implementation steps described by Soy (1998) and Tellis (1997a and 1997b) in Setiyadi (7). The procedure includes several stages as follows:

1. Determining the focus of the research and setting questions
2. Determining cases, procedures for data collection and initial data analysis
3. Preparation of data collection tools
4. Field data collection
5. Implementation of final data evaluation and analysis
6 .Preparation of reports.

3   Result and Discussion

Some activities were broke down into some phases in which students can explore their abilities to accommodate themselves . First Phase was students are given opportunity to get to know Filmora application . In order to generate good video, they depart from one important step which is an idea. They needed to research Filmora before the projection of digital story telling through this application.

The observation prior to the using of Filmora software application to create digital story telling was conducted. Students learn the features and some advantages of filmora. Following are some interesting features found in Fimora :

a)   Motion Tracking: this software allows users to easily add elements to moving objects.
b)   Zooming and Panning: Students can make zooming and panning views more seamless.
c)   Color Matching: this feature was developed to match the color of the selected clip with the frames of other clips.
d)   Keyframing: It's easier for students to customize any animation by combining keyframes to change the position, scale, opacity, and rotation of clips.
e)   Stabilization: this feature makes it easier for students to edit videos with smoother and more stable results.
f)   Audio Ducking: Can remove background music to ensure dialogue sound clarity.
g)   Color Grading: gives better color.
h)   Picture in Picture: very effective if students give a futuristic impression on the project they are working on.

Fig 1. Introduction session

Next step students, explore and research the local content 0f north Sumatra from the different sites; lecturer offers few choices that make students have more opportunity to research and explore their local content. Tourism sites, culinary and historical building were some choices offered. The research were conducted in a weeks.

The following process is making students' storyboard. It took two weeks for students to finalize their story board. The story board is completed by the activities of locating and gather resources. organizing ideas from the conducted research, students were given the opportunity to dig in to more resources, pictures, photographs, visiting the local sites and draw more ideas to put in to Filmora. Also, in this phase Filmora were introduced and implemented throughout the classroom process.

The second final step was creating the digital story telling using filmora; the chosen topics and the gathered resources were transferred in to this video maker .When finalizing the video , Team Work worked to formulate a digital story board and choose a platform Face book or Instagram .Students were ready to share their digital story telling to social media and expected more viewers watch their digital story telling.

Fig 2. Steps to in Classroom reluctance

Finally by creating the video project, students are able to create their own digital storytelling project. The project should evoke everything they have learned when it comes to content, use of evidence, research, technological expertise, originality, sound quality, and picture quality,

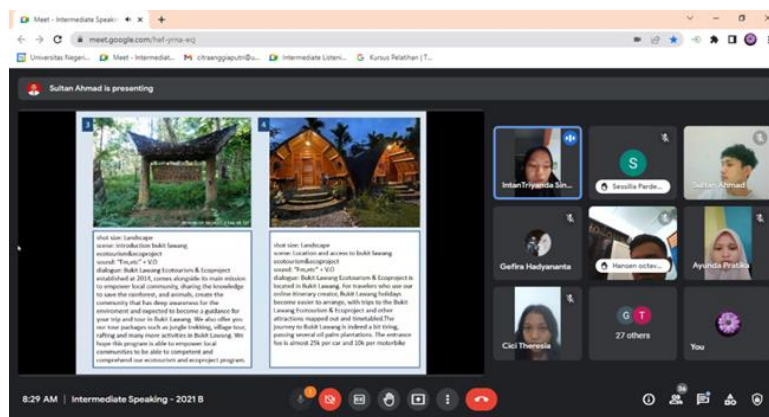and other criteria and eventually they were enthusiastic to share the digital story telling to social media.

Fig 3. Learning in g-meet applucation

the fourth stage of this research was carried out still in online mode (on the Network) in which students in groups 2 and 3 are given the opportunity to present their concepts and digital story boards. At this stage, other groups gave feedback on the storyboards of the work of presenting groups.Besides, lecturer also gave their review while summarizing the final draft. Finally in the following week, students were ready with the collection of storyboard. It was composed in a digital story telling process of class instruction; student must come up with an idea after exploring and inciting the inspiration from social media; they explore and research the local surrounding; they write the script and make the storyboard; they locate and gather resources ; create the visual and multimedia project based on the script; students share their digital storyboard to the social media and ready to be part of global community.

The classes were not only engaged with the writing script but also the speaking experience to communicate using digital and innovative tools. More importantly, this digital storyboard is completed with the "youtube link" in which viewers can see students' digital and visual product. Twelve (12) storyboards are rich with local content ranging from tourist places, historical buildings and culinary tourism. Storyboard with the diverse shoot and colorful pictures using Filmora were taken from the local sites. The pictures expressed the understanding and appreciation of students toward North Sumatera's culture. This digital storyboard, however, can encourage readers to develop their visual, multimedia and technological skills with a compelling voice of their English as a second language. .

Fig 4. Final Product

4 Conclusion

Using technology in the classroom is effective in improving students' speaking and communication skills. Student creativity in using digital image applications is able to increase their exploration of local content as outlined in the form of digital stories. Students are no longer at a basic level, they are able to tell about historical buildings, tourist objects and local specialties in the form of illustrated stories. Students are also able to use and surf on social media by publishing their digital stories in attractive packaging.

Twenty five illustrated stories are summarized in various forms of storyboards in this research using Filmoras as the application of video maker. Cultural diversity and local historical heritage buildings are reflected in the work of digital storyboards by students of the English Literature Study Program.

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