

The impact of using Digital Storytelling on Chinese EFL learners' speaking ability

Ruojun Li *

Kaifu Middle School of the First High School of Changsha, Changsha, 410023, China

* Corresponding author: jewellee0614@gmail.com

Abstract. English has been valued as one of the most important subjects for Chinese high school student, but the development of speaking ability has gain attention at a lower level. In order to help students improve their speaking, the study applied digital storytelling in class to investigate its impact among Chinese student, requiring them to create digital storytelling video for oral practice based on selected topics. In addition, the study also explored students' acceptance and perceptions of using digital storytelling. Data were collected from pre- and post-questionnaire, supplemented by interviews for further exploration. The results of the study showed that the employment of digital storytelling effectively improved students speaking competence and confidence, and it was considered by students to be a useful strategy in enhancing speaking learning and practice.

Keywords: Digital storytelling, English speaking ability, English as a Foreign Language (EFL), Chinese high school students.

1. Introduction

With the development of globalization, English is increasingly used around the world as an vital international language. It is essential to learn to communicate in English especially for people who are not live in English-speaking environment [1]. Al Asmari said that great English capability will have a positive effect on academic and social development, making learning English more necessary for EFL learners [2]. In China, English has always been regarded as an important subject for students.

Speaking ability, a criterion used by many students to measure their language proficiency, is the most crucial skill among the four basic skills of language learning and worthy of attention. Wafa and Chakim mentioned several problems encountered in developing speaking skill by learners who learn English as a foreign language, including lack of vocabulary and grammar knowledge, traditional and outdated teaching strategies, and lack of immersive language learning environment [3]. For most second foreign language learners, such as those learning English in China, they have limited access to be exposed to English, which only happens inside the classroom, and have few chances to practice their language skills in daily life, making the development of speaking ability a challenging task for them. According to National English Curriculum Standards for general High School (2020), speaking ability at senior high school level mainly examines three aspects: fluency, accuracy and appropriateness. Students are required to communicate fluently in English, and be able to coherently describe event, expound meaning, etc. However, the speaking ability of most Chinese students at senior high school level are unable to meet the requirements of the Curriculum Standard (2020).

In the information age, the integration of educational strategies and information technology provides students with multiple dimensions in attracting, expressing, evaluating for language learning and skill development [3]. The concept of digital storytelling is to create a video to explain or narrate the selected theme or topic through the combination of different multimedia means including picture, music, narration, etc., and creators can share it on the Internet for receiving online interactive communication [4]. Many studies have shown that digital storytelling is becoming popular in the educational field as a teaching strategy, with increasingly significant positive impact on advancing speaking skill reflected in various aspects, including the improvement of confidence, fluency enhancement, etc [4, 5, 6].

This study aimed to investigate the effectiveness of using digital storytelling as a tool to develop students' speaking ability. The study adopted a mixed method, involving 73 senior high school

students from China. Data were collected and analyzed through pre-test and post-test questionnaire, interviews, aiming to provide a reference for solving the “dumb English” phenomenon among Chinese EFL students in senior high school.

2. Literature review

2.1. Problems about speaking of Chinese ESL students

For students learning English as a second language, language learning focuses on four basic skills: listening and reading, which are considered as receptive knowledge, while speaking and writing are regarded as productive knowledge. Of these basic four skills, speaking is a difficult language skill which is seen as the most important as well, resulting in inability of second language learners to provide instant feedback or interaction in communication [7,8]. In addition, Rao (2019) mentioned a phenomenon that language teaching pays more attention to developing reading and writing skills instead of stimulating students' speaking ability, which can be seen as one of the influencing factors of the so-called “dumb English”, a phenomenon mentioned frequently among Chinese ESL students [7].

In a study by Wahyuningsih and Afandi, some linguistic problems that hinder students' speaking ability were analyzed [8]. First of all, one of the main factors that cannot be ignored is vocabulary. Students remain passive when they have insufficient lexical resource, so that they have difficulty in using accurate words to achieve the transmission of ideas exactly or communicate fluently. A better oral performance is observed in people who have a better ability in using vocabulary. Other linguistic issues were mentioned as well, including pronunciation, which has a great impact on fluency, and insufficient grammatical knowledge [8].

From a psychological perspective, Fitriani and Aprilia Swati explained the factors affecting students' speaking ability [9]. Students who lack self-confidence are assailed by self-doubt, which may manifest as a fear of expressing themselves in English in front of others, or being too nervous to structuring words orderly and logically, or underestimating their language ability [10]. Wibowo also claimed that students stay silent in class because they hold the view that their speaking ability and performance are at a lower level than other students [11]. Furthermore, Wahyuningsih and Afandi explained that foreign language anxiety is composed of anxiety about exams, communication and negative evaluations from others [8]. An unwillingness may occur in the language learning process, which related to speaking anxiety, bringing negative emotions to students and making them less interested in language learning [12]. The increased chance of error caused by speaking anxiety is also viewed as an influencing factor [11].

According to Wibowo, the employment of first language (L1) also plays a significant role in influencing the development of speaking ability [11]. Students share a mother tongue with people around them in classroom, which is more natural and convenient to use. As a result, they tend to use L1 without being required to communicate in English, unabling to making progress in second language learning. Another factor worth mentioning is the lack of exposure to language [11]. Most of ESL learners can only have an access to language input in the classroom, rarely being exposed to English-speaking environment in daily life.

2.2. Research on teaching strategy for English speaking

As stated in Maryanti et al., teaching strategy means a plan of activity implemented by teachers to achieving educational objectives, and teaching strategy in speaking aims at helping students improve accuracy and fluency [13]. Kayi cited in Maryanti et al. mentioned 13 teaching strategies that can be used in teaching speaking, such as picture description, interview, brainstorming, storytelling, information gap, etc [13, 14]. Among them, strategies frequently mentioned by researchers are role-play, storytelling and interview.

Role-play is an activity that requires students to play different roles respectively, which can be used to promote interaction among students and enhance their fluency when speaking [15]. This

strategy provides students with a flexible space, where they are able to build self-confidence to explore and express themselves, effectively stimulating students' initiative and enthusiasm of developing speaking skill [17].

According to Mulyanti and Nadrun, students are asked to conduct group activities when employing the storytelling strategy, retelling the story that they have heard after teacher's presentation, which fully develops their listening and speaking skills and improves critical thinking ability [15]. Aryanti elaborated that students' attention can be attracted by stories easily in this case, even those with weak learning abilities, so that storytelling is considered a key factor in promoting enthusiasm and motivation of students [16].

Interview strategy is designed to strengthen students' self-confidence through conversation and encourage them to speak bravely. Student can practice speaking skill effectively by interaction with others, such as asking questions or share opinions, etc., and getting instant feedback makes students be more active and willing to engage in the practice [15,16].

In order to help students cope with the problems of developing speaking ability, many researchers have investigated the employment of speaking teaching strategies. Mulyanti and Nadrun conducted a study entitled Teacher's Strategies in Teaching Speaking at High School [15]. The study investigated four strategies used by English teachers in Indonesia when teaching speaking: role-play, storytelling, interview and picture description. The result showed that role-play was one of the strategies used most frequently by teachers, contributing greatly in improving students' motivation. Moreover, the qualitative study was conducted by Maryanti et al. in Indonesia [13]. The teachers applied the strategies of role-play, stimulation, picture description and interview to help students improve speaking skill, and the study suggested that teachers should further implement student-centered strategies and motivate students constantly to achieve learning objectives. Aryanti also conducted a study to explore English teachers' strategies on overcoming speaking problems [16]. The problems encountered by students in this study were the lack of self-confidence and vocabulary. Researcher stated that the strategies of role-play and picture description helped students alleviate the problems encountered in speaking and made the class more active and interesting.

2.3. Digital storytelling

Digital storytelling, as a long-standing concept, has become increasingly popular in information age nowadays. It can be traced back to the 1980s, when a Center of Digital Storytelling, a non-profit organization in California co-founded by Joe Lambert, introduced this method in workshops by showing a short film [17, 18]. Digital storytelling means combining storytelling with a variety of multimedia forms to create a video with a length of 2-10 minutes through computer software, including texts, pictures, videos, recorded narration audio, music, etc., based on a specific theme to exchange information [17, 18]. According to Robin, digital storytelling can be divided into three categories: personal narratives that aims to introduce an individual's important event in life, historical records that help people understand past stories, and stories that are intend to convey specific concepts or ideas [17]. At present, with the advancement of information in society, digital storytelling has been widely used in all walks of life, such as community centers, enterprises, libraries, etc. [18].

2.4. The use of digital storytelling in language education

In the field of education, digital storytelling has also become a teaching tool that matches the needs of digital generation and stimulates students' interest [18]. Digital storytelling makes a difference to the development of students' ability in various aspects [18], such as exercising expressive skill, advancing social skill through sharing stories online, enhancing cooperative skill by completing the task in group. In addition to improvements of technical and visual literacy, Wu and Chen also mentioned cognitive advantages including critical and creative thinking and affective advantages containing attitude and motivation [19].

There are many studies have investigated the use of digital storytelling in language education. Moradi and Chen claimed that students gained personalized learning experience by participating

digital storytelling activity, which promoted the four skills of listening, speaking, reading and writing [20]. Chiang conducted a case study to analyze the application of digital storytelling in writing in Taiwan [21]. The result showed that digital storytelling was helpful for writing skill, not only making the content vivid and interesting, but also the students more active. Students reflected that writing practice integrated digital storytelling become meaningful with interaction or feedback they received from others. A study implementing digital storytelling to promote vocabulary learning was conducted by Belda-Medina and Goddard [22]. The result showed that positive effects on vocabulary learning were observed after using digital storytelling strategy. In terms of speaking, Abdolmanafi-Rokni and Qarajeh conducted a controlled experiment with 42 Iranian college students [23]. They concluded that digital storytelling aroused students' initiative and enhanced speaking ability more effectively compared to traditional method. The second study was conducted by Fu et al. with 100 freshmen from Taiwan [24]. The data collected from pre- and post-test, survey and learning logs showed that digital storytelling had a significant effect on facilitating students' language use and oral fluency, which was related to students' familiarity with topics. Another study, from Wafa and Chakim, investigated the employment of digital storytelling in speaking class [3]. A quantitative method was applied to conduct a comparative analysis of 40 8th-grade Indonesian students. The study stated that the effectiveness of digital storytelling is shown in promoting speaking skill.

Although many studies have investigated the employment of digital storytelling in the field of language education, there are few research data focusing on its role in improving students' speaking ability, especially in the context of Chinese senior high school. Therefore, this study aimed to fill the gap by applying digital storytelling strategy in promoting speaking skill to investigate its effectiveness on Chinese ESL learners at senior high school level.

3. Methodology

3.1. Research question

The study intended to investigate the effectiveness of using Digital Storytelling method on Chinese ESL students' development of speaking ability in senior high school. To accomplish this, questions mainly focused on in this study are as follow:

1. What improvements are observed in students' speaking ability using digital storytelling?
2. What are the influencing factors of using digital storytelling to develop students' speaking ability?
3. How is the students' acceptance on using digital storytelling to improve speaking ability?

3.2. Participants

The study was conducted in a senior high school in Changsha, Hunan province, where people attach great importance to English subject performance. However, students' speaking ability was not as valuable as other skill such as reading or writing in English class. A total of 73 students (34 male and 39 female) from two ordinary classes in 10th grade participated the study, aging from 15 to 16. The average scores of the two classes for English subject were ranging from 50 to 60 points out of 150 points. Except for 2-3 outstanding students each class, most of the students are low-achieving in English subject performance. They have difficulty in communicating or expressing their opinions fluently with English, which has not met the requirement according to the Curriculum Standards (2020).

3.3. Data collection instruments

In order to collect data, this study employed a series of instruments including online questionnaires, classroom presentations and offline interviews. At the beginning, students were asked to complete a pre-test questionnaire to collect data about their current English speaking ability. The questionnaire consisted of 18 items, containing the basic information of students and items about speaking ability designed based on the Likert scale. Students then engaged in a four-week classroom presentation

through applying digital storytelling method. After completing presentations, a post-test questionnaire was distributed to students, which included 21 items and 4 open questions. Furthermore, students shared their experience and opinions on using digital storytelling to improve their speaking ability with teacher by offline interviews.

3.4. Procedure

The study lasted for 6 weeks. Based on the compulsory textbook used by 10th grader in Hunan province, the researcher selected task topics according to the content of the textbook, including Chinese traditional festival, recommended books and recommended movies. Students were divided into 8 groups and 6 groups respectively in two classes to carry out the task of making digital storytelling videos.

In the first week, the researcher gave a detailed introduction and explanation on digital storytelling method to make sure students had a clear understanding of the task. Then students were asked to complete the pre-test questionnaire to provide information about their English-speaking ability. From Week 2 to Week 5, students presented the digital storytelling videos they had produced in groups in English class, with two group per week on every Monday morning. In Week 6, in addition to being required to participating in a post-test questionnaire, some students were also conducted an offline interview with the researcher to enable the researcher to investigate the effect on motivation and engagement level, which was audio-recorded during the process.

4. Data analysis

The study analyzed data in a mixed method. Quantitative methods were used to collect data through pre-test and post-test questionnaire, and adopted SPSS to analyze the effectiveness and influential factors of using digital storytelling in speaking. Qualitative methods were applied through interview contained open question between the researcher and students and provided descriptive analysis to investigate students' perceptions and experiences on the application of digital storytelling.

According to the data from the pre-test and post-test questionnaire, a total of 73 students including 34 male and 39 female participated the study. The pre-test questionnaire contained 36 items and the post-test questionnaire contained 48 items. The questionnaire was designed based on a 5-point Likert scale, with values increasing from 1 to 5. Both the pre- and post-questionnaire included questions related to students' basic information, speaking ability and learning environment, and the post-questionnaire added a section related to experience about participating in digital storytelling activity. Through the analysis of Cronbach's alpha coefficient, it was found that the reliability coefficients of the pre-test and post-test questionnaire were 0.871 and 0.931 respectively (as shown in Table 1). According to the results of Cronbach's alpha coefficient, it can be concluded that the questionnaires have a high internal consistency, indicating the high reliability and stability to provide support for the research results.

Table 1. Cronbach's α of pre- and post-questionnaire

N	N of items	Cronbach's α
73	36	0.871
73	48	0.931

4.1. What improvements are observed in students' speaking performance using digital storytelling method?

In this study, we compared the effects on speaking ability of 73 participants before and after the experiment, and the results were shown in Table 2. Firstly, in terms of the ability to express themselves, the mean value increased from 2.36 before the experiment to 2.71 at the end, with a increase of 0.356 and a significant level of 0.035 ($p < 0.05$), indicating an obvious difference on

speaking ability. Another significant difference is reflected in communication ability. The mean value increased from 2.26 to 2.62, with a difference of 0.365 and a significant level of 0.029 ($p < 0.05$).

Table 2. Improvements related to speaking ability

aspect		M	N	Sig.
The ability to express themselves	Pre-questionnaire	2.36	73	0.035
	Post-questionnaire	2.71	73	
The ability to communicate with each other	Pre-questionnaire	2.26	73	0.029
	Post-questionnaire	2.62	73	

Secondly, the study analyzed self-confidence in speaking from two dimensions, the results were shown in Table 3. The data showed that the mean value among students' confidence in open discussion within a group rose from 2.36 to 2.71, demonstrating a value close to a significant level ($P=0.086$), indicating that students' confidence when speaking in group improved slightly. On the other hand, students' confidence when speaking as group representatives in class has promoted significantly, with the mean value rising from 2.81 to 3.11 and the significant level at 0.003 ($p < 0.05$).

Table 3. Improvements related to confidence

aspect		M	N	Sig.
Confidence in open discussion within a group	Pre-questionnaire	2.81	73	0.086
	Post-questionnaire	3.11	73	
Confidence in speaking as a group representative	Pre-questionnaire	2.22	73	0.003
	Post-questionnaire	2.78	73	

4.2. What are the influencing factors of using digital storytelling to develop students' speaking ability?

The study investigates the influencing factors related to the application of digital storytelling in speaking, the results were shown in Table 4. In terms of students' ability to express themselves in English, the level of pressure showed the correlation coefficient value of 0.439 ($p < 0.01$); motivation showed the correlation coefficient value of 0.410, with a significant level less than 0.01; confidence illustrated the correlation coefficient value of 0.341 ($p < 0.01$); and classroom atmosphere and environment showed the correlation coefficient value of 0.501, with a significant level less than 0.01. The data showed that students' ability to express illustrated significant positive correlations between the level of pressure, motivation, confidence and classroom atmosphere and environment. On the other hand, in terms of students' ability to communicate with others, the level of pressure ($r=0.457$, $p < 0.01$), motivation ($r=0.423$, $p < 0.01$), confidence ($r=0.289$, $p < 0.05$), and classroom atmosphere and environment ($r=0.438$, $p < 0.01$) also demonstrated positive correlations with it.

Table 4. Influencing factors of using digital storytelling

	1	2	3	4	5	6	7	8	9	10	11	12	13
The ability to express yourself (1)	1												
The ability to communicate with each other (2)	0.884*	1											
The level of pressure (3)	0.439*	0.457*	1										
The level of nervousness or anxiety(4)	0.121	0.079	-0.287*	1									
Character (5)	0.194	0.162	0.156	0.365*	1								
Classroom atmosphere or environment (6)	0.503*	0.438*	0.271*	0.091	0.186	1							
Motivation (7)	0.410*	0.423*	0.206	0.241*	0.411*	0.555*	1						
Confidence (8)	0.341*	0.289*	0.254*	0.050	0.336*	0.441*	0.195	1					
Fluency (9)	0.096	0.061	-0.172	0.281*	0.156	0.300*	0.209	0.310*	1				
Pronunciation (10)	0.192	0.113	-0.185	0.371*	0.238*	0.234*	0.259*	0.256*	0.798*	1			
Attitude (11)	0.209	0.183	0.180	0.289*	0.605*	0.237*	0.452*	0.480*	0.189	0.257*	1		
Grammar (12)	0.027	-0.025	0.071	0.281*	0.245*	0.257*	0.283*	0.283*	0.350*	0.399*	0.385*	1	
Vocabulary (13)	0.085	0.050	0.134	0.182	0.204	0.230	0.344*	0.249*	0.350*	0.317*	0.377*	0.860*	1

Note: * $p < 0.05$ ** $p < 0.01$

4.3. How is the students' acceptance on using digital storytelling method to improve speaking ability?

The study investigated students' experiences and perceptions on employing digital storytelling to practice speaking, and the results were shown in Table 5. The descriptive analysis showed that most students held a positive view of digital storytelling, and the acceptance among students was on the rise. The results illustrated that most students (4.11% extremely helpful, 5.48% very helpful, 38.36% moderately helpful, 42.27% slightly helpful) believed that digital storytelling enhanced their speaking ability effectively.

Table 5. Students' acceptance on using digital storytelling

Statement	Not helpful at all	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful
Do you find digital storytelling helpful to your speaking ability?	7 (9.59%)	31 (42.47%)	28 (38.36%)	4 (5.48%)	3 (4.11%)

On the other hand, the researcher interviewed 6 randomly selected students at the end of the last week, and students showed a positive attitude towards digital storytelling. Firstly, students regarded digital storytelling as a lively and interesting strategy, which effectively motivated their initiative to participate in the class.

"I found the process of practicing speaking in English more enjoyable through integrating digital storytelling. The vividness and fun involved in digital storytelling increased my willingness to speak greatly. In addition, I was attracted by the videos completely and became more engaged in appreciating the works of other groups."

Secondly, the convenience of digital storytelling greatly improves the efficiency to complete tasks, allowing students to express stories and opinions smoothly in videos.

"I think it is easy for me to make a digital video with the help of various video-making application. Combining narration, music, picture or animation provides me with a more convenient way to illustrate my ideas."

5. Results and Discussion

5.1. Results

The study investigated the impact of employing digital storytelling on improving students' speaking skills through collecting data from pre- and post-questionnaire, and interviews was conducted to further discuss about students' experiences and perceptions among using it. The results showed that a positive impact on the enhancement of students' speaking ability were observed, especially in the ability of expressing their ideas and communicating with others. In addition, the improvement on students' confidence when speaking as group representatives also could not be ignored. The analysis on influencing factors showed that there are four aspects influencing aspects related to the use of digital storytelling in speaking, including the level of pressure, motivation, confidence and classroom atmosphere and environment. Finally, the data from interview showed that students' acceptance of digital storytelling were on the constant rise, they believed that digital storytelling provided them with an interesting and convenient strategy to stimulate their initiative in practicing speaking effectively.

5.2. Discussion

The data show that the use of digital storytelling has a positive impact on developing students' speaking skills. It not only enhances students' ability to express their opinions and output content through oral practice effectively, but also to communicate with others to acquire interaction in speaking practice. This result is consistent with the conclusions of Fu et al. and Hwang et al., they concluded that the employment of digital storytelling improved students speaking ability, especially their oral expressiveness [24,25]. And Kim and Li stated that students are better able to deliver their messages and tell their stories through applying multimodal storytelling [26]. In addition, Melwani et al. also stated that digital storytelling provided students with opportunities to communicate with class constantly, resulting in the enhancement of speaking skills [27]. Furthermore, consistent with the prior studies, this study also showed that digital storytelling was a effective strategy in promoting students' confidence. The findings of the study agree with statements done by Du et al., Nair and Yunus, they found that digital storytelling had a positive impact on enhancing students' confidence and stimulating their motivation [28,29]. In contrary to earlier findings, however, Asnas stated that

students were uncertain about increasing their confidence through employing digital storytelling in speaking [30].

The researcher discussed about the influencing factors of using digital storytelling in speaking, mainly including the level pressure, motivation, confidence, and classroom atmosphere and environment. These findings are in accord with recent study indicating that students were more likely to develop an interest in learning spoken language in the supportive classroom environment provided by digital storytelling [31]. In addition, Nasir et al. and Zarifsanaiey et al. also mentioned that higher motivation showed in using digital storytelling contributed to the effectiveness and durability of digital storytelling as the motivation remained after the project ended [32, 33].

Finally, according to the data collected from the interview, students illustrated a positive attitude towards the integration of digital storytelling, regarding it as an interesting and convenient tool to help them improve speaking skills. The findings match those observed in earlier studies by Asnas and Talan [30,34], they concluded that from perspective of students, digital storytelling made English learning more interesting. It enhanced the attraction through diverse formats and sensory enjoyment, making students more immersed in the class instead of feeling bored.

6. Conclusion

The study investigated the effectiveness and influencing factors of digital storytelling in improving students' English-speaking ability, as well as students' acceptance of this strategy through mixed methods (including quantitative and qualitative analysis). The following are the main conclusions.

6.1. Improvement of students' English speaking ability through applying digital storytelling

Significant improvement in expressive ability:

Significant improvement in expressive ability: After the experiment, the mean value of students' self-expression ability increased from 2.36 to 2.71 ($p < 0.05$), indicating that digital storytelling significantly improved students' expressive ability.

Enhanced communicative competence: The mean value of students' communicative competence increased from 2.26 to 2.62 ($p < 0.05$), indicating that this method also effectively improved students' communicative ability.

Improved self-confidence: Although students' self-confidence in open discussions within the group did not reach a significant level ($p = 0.086$), their self-confidence in speaking as a group representative in class increased significantly ($p < 0.05$), with the average value ranging from 2.22 to 2.78.

6.2. Factors that influence digital storytelling to improve speaking ability

Stress level: There is a significant positive correlation with both expression ability and communication ability ($r = 0.439$, $p < 0.01$ and $r = 0.457$, $p < 0.01$). Moderate pressure may prompt students to be more engaged and focused.

Motivation: There is a significant positive correlation with both expressive ability and communication ability ($r = 0.410$, $p < 0.01$ and $r = 0.423$, $p < 0.01$). Strong learning motivation is a key factor in driving students to actively participate in digital storytelling activities.

Self-confidence: There is a significant positive correlation with both expression ability and communication ability ($r = 0.341$, $p < 0.01$ and $r = 0.289$, $p < 0.05$). Increased self-confidence helps students become more comfortable in oral expression.

Classroom atmosphere and environment: There is a significant positive correlation with expression ability and communication ability ($r = 0.501$, $p < 0.01$ and $r = 0.438$, $p < 0.01$). A good classroom atmosphere and environment have a positive impact on improving students' speaking ability.

6.3. Students' acceptance of digital storytelling method

Generally positive attitude: Most students (80.22% in total) believe that digital storytelling helps their oral skills, of which 4.11% believe it is “extremely helpful” and 5.48% believe it is “very helpful”.

Improve learning interest and participation: Students believe that digital storytelling is a vivid and interesting learning strategy that can effectively stimulate their learning initiative and participation. The fun and interactivity in the video production process improves students' enthusiasm.

Improve task completion efficiency: The convenience of digital storytelling enables students to complete tasks more efficiently. By combining multiple elements such as narration, music, pictures or animations, students can express their ideas and stories more smoothly.

In summary, digital storytelling has shown significant effectiveness in developing students' English-speaking skills, and has been generally accepted by students. Digital storytelling enhances students' motivation and confidence through creating a lively and interesting environment, improving their expressive and communicative competence effectively. Future teaching practices can further promote and employ digital storytelling to optimize its effectiveness on English speaking.

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