



DEVELOPING STUDENTS' SPEAKING SKILL THROUGH DIGITAL STORYTELLING

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Abstract

Students' speaking ability of the eleventh grade at Pondok Pesantren Abu Bakar Ash-Shidiq was still classified as low. Therefore, it is necessary for the researcher to conduct the research in order to give significance theoretically and practically. Theoretically, the result of this study was expected to support or refine the theory of EFL and ESL teaching. And, practically it is essential for those English teachers in designing a classroom activity to help the learners speak in English more accurately and fluently. This research aimed at finding out the improvement of the students' speaking skills by using Digital Storytelling at the Eleventh Grade of Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong. This research used pre-experimental method with 15 students of the eleventh grade of Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong as the sample which was taken purposively from 32 as the population. The research findings showed that the mean score the value of post-test is higher than the pre-test's value; $70,6 > 50,6$. Furthermore, the t-test value of each speaking aspect and combination of aspects found were all higher than the t-table; $5,69 > 2,145$, $4,65 > 2,145$, and $11,8 > 2,145$. The statistical result indicates that the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that digital storytelling improved the students' speaking ability

Keywords: digital storytelling; speaking skills

Abstrak

Kemampuan berbicara siswa kelas 11 pada Pondok Pesantren Abu Bakar Ash-Shidio masih tergolong rendah. Oleh karena itu, penting bagi peneliti untuk melakukan kegiatan penelitian dalam rangka memberikan manfaat secara teoritis dan praktis. Secara teoritis, hasil penelitian ini diharapkan dapat mendukung atau menolak teori pembelajaran bahasa Inggris sebagai bahasa asing dan secara praktis, hasil penelitian ini dapat dimanfaatkan oleh guru Bahasa Inggris dalam mendesain aktivitas yang dapat membantu siswa dalam berbicara secara lebih akurat dan lancar. Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa dengan menggunakan Digital Storytelling di Kelas Sebelas Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong. Penelitian ini menggunakan metode pra-eksperimental dengan sampel sebanyak 15 siswa kelas XI Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong yang diambil secara purposif dari 32 populasi. Hasil penelitian menunjukkan bahwa rata-rata nilai post-test lebih tinggi dibandingkan nilai pre-test; $70,6 > 50,6$. Selain itu, nilai uji-t setiap aspek berbicara dan kombinasi aspek yang ditemukan semuanya lebih tinggi dibandingkan dengan nilai t-tabel; $5,69 > 2,145$, $4,65 > 2,145$, dan $11,8 > 2,145$. Hasil penelitian statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Jadi, dapat disimpulkan bahwa digital storytelling meningkatkan kemampuan berbicara siswa

Kata Kunci: menyampaikan cerita secara digital; keterampilan berbicara.



1. Introduction

English speaking skill seems to be the most interesting and wanted skill to master by many people all over the world (Soureshjani & Riahipour, 2012). It is undoubtedly unquestionable since if someone can speak English, she or he can communicate with other people from other countries. Moreover, today, the ability to speak English would open doors regardless of the specific career in the sense that being able to speak English continues to denote hope for a better future and to survive. From these phenomena, the writer hypothesizes that the ability to speak English has become one of the determinants of people's future. Consequently, children and adult ones need to learn it in EFL classroom (Wagner, 2010).

However, learning-teaching speaking that occurred in EFL classroom had not been able yet to improve the learners' speaking ability successfully. This statement is strengthened by the writer's observation result at Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong. Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong was the place for the researcher conducting this study. This school locates in Bulukumba. Generally, this school has the same level as other junior high school (SMP). Physically, this school is still far from other superior schools; however, it was the one and only accessible school for the researcher.

After doing observation at the school, the writer found that majority of the students were very poor to communicate orally. In fact, they still did some grammatical and lexical errors, and their pronunciation is still influenced by their mother tongue when speaking. In addition, when they were speaking English, the students always did unnatural pauses. Based on these findings, it can be concluded that the students have not been able yet to speak English accurately and fluently. As a result, most of the students could not reach cut-off score (KKM score). Certainly, the inability of the students to speak by using English accurately and fluently as curriculum demands is caused by some factors. Based on the interview result of the students during observation at Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong, the writer found that when learning speaking English, their English teacher only asked them to have peer dialogue and merely assigned them to answer questions based on the text. From these statements, the writer implies that the first factor that causes the appearance of the problem found is that the teacher rarely provides inputs and various communicative activities while inputs are needed by a language learner to acquire the target language and various communicative activities facilitates the students to interact and get deeper understanding about the language.

The second factor is psychological or affective aspects. A number of studies had been conducted by some academic researchers in respect to the effect of psychological or affective aspects toward the students' speaking achievement. Some research findings show that psychological issues such as motivation, anxiety and self-confidence take place to shape the students' speaking achievement (Zuhri et al., 2024). The research findings above are confirmed by on the affective filter hypothesis together with the input hypothesis proposed by Krashen in Hu (2024) which states that to be fluent in speaking second or foreign language; one should have a shield to protect themselves against low motivation, low self-confidence and high anxiety. These three affective factors can become a mental block that hinders people from speaking in second language fluently. From this hypothesis, it can be concluded that psychological factors seem to be the crucial problems faced by the students since these lead them to inability to express their ideas. Of course, affective issues stated previously have to be considered by the English teachers when choosing an appropriate and relevant method and in designing materials; so that the psychological problems often faced by the learners can be prevented and the students can express their idea without difficulty when speaking.

In order to solve the problems, practically found at the 11th grade students' speaking ability of Pondok Pesantren Abu Bakar Ash-Shidiq Taccorong and theoretically above, the writer applied a media which is called digital storytelling. Improving students' speaking skills can be effectively



achieved through the utilization of Digital Storytelling. Sinaga et al., (2021) said that Digital Storytelling represents a contemporary manifestation of the age-old practice of storytelling, which has historically served as a means to impart knowledge, wisdom, and values. The transformative nature of storytelling is evident as it has evolved through various media, from oral traditions around campfires to cinematic productions and, in the present day, computer-based narratives (Yusuf & Anwar, 2018). Digital Storytelling stands out as an exceptional educational technology that seamlessly blends computer technology with the art of storytelling. Digital Storytelling seamlessly combines text, visuals, and audio elements to create a dynamic and imaginative medium for storytelling (Wijaya, 2023). As a multimedia tool in language learning, Digital Storytelling aids students in refining their English-speaking abilities by empowering them to craft their narratives using technology (Dong, 2015). It doesn't merely "employ personal digital technology to integrate various media into a unified narrative" but also "leverages personal digital technology to amalgamate various media into a unified narrative" (Ohler, 2008). This approach enriches the storytelling experience, making it more engaging and comprehensible. Digital Storytelling goes beyond being a mere collection of photographs with accompanying commentary.

Creating a digital story is a journey of researching topics, writing scripts, story boarding, and creating the final product using video editing software such as Filmora Studio or Camtasia and other tools to handle audio in android systems such as Cap Cut or Kinemaster App (Lowenthal, 2009). In this way, learners narrate the scripts of their stories and record themselves. The story can be about their experience or their opinion about something. Thus, they can practice their English language by recording themselves when they tell a story. Digital platform-based learning should be used as a learning technique in Digital Storytelling-based teaching methods. To put it another way, the teaching approach should use technology as a tool to assist the instructor in serving content to students and building communication not just in the classroom but also in other places where students may learn (Lambert, 2013). It is necessary to produce English materials in the field of instructional technology with the goal of making the teaching and learning process more effective and appealing to learners, thereby increasing their motivation to study English whenever and wherever they are required.

Due to recent technological advancements, digital platform-based learning is becoming increasingly relevant. The use of technology to develop various language skills has gotten a lot of attention. The proper application of digital platform-based learning in English language instruction can have a big impact. It also allows for open, flexible, and dispersed learning experiences, allowing for more engaging, participatory, and efficient training (Puteria & Chakim, 2022). English language teachers must learn the new practices to carry out better English language teaching classroom activities. Therefore, technology-based teaching is very much recommended in English language teaching in our education system nowadays (Hussain et al., 2010). Yet, research findings on the influence of digital storytelling have proved variable. Some researchers have argued that digital storytelling affect students' speaking skills, whereas others have reported mixed effects. Therefore, the purpose of this study was to to examine the effects of digital storytelling on the students' speaking ability. The researcher predicted tha the digiital storytelling would increase the students' speaking ability both in accuracy and fluency aspect.

2. Method

This research applied quantitative research design, as quantitative research is a research design which is collecting and analyzing numerical data to describe, explain, predict, or control phenomena of interest (Gay et al., in Saavedra et al., 2023). The issue of interest to be investigated was the relationship between digital storytelling and students' speaking skills. The digital storytelling was assumed as independent variable that affected the students' speaking skills as dependent variable.



Therefore, the alternative hypothesis to be tested was that the digital storytelling could improve the students' speaking skills or otherwise. In order to confirm the hypothesis, a research method must be applied consisting of design of the research, time and place of the research, population and sample, instrument of the research, procedures of collecting data and technique of data analysis.

2.1 Type of the Research

Because the study explored the effect of independent and dependent variables, the research was conducted under quantitative paradigm, it is experimental research with pre-experimental design, which involves pre-test, treatment and post-test. The reason underlying the use of pre-experimental design was that because the design suited the research objective. This research investigated whether or not the use of digital storytelling as independent variable was effective to improve students' speaking ability as dependent variable. With the pre-experimental design, the effectiveness of digital storytelling could be easily identified by comparing the pre-test and post-test results, as the design proposes. Furthermore, the total population was quite small, only around 32 from two classes. As a consequence, the pre-experimental design was more preferred to apply than other designs. Based on the design, there was only one experimental class needed to be sample.

2.2 Population and Sample of the Research

The population of this research was all the eleventh-grade students of Islamic Boarding School of Abu Bakar Ash-shidiq Taccorong. The total population was 32 students from 2 classes. Based on the research design, there was only one class taken to be sample with purposive sampling technique based on the criteria of potential sample defined by the researcher. The sampling technique was used because the researcher had prior knowledge about the samples and the criteria of samples to be chosen. Therefore, the sample chosen was the grade XIb consisting of 15 students because the class was assumed as a more advanced class than other class in technology usage.

2.3 Instrument of the Research

According to Hilman et al., (2021), a research instrument is a tool utilized by the researcher during data collection to facilitate their work and obtain more precise, comprehensive, and organized data, which in turn makes data processing easier. In this study, the researcher used a test as the research instrument. The test type was an oral production test. The test asked students to speak out based on the selected topics. When speaking, the duration was restricted. Students could only spend time to speak for 10 minutes. Time restriction challenged the students to show off their speaking abilities in 10 minutes.

2.4 Procedures of Collecting Data

The data regarding to students' speaking skills were taken from a number of procedures based on the research design. The design proposes three major stages; pre-test, treatment, and post-test. Pre-test is a test given before treatment. The pre-test is used to measure the students' prior knowledge or vocabulary mastery. The test results also were used to identify what have been mastered and have not been mastered by students. Treatment is a learning process designed by the researcher to affect students' speaking skills using digital storytelling. The treatment generally has three major steps; opening, central activity, and closing section. The digital storytelling was used in central activity as media to practice speaking for five meetings. After treatment, the students were given post-test to know the students' speaking skills after learning with digital story telling.

2.5 Technique of Data Analysis

In order to help the writer interpreting the data found, answering the research questions and confirming the hypothesis as formulated previously, the researcher analyzed the data by using statistics method; descriptive statistics and inferential statistics. However, before analyzing the data, the researcher scored the test result and tabulated the scores in a systematic manner.

After collecting the data regardless of the students' speaking ability, the researcher scored the oral test result by using rating scale proposed by Heaton in Wahome & Suharno, (2023). After scoring the test result based on the elements of speaking, the researcher determined the total score of the students by using the following formula:

$$\text{Score} = \frac{\text{The Gained Score}}{\text{Maximal Score}} \times 100$$

Figure 1 Research Design

After scoring the oral test result and having the students' total scores, the scores were relocated to a computer program. Through this tabulation, the research recognized the data in a systematic manner by classifying the scores based on the following table of rating scale and then calculating its frequencies and percentage:

Table 1 Classifications of the Students' Scores

No	Row Score	Total Score	Classification
1	6	86-100	Excellent
2	5	71-85	Very Good
3	4	56-70	Good
4	3	41-55	Average
5	2	34-40	Poor
6	1	16....33	Very poor

(Adapted from Baso, 2016).

Descriptive statistics are techniques of data analysis that allow a researcher to exemplify some pieces of data with a small number of indices (L. Gay R. et al., 2012). Through descriptive statistics, the researcher describes the data based on the frequency, percentage, central tendency (Average/Mean Score) and variability (standard deviation) and t-test. Since the result of this research was generalized to the entire population and the researcher formulated two hypotheses, the researcher applied inferential statistics, as Gay (2006;337) states "inferential statistics are data analysis techniques for determining how likely it is that results obtained from a sample or samples are the result that would have been obtained for the entire population". The following formula was to determine the t-test value.

Nonetheless, whether the data analyzed through parametric or non-parametric test was determined by the result of normality test. If the normality test shows that the data was normally distributed, the appropriate test of significance used is parametric tests. Otherwise, if the normality test shows that the data was not normally distributed, the appropriate test of significance used was non parametric tests. Furthermore, the criterion in decision making for the hypothesis based on the sample

t-test results is that if the probability value (sig. 2 tailed) was greater than the significance level, the null hypothesis was rejected while the alternative hypothesis was accepted.

3. Result and Discussion

3.1 Result

The findings cover the analysis result of students' speaking ability from the experimental group before and after learning how to speak English through digital storytelling. Certainly, the findings are based on the data gained from the instruments and then analyzed through statistics methods; descriptive and inferential statistics. Through descriptive statistics, the frequency, percentage, mean score and standard deviation of the students are detected. On the other hand, inferential statistics is guiding the researcher to find the significance value in order to confirm the hypothesis. For clearer information, the data analysis results are described in the following section.

a. Descriptive Statistics Analysis Result

Table 2 The Frequency and Percentage Distributions of the Students' Pretest and Post-test Scores in Accuracy

Classification Score	Interval Scores	Rating of Ability	Pre-test		Post-test	
			F	%	F	%
Very Good	81 - 100	4	0	0	0	0%
Good	71 - 80	3	0	0	5	33.33%
Poor	61 - 70	2	2	13,33%	10	66.66%
Very Poor	0 - 60	1	13	86,66%	0	0%
Total			15	100 %	15	100 %

accuracy. The table demonstrates that the frequency and percentage of the students indicated to be very poor to speak out accurately are large before learning how to speak English through digital storytelling. In fact, 13 of 15 students (86.66 %) got scores among 0-60 and there are only two students who could reach scores among 61-70. Otherwise, after learning to speak with digital storytelling, those who gained scores among 0-60 could reach scores above 60, and there are 5 of 15 students who could achieve good scores.

Table 3 The Frequency and Percentage Distributions of the students' Pretest and Post-test Scores in Fluency

Classification Score	Interval Scores	Rating of Ability	Pre-test		Post-test	
			F	%	F	%
Very Good	81 - 100	4	0	0	1	6.6%
Good	71 - 80	3	0	0	9	60%
Poor	61 - 70	2	13	86,66 %	5	33.33%
Very Poor	0 - 60	1	2	13,33%	0	0%
Total			15	100 %	15	100%

The table above shows data analysis result in relation to the students' pretest scores in fluency. Unlike the previous table displaying data with greater number of students who got very poor scores in accuracy, the table reveals that most of the students gained poor scores. In this case, the frequency and percentage of the students indicated to be poor to communicate ideas fluently are large before learning how to speak English through digital storytelling. In fact, 13 of 15 students (86.66 %) got score and there are two students who achieved very poor score. However, after having treatments with digital storytelling, it is seen that students who got poor scores before treatment could gain good scores, and even there is one student who could get very good score.

Table 4 The Frequency and Percentage
Distributions of the students' Pretest and Post-test Scores in Combination of Both Aspects

Classification Score	Interval Scores	Rating of Ability	Pre-test		Post-test	
			F	%	F	%
Very Good	81 – 100	4	0	0	0	0%
Good	71 – 80	3	0	0	4	26.66%
Poor	61 – 70	2	0	0%	8	53.33%
Very Poor	0 – 60	1	15	100%	3	20%
Total			15	100 %	15	100%

Based on the table above, it is clearly seen that all of students achieved very poor scores before conducting the treatments. Otherwise, after students learnt to speak up digital storytelling, 4 of 15 students could gain good scores, 8 of 15 students could reach poor scores and 3 students still stayed at very poor level. To strengthen the findings of the students' speaking ability above and definitely as additional information, the researcher depicts the mean score and standard deviation of the students' pretest and posttest scores in the following table;

Table 5 The Students Mean Score of Accuracy and Fluency in Pre-test and Post-test Measurement Scales

Components	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
AccuracyFluency	44 57.3	66.67 74.66	68.5 49.5	95.3 141
Combinationof Aspects	50.6	70.6	5.7	7.0

Based on the table above, it is clearly seen that the mean score of students' pre-tests both in accuracy and fluency aspect is also categorized as very poor. Furthermore, the standard deviation of the accuracy aspect is 68.5 and the standard deviation of the fluency aspect is 49.5. Then, after giving treatments with digital storytelling, the mean scores of both accuracy and fluency also changes. The

mean score in accuracy aspect improves from 44 to 66.67, while the mean score in fluency aspect improves from 57.3 to 74.66. Furthermore, students' speaking ability based on the combination of aspects' mean score also shows improvement from 50.6 to 70.6.

b. Inferential Statistics Analysis Result

To confirm the hypothesis that had been formulated previously, inferential statistics was used. At a significance level of 0.05 and degrees of freedom value (df) found is 14, the t-test and t-table value based on each aspect and combination of aspects are found as seen in the following table;

Table 6 T-test Value and T-table Value of Accuracy and Fluency in Speaking

Aspect	T-test Value	T-table Value
Accuracy	5,69	2.145
Fluency	4,65	2.145
Both Aspect	11,8	2.145

Based on the hypothesis test summary above, it can be seen that the t-test values based on each aspect of speaking and both aspects are all greater than the t-table value of 2.145 at the level significance of 0.05. These indicate that the null hypothesis is retained while alternative hypothesis is rejected. Based on this analysis, the researcher concludes that the students' speaking ability both in accuracy and fluency improved significantly after they were taught using digital storytelling.

3.2 Discussion

The data analysis results show that digital storytelling can improve the students' speaking skills of the 11th grade students at Pondok Pesantren Abu Bakar Ash- Shiddiq Taccorong based on the descriptive and inferential statistics found. Before the treatments with digital storytelling were given, it was found out that the students' speaking skills both in accuracy and fluency aspect were still categorized as low. Some errors were identified in some components. In case of accuracy, when speaking, students still made some mistakes in sentence construction. For example, in the sentence like 'my nickname Aras'. In the sentence, the type of error made is omission of main verb, and it should be my nickname /is/ Aras. Beside accuracy in grammar, students also made errors in pronunciation aspect. Based on the transcription result, it was obtained that students still articulated the word 'name' with /nɑ:m/ which should be /neim/. Another focus of data analysis is fluency. Based on the testresults, students still made long pauses and slightly hesitant to say something. As a consequence, the mean score of students before treatment in accuracy aspect is only 44 and in fluency is 57.3, and the mean score of combination of aspects is only 50.6.

Then, after learning to speak with digital storytelling, the mean score of students increased from 44 to 66.67 in accuracy aspect, from 57.3 to 74.66 in fluency aspect, and also in combination of aspects, the mean score of students improves from 50.6 to 70.6. The statistical scores indicate that the students' speaking skills has increased. The research results certainly make sense because a sequence of activities that were designed with Digital Storytelling for five meetings were all meaningful. At the first meeting, digital storytelling was introduced to students and how to make it. At the second meeting, treatments with digital storytelling were given until the fifth meeting. Each of the meeting provided three major sections.



In the beginning section, the students were treated with joyful activities in order to help students easily learn to speak. First activity was greeting and asking students' condition. The greeting and asking were done to make students feel accepted and to remove their negative emotions. Thus, all of students are mentally ready to study. The interaction was also intended to give them chance to practice simple expressions. Another thing was about apperception. Before the central activity began, apperception was carried out. It is believed that students must be assisted in understanding the materials easily by connecting what the students have in mind and the topic to be learnt. The teacher started it by giving students question to activate the students' prior knowledge. In fact, during the apperception section, students actively answered teacher's question and looked enthusiastic to participate in classroom activities. The effect of apperception has been confirmed by another research result found and it shows that there was a significant effect of apperception towards students' initial knowledge (Musthofa & Sujadi, 2020). Furthermore, questions proposed by the teacher also could promote students' participation and made the class more interactive. Svanes & Andersson-Bakken (2023) postulates that questions can encourage students' participation and exploration and become effective motivators since they persuade students to get involved in a transactional dialogue and assist the students' comprehension improve. After that, the topic was introduced and learning goals were delivered in order that students were aware of what to achieve at the end of one meeting.

Another major factor that supports the data is the central activity. The central activity consisted of pre-speaking, speaking and post-speaking. In pre-speaking phase of 2nd meeting, students were taught how to express ideas about person or describing people via digital storytelling accurately and fluently. It was begun by watching an example of digital storytelling. The digital storytelling showed somebody is describing person. From the video, students can learn the structure of words in a sentence, and pronunciation. After watching, students sat in groups and discussed the topic. During the discussion, the students were allowed to share ideas. On speaking stage, students were guided to make storytelling in groups. Each of the students develop their ideas and record their voice. From these activities, student learnt to speak more fluently because they repeated until their voice was well recorded. The videos that had been edited were then presented by students and corrected by the teacher. In the last phase, students reviewed materials and were given games to impress students before going home. Therefore, based on the inferential statistics, it is found out that the t-test value of accuracy and fluency and combination of aspects are greater than the t-table value of 2.145. The statistical research result indicates that the digital storytelling could help students speak by using English accurately and fluently. The research result is in line with the research result found. Arroba & Acosta, (2021) cite that students' speaking skills increased significantly after learning with digital storytelling. Furthermore, another research result show that digital storytelling technique could boost the speaking skills of students significantly.

4. Conclusion

By referring the research result and previous related research findings, it can be concluded that digital storytelling can be an alternative way to improve students' speaking skills. In case of accuracy, digital storytelling can be learning source for students to learn grammar and pronunciation by watching the example of digital storytelling. Also, fluency aspect of students' speaking skills can be trained by giving students opportunity to make digital storytelling. During the time making the digital storytelling, students improve their fluency in speaking through repetition conducted when recording video. However, during the time students told their story digitally, they did not have enough time to express their ideas because the time was limited, while time is one of the determinants in mastering skills. The much more time to spend in learning, the better skills learners have. As a consequence, the students' speaking ability was not truly explored. Therefore, it is recommended that digital storytelling can be further studied by focusing on the effectiveness of digital storytelling with different treatment.



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