

**THE EFFECT OF APPLYING DIGITAL STORYTELLING ON THE  
SPEAKING PROFICIENCY OF EFL HIGH SCHOOL STUDENTS**

**THESIS**



By:

Mohamad Adam Adzani

220107110015

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2026**

**THE EFFECT OF APPLYING DIGITAL STORYTELLING ON THE  
SPEAKING PROFICIENCY OF EFL HIGH SCHOOL STUDENTS**

**THESIS**

Submitted to the Faculty of Tarbiyah and Teacher Training in Partial Fulfilment of the  
Requirement for the Degree of Education (S.Pd.) in the English Education Department



By:

Mohamad Adam Adzani

220107110015

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2026**

## **APPROVAL SHEET**

### **THE EFFECT OF APPLYING DIGITAL STORYTELLING ON THE SPEAKING PROFICIENCY OF EFL HIGH SCHOOL STUDENTS**

**By:**

**Mohamad Adam Adzani**

**220107110015**

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,

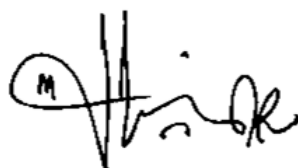


**Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.**

**NIP. 197410252008012015**

Acknowledged by

Head of English Education Department,



**Maslihatul Bisriyah, M.TESOL**

**NIP. 198909282019032016**

## LEGITIMATION SHEET

### THE EFFECT OF APPLYING DIGITAL STORYTELLING ON THE SPEAKING PROFICIENCY OF EFL HIGH SCHOOL STUDENTS

THESIS

by:

Mohamad Adam Adzani (220107110015)

Has been defended in front of the board of examiners at the date of 30<sup>th</sup> June 2026 and  
declared PASS

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the  
English Education Department, Faculty of Tarbiyah and Teacher training.

The Board of Examiners,

Signatures,

1. Dr. Alam Aji Putera, M.Pd  
NIP. 19890421201802011153

Main Examiner



2. Dian Arsitades Wiranegara, M.Pd.  
NIP. 198012302023211010.

Co-Examiner



3. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed  
NIP. 197410252008012015

Secretary/Advisor



Approved by  
Dean of Tarbiyah and Teacher Training Faculty  
Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, M.A  
NIP. 197308232000031002

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.  
Lecturer of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

---

#### THE OFFICIAL ADVISORS' NOTE

Malang, 22 Juni 2026

Page : Thesis of Mohamad Adam Adzani  
Appendix :

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In Malang

*Assalamu'alaikum Wr.Wb*

After conducting several times of guidance in terms of content, language, writing, techniques, and after reading the students' thesis as follow:

Name : Mohamad Adam Adzani  
Student ID Number : 220107110015  
Department : English Education  
Thesis : The Effect of Applying Digital Storytelling on The Speaking Proficiency of EFL High School Students

Therefore, we believe that the thesis of Mohamad Adam Adzani has been approved by the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr. Wb.*

Advisor,



**Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.**  
NIP. 197410252008012015

## APPROVAL

This is to certify that the thesis of Mohamad Adam Adzani has been approved by the advisor for further approval by the board of examiners

Malang, 22 Juni 2026

Advisor,



**Prof. Dr. Hj. Lika Raskova Octaberlina, M.Ed.**  
NIP. 197410252008012015

## DECLARATION OF AUTHORSHIP

*Bimillahirrahmanirahim,*

Herewith, I:

|                   |                                                                                             |
|-------------------|---------------------------------------------------------------------------------------------|
| Name              | : Mohamad Adam Adzani                                                                       |
| Student ID Number | : 220107110015                                                                              |
| Department        | : English Education                                                                         |
| Address           | : RT 004, RW 001, Gang Roda, Ds. Ngunut, Kec. Ngunut,<br>Kab. Tulungagung, East Jawa, 66292 |

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 22, 2026  
The Researcher,



*[Signature]*  
Mohamad Adam Adzani  
NIM. 220107110015

**MOTTO**

*“The expert in anything was once a beginner.”*



## **THESIS DEDICATION**

This thesis is proudly dedicated to my beloved parents, who have been my anchor and constant source of strength. Thank you for your endless prayers, sacrifices, and unwavering support. To the Almighty God, for the guidance, grace, and blessings that made this journey possible

## ACKNOWLEDGEMENT

*Bismillahirrohmanirrahim.*

*Alhamdulillahirabbil'alamin.* First and foremost, I would like to express my utmost gratitude to the Almighty God for His blessings, grace, and strength bestowed upon me, allowing me to complete this thesis entitled “*The Effect of Applying Digital Storytelling on The Speaking Proficiency of EFL High School Students*” as a partial fulfillment of the requirements for the Bachelor’s Degree.

This thesis would not have been completed without the guidance, support, and encouragement of many wonderful people. Therefore, I would like to express my deepest appreciation to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si, CAHRM, CRMP, the Rector of Maulana Malik Ibrahim State Islamic University of Malang, and Prof. Dr. Muhammad Walid, MA. as the Dean of the Faculty of Teacher Training and Education, for providing the opportunity and facilities during my study.
2. Maslihatul Bisriyah, M.TESOL, the Head of the English Education Department, for the constant support and administrative guidance.
3. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed. as my advisor for the invaluable guidance, constructive feedback, patience, and time spent in correcting and improving this thesis.

4. All the lecturers and staff of the English Education Department for the knowledge, guidance, and assistance provided throughout my academic years.
5. The Principal, English teachers, and the students of SMK Nasional Malang, for their hospitality, cooperation, and active participation during the research data collection.
6. My deepest and most profound gratitude goes to my beloved parents, and my family, for their endless love, prayers, support, and sacrifices. They are my reasons to never give up.
7. My partner and friends, for the laughter, late night discussions, shared struggles, and for keeping me sane through every challenge of this journey.

Finally, I would like to thank myself for keeping strong and working hard to cross the finish line. May this work contribute meaningfully to the field of English education.

## LATIN ARABIC TRANSLITERATION

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Alphabet

|   |      |   |      |   |     |
|---|------|---|------|---|-----|
| ا | = a  | ز | = z  | ق | = q |
| ب | = b  | س | = s  | ك | = k |
| ت | = t  | ش | = sy | ل | = l |
| ث | = ts | ص | = sh | م | = m |
| ج | = j  | ض | = dl | ن | = n |
| ح | = h  | ط | = th | و | = w |
| خ | = kh | ظ | = zh | ه | = h |
| د | = d  | ع | = 'a | ء | = , |
| ذ | = dz | غ | = gh | ي | = y |
| ر | = r  | ف | = f  |   |     |

### B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

### C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أُوْ = û

إِيَّ = î

## TABLE OF CONTENT

|                                                                                  |              |
|----------------------------------------------------------------------------------|--------------|
| <b>APPROVAL SHEET .....</b>                                                      | <b>iii</b>   |
| <b>LEGIMITATION .....</b>                                                        | <b>iv</b>    |
| <b>MOTTO .....</b>                                                               | <b>viii</b>  |
| <b>THESIS DEDICATION.....</b>                                                    | <b>ix</b>    |
| <b>ACKNOWLEDGEMENT .....</b>                                                     | <b>x</b>     |
| <b>LATIN ARABIC transliteration .....</b>                                        | <b>xii</b>   |
| <b>TABLE OF CONTENT .....</b>                                                    | <b>xiii</b>  |
| <b>LIST OF IMAGE .....</b>                                                       | <b>xvi</b>   |
| <b>LIST OF TABLE .....</b>                                                       | <b>xvii</b>  |
| <b>LIST OF APPENDICES .....</b>                                                  | <b>xviii</b> |
| <b>ABSTRACT .....</b>                                                            | <b>xix</b>   |
| <b>ABSTRAK .....</b>                                                             | <b>xx</b>    |
| <b>خلاصة.....</b>                                                                | <b>xxi</b>   |
| <b>CHAPTER 1 INTRODUCTION .....</b>                                              | <b>1</b>     |
| 1.1 Background .....                                                             | 1            |
| 1.2 Research Problem.....                                                        | 8            |
| 1.3 Research Objectives .....                                                    | 9            |
| 1.4 Research Question .....                                                      | 10           |
| 1.5 Research Hypothesis .....                                                    | 10           |
| 1.6 The Scope and Limitations .....                                              | 11           |
| <b>CHAPTER 2 LITERATURE REVIEW .....</b>                                         | <b>12</b>    |
| 2.1 Speaking Proficiency in EFL Context.....                                     | 12           |
| 2.1.1 Components of Speaking .....                                               | 13           |
| 2.1.2 Strategies for Enhancing Speaking Proficiency.....                         | 14           |
| 2.1.3 Challenges in Teaching Speaking .....                                      | 17           |
| 2.1.4 Scoring Speaking Proficiency.....                                          | 20           |
| 2.2 Digital Storytelling in Education.....                                       | 21           |
| 2.2.1 Definition and Elements of Digital Storytelling .....                      | 22           |
| 2.2.2 How Digital Storytelling Works .....                                       | 23           |
| 2.2.3 Theoretical Foundation: Constructivism and Student-Centered Learning ..... | 25           |
| 2.2.4 Digital Storytelling as a Pedagogical Tool for Language Learning.....      | 26           |

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| 2.3 Previous Studies on Digital Storytelling and Speaking Skills .....     | 28        |
| 2.3.1 Scoring Mechanisms in Previous Digital Storytelling Studies.....     | 29        |
| 2.4 Conceptual Framework .....                                             | 32        |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>                              | <b>35</b> |
| 3.1 Research Design .....                                                  | 35        |
| 3.2 Population and Sample .....                                            | 36        |
| 3.2.1 Population .....                                                     | 36        |
| 3.2.2 Sample and Sampling Technique .....                                  | 36        |
| 3.3 Research Instruments .....                                             | 36        |
| 3.3.1 Speaking Test .....                                                  | 37        |
| 3.3.2 Scoring Rubric .....                                                 | 37        |
| 3.3.3 Validity and Reliability .....                                       | 39        |
| 3.4 Treatment Procedure.....                                               | 40        |
| 3.4.1 Pre-Experimental Phase .....                                         | 41        |
| 3.4.2 Experimental Phase (Treatment).....                                  | 41        |
| 3.4.3 Post-Experimental Phase .....                                        | 42        |
| 3.5 Data Analysis Technique .....                                          | 42        |
| <b>CHAPTER 4 FINDING AND DISCUSSION .....</b>                              | <b>46</b> |
| 4.1 Descriptive Statistics .....                                           | 46        |
| 4.2 Validity and Reability .....                                           | 47        |
| 4.2.1 Validity Pre-Test.....                                               | 47        |
| 4.2.2 Reability Pre-Test .....                                             | 48        |
| 4.2.3 Validity Post-Test .....                                             | 48        |
| 4.2.4 Reability Post-Test.....                                             | 48        |
| 4.3 Normality Test .....                                                   | 49        |
| 4.4 Homogeneity of Variance Test .....                                     | 49        |
| 4.5 Hypothesis Testing .....                                               | 50        |
| 4.5.1 Paired Samples T-Test.....                                           | 50        |
| 4.5.2 Independent Samples T-Test .....                                     | 52        |
| 4.6 Discussion .....                                                       | 53        |
| 4.6.1 Theoretical Connections: Digital Learning and Multimodal Tools ..... | 53        |
| 4.6.2 Deconstructing Sub-Skill.....                                        | 54        |
| 4.6.3 Pedagogical Implications in the Vocational School Context .....      | 58        |
| <b>CHAPTER 5 CONCLUSION AND SUGGESTION .....</b>                           | <b>60</b> |

|                         |           |
|-------------------------|-----------|
| 5.1 Conclusion.....     | 60        |
| 5.2 Suggestion .....    | 61        |
| <b>REFERENCES.....</b>  | <b>63</b> |
| <b>APPENDICES .....</b> | <b>69</b> |

## **LIST OF IMAGE**

|                                       |    |
|---------------------------------------|----|
| Image 2. 1 Conceptual Framework ..... | 32 |
|---------------------------------------|----|



## LIST OF TABLE

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| <b>Table 3. 1</b> The design pattern.....                                            | 35 |
| <b>Table 3. 2</b> Analytic Scoring Rubric for Speaking.....                          | 39 |
| <b>Table 3. 3</b> Treatment Phase for Experimental & Control Group .....             | 42 |
| <b>Table 3. 4</b> Summary Table for Statistical Validity .....                       | 44 |
| <b>Table 4. 1</b> <i>Descriptive's Table</i> .....                                   | 46 |
| <b>Table 4. 2</b> Validity Pre-Test .....                                            | 47 |
| <b>Table 4. 3</b> Realibity Pre-Test .....                                           | 48 |
| <b>Table 4. 4</b> Validity Post-Test.....                                            | 48 |
| <b>Table 4. 5</b> Reability Post-Test.....                                           | 49 |
| Table 4. 6 Shapiro-Wilk Tests of Data Normality .....                                | 49 |
| <b>Table 4. 7</b> Levene's Test for Homogeneity .....                                | 50 |
| <b>Table 4. 8</b> Paired Samples T-Test Summary for Experimental Groups .....        | 50 |
| <b>Table 4. 9</b> Paired Samples T-Test Summary for Control Groups .....             | 51 |
| <b>Table 4. 10</b> Independent Samples T-Test Output for Post-Test Total Scores..... | 52 |

## **LIST OF APPENDICES**

|                                                             |    |
|-------------------------------------------------------------|----|
| Appendix 1 Lesson Plan .....                                | 70 |
| Appendix 2 Research Instrument .....                        | 74 |
| Appendix 3 Barcode Post-Test of Experimental Group.....     | 76 |
| Appendix 4 Barcode Post-Test of Control Group .....         | 78 |
| Appendix 5 Documentation .....                              | 79 |
| Appendix 6 Research Permission Letter .....                 | 80 |
| Appendix 7 Letter of Completion of Research .....           | 81 |
| Appendix 8 Instrument Validation Letter from Lecturer ..... | 82 |
| Appendix 9 Thesis Consultation Logbook.....                 | 83 |
| Appendix 10 Curriculum Vitae .....                          | 84 |

## ABSTRACT

Adzani, Mohamad Adam (2026) The Effect of Applying Digital Storytelling on The Speaking Proficiency of EFL High School Students. Thesis, Department of English Education, Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang. Advisor, Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Digital Storytelling, Speaking Proficiency, EFL Students, High School

This research aimed to examine the effects of Digital Storytelling (DST) on the speaking performance of EFL high school students, namely in terms of fluency, pronunciation, and grammatical accuracy. Quasi-experimental method was used involving the participants from one class of ten-graders at SMK Nasional Malang who were separated into two groups; the experimental group ( $n = 20$ ) was exposed to the DST model while the control group ( $n = 22$ ) was taught conventionally through text-based teaching materials. Oral pre-test and post-test data were gathered and scored independently by two assessors. As the result of Independent Samples T-Test, there was a statistically significant difference in the scores between the two groups in their post-test performances ( $t(40) = 3.870$ ,  $p = .000$ ) because the experimental group obtained a significantly better mean score than the control group did ( $9.60 > 7.95$ ). Though both approaches helped learners in improving their grammatical accuracy, DST had an exceptional effect on fluency and pronunciation of students due to the creation of an interactive multimedia recording loop.

## ABSTRAK

Adzani, Mohamad Adam (2026) Pengaruh Penerapan Digital Storytelling terhadap Kemampuan Berbicara Siswa SMA Bahasa Inggris sebagai Bahasa Asing. Tesis, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing, Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata Kunci: Digital Storytelling, Kemampuan Berbicara, Siswa EFL, Sekolah Menengah

Penelitian ini bertujuan untuk menguji pengaruh *Digital Storytelling* (DST) terhadap kemampuan berbicara siswa SMA dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL), khususnya dalam aspek kelancaran, pengucapan, dan akurasi tata bahasa. Metode kuasi-eksperimen digunakan dengan melibatkan partisipan dari siswa kelas sepuluh di SMK Nasional Malang yang dibagi menjadi dua kelompok; kelompok eksperimen ( $n = 20$ ) diterapkan model DST sedangkan kelompok kontrol ( $n = 22$ ) diajar secara konvensional menggunakan materi pembelajaran berbasis teks. Data tes lisan pra-uji (*pre-test*) dan pasca-uji (*post-test*) dikumpulkan dan dinilai secara independen oleh dua asesor. Hasil dari *Independent Samples T-Test* menunjukkan adanya perbedaan yang signifikan secara statistik pada nilai pasca-uji antara kedua kelompok tersebut ( $t(40) = 3.870$ ,  $p = .000$ ) karena kelompok eksperimen memperoleh nilai rata-rata yang jauh lebih baik daripada kelompok kontrol ( $9.60 > 7.95$ ). Meskipun kedua pendekatan membantu siswa dalam meningkatkan akurasi tata bahasa mereka, DST memberikan pengaruh yang luar biasa pada kelancaran dan pengucapan siswa berkat adanya proses rekaman multimedia yang interaktif.

## خلاصة

أدزاني، محمد آدم (٢٠٢٦). أثر تطبيق السرد القصصي الرقمي على قدرة طلاب المرحلة الثانوية على التحدث باللغة الإنجليزية كلغة أجنبية. رسالة ماجستير، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرفة: الأستاذة الدكتورة حاجّة لايك راسكوف أوكتابيرلينا، ماجستير في التربية

الكلمات المفتاحية : السرد القصصي الرقمي، كفاءة التحدث، طلاب اللغة الإنجليزية كلغة أجنبية، المدرسة الثانوية المهنية

يهدف هذا البحث إلى فحص تأثير السرد القصصي الرقمي على أداء التحدث لدى طلاب المرحلة الثانوية الدارسين للغة الإنجليزية كلغة أجنبية، وتحديدًا من حيث الطلاقة، والنطق، والدقة النحوية. تم استخدام المنهج شبه التجريبي بمشاركة طلاب من الصف العاشر في المدرسة الثانوية المهنية الوطنية بمالانج تم تقسيمهم إلى مجموعتين؛ حيث خضعت المجموعة التجريبية (العدد = ٢٠) لنموذج السرد القصصي الرقمي، بينما درست المجموعة الضابطة (العدد = ٢٢) بالطريقة التقليدية من خلال مواد تعليمية قائمة على النصوص. تم جمع بيانات الاختبار الشفوي القبلي والبعدي وتقييمها بشكل مستقل من قبل مقيمين اثنين. وأظهرت نتائج اختبار ت للمجموعات المستقلة وجود فرق ذو دلالة إحصائية في درجات الأداء البعدي بين المجموعتين، حيث بلغت قيمة ت المحسوبة ٣.٨٧٠ عند درجة حرية ٤٠، وبمستوى دلالة يقل عن ٠.٠٠١، لأن المجموعة التجريبية حصلت على متوسط درجات أفضل بكثير مما حققته المجموعة الضابطة (٩.٦٠ أكبر من ٧.٩٥). وعلى الرغم من أن كلا الأسلوبين ساعدا المتعلمين في تحسين دقتها النحوية، إلا أن السرد القصصي الرقمي كان له تأثير استثنائي على طلاقة الطلاب ونطقهم بفضل إنشاء حلقة تسجيل وسائط متعددة تفاعلية.

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

Digital Storytelling is an approach to teaching that combines conventional storytelling with the aid of technology such as videos, images, and audio and thus makes learning more engaging. Through transitioning from passively receiving the information to actively participating in the process, Digital Storytelling helps build creativity and characters in students through practical work (Levitasari, 2023). In the digital era, this method provides an effective avenue for engaging students in the learning process, particularly in language education (Puspitasari et al., 2025). By allowing students to use their own "voice" through speaking and writing, Digital Storytelling reduces performance anxiety and encourages critical thinking. Ultimately, this approach moves beyond rote learning, enabling students to develop confidence and language proficiency in a meaningful, enjoyable way.

Vlogging is one of the means used in digital storytelling to communicate with an audience. As compared to digital storytelling that is always planned, vlogging is less planned and more communicative. As stated by Hassan (2023), vlogging helps students to convey information freely and engage well with their audiences. According to Wicaksana et al. (2023) integrating vlogging in classroom activities is an opportunity for students to develop digital literacy skills while enjoying learning. Through this comparison, it can be seen that digital storytelling and vlogging both provide opportunities for students to convert their ideas to video.

However, vlogging is more conversational in nature hence a good tool for practicing speaking skills.

According to Zhang (2026), even though both techniques make use of digital tools, the techniques have distinct structures and approaches. Digital Storytelling involves a formalized process of scripting out a story and following it to the end while in vlogging, there is no scripted-out story but more of “story showing” through conversational language. While Digital Storytelling is excellent for developing writing and creative organization, vlogging is more effective for building natural speaking fluency and confidence. Ultimately, both serve as powerful tools for students to express their ideas in the digital age.

Thus, Digital Storytelling serves as a powerful tool for improving speaking skills, specifically in fluency, pronunciation, and grammar. For students learning English as a foreign language, who often lack daily practice, social media platforms and digital apps provide a necessary space to create and share their work (Sugiharto, 2025). By using accessible tools students can share interactive stories with a real audience, which lowers their anxiety and encourages them to speak more freely (Saputro, 2025). Compared to traditional method, this method is more effective because it builds self-confidence by transforming a stressful learning task into an enjoyable, creative process on platforms they already use every day like Instagram, TikTok, or YouTube.

Traditional methods, or conventional learning, typically rely on teacher-centered instruction and physical textbooks, where students often play a passive role (Purike & Aslan, 2025). Although this method gives a systematic setting, the

biggest limitation is that it lacks engagement and the opportunity for interactive practice, making it difficult to hone practical skills. Modern digital techniques have several strengths since they offer a flexible mode of education that is easily accessible anytime and anywhere (Kandukoori et al., 2024). Digitalization makes it easier to develop a more dynamic and personalized mode of instruction. This transition from the traditional way of giving lectures to modern modes will make the education process much more efficient.

This move towards digital methods is additionally reinforced by increased availability of technology within classrooms in Indonesia. Students nowadays have access to smartphones and computer, which makes Digital Storytelling a relatively cheap substitute for costly laboratory equipment (Cariño et al., 2024). Nevertheless, in order to achieve education equality, there is need to overcome infrastructure barriers in the countryside. With help of free creative software and minimal digital literacy training, schools will be able to create equality between urban and rural students. This way students can learn English in an interactive manner while developing their digital literacy skills at the same time.

The use of these digital tools is very important considering the fact that normal learning of English in classroom environment is hindered by a number of psychological and pedagogical challenges. The first one is the anxiety among learners, which prevents learners from participating in the class discussions as they fear mistakes and judgment from others (Sintawati et al., 2025). Moreover, since learners have very few chances of practicing their spoken English both in classroom and out-of-classroom context, they lack fluency in their speech (Nurohman, 2020). All these challenges are usually made worse by the boredom of the traditional



methods used in the classroom that emphasize grammar rather than practical speaking. Therefore, there is a need for adoption of the active method of teaching that reduces stress and promotes communication. (Mahimood, 2024).

The present research addresses the immediate requirements of students learning English at the high school level in Indonesia. In recent times, a majority of students find it difficult to become fluent in English since the curricula continue to give a lot of importance to reading and writing skills with very little time left for practicing speaking skills (Syarifuddin, 2012). Digital storytelling, however, acts as an effective alternative which resonates with the interest of the current generation (Ann et al., 2021). It enables students to use their mobile phones and make videos on subjects such as music and social media. Through this, they get an opportunity to practice their speaking skills by recording their own voices and making their stories.

In a global context, English proficiency becomes a matter of urgency for success in professional and academic settings (Grigoryeva & Zakirova, 2022). Digital storytelling is an important tool through which students are enabled to develop the necessary skillset within the framework of the Indonesian curriculum. Through the use of engaging stories related to such topics as traveling or professional life, digital storytelling provides a platform for practicing English speaking skills in a low-stress environment that helps develop communicative confidence necessary to interact outside of the classroom setting.

It has been noted that using digital storytelling in academic situations has proved to be an effective way to develop fluency, accuracy, and overall proficiency

(Aini et al., 2024). However, traditional methods fail to provide interactive activities and result in the difficulties students face when speaking properly and fluently. Considering the described problem, there is a necessity to develop a flexible language course that will make use of technology and create a relaxed atmosphere. Thus, through abandoning traditional lectures, teachers will be able to encourage students and help them develop confidence in their speaking of English.

Oral skills are productive language skills that form the basis of communication, enabling people to comprehend each other in the modern world (Akhter, 2021). The use of this skill is balanced through the combination of various elements, such as proper pronunciation, appropriate sentence structure, and fluency when speaking (Elyani et al., 2022). Unfortunately, a lot of problems can prevent students from using their speaking skills effectively, including lack of confidence and limited practice in class (Manigandan et al., 2017). Speaking is the most important skill for EFL learners since it directly affects their ability to communicate socially and professionally. The ability to tell something fluently has been addressed in QS. Al-Isra: 53:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزَغُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٣﴾

*wa qul li 'ibâdî yaqûlullatî hiya aḥsan, innasy-syaithâna yanzaghu bainahum,  
innasy-syaithâna kâna lil-insâni 'aduwwam mubînâ*

*"And tell My servants to say that which is best. Indeed, Satan induces [dissension] among them. Indeed Satan is ever, to mankind, a clear enemy."*

It implies that communication requires not only the capacity to communicate in one's own language, but also an adequate choice of words in order to preserve harmony and avoid any possible misunderstandings.

However, it appears that contemporary research does not consider the technical achievements of the learners. Namely, Paramita & Utami (2021) considered the general advantages of digital storytelling, which include motivation and personality development of the learners, but did not measure any particular progress in their speaking sub-skills. Thus, there is still no data available about the impact of the method under consideration on such aspects of language performance as pronunciation and grammar, especially in the case of high school students studying English as a foreign language in Indonesia. Although some prior studies discussed students' attitudes towards digital storytelling or related to elementary level education, none of them included objective measurement of language proficiency.

There have been studies conducted concerning the influence of Digital Storytelling on English language acquisition with different emphases. Saputro (2025) has considered the potential influence of digital storytelling on decreasing speaking anxiety in the classroom; however, there has not been any comparison made in terms of proficiency measurement. Besides, although Ann et al. (2021) and Sugiharto (2025), confirmed the effectiveness of storytelling in general, their conclusions have been made based on subjective judgments, not on objective measures such as pronunciation or grammar mistakes. The existing literature reveals an evident tendency. Although the effectiveness of digital storytelling has already been confirmed to some extent, there is no empirical evidence about its

influence on technical speaking proficiency of Indonesian EFL high school students.

In contrast to the above problem in the development of speaking skills in the international context, the situation observed in SMK Nasional Malang is quite different. According to the results of a preliminary investigation as well as the interviews conducted with the English teacher in the school, the ten-grade students had a great deal of problems with the speaking in English. They had difficulty with their pronunciation and were not confident enough which resulted in frequent pauses while performing speaking tasks. In addition, the grammatical competence of the students was rather poor, especially in constructing sentences in the narrative form. Moreover, the traditional approach to teaching in class that relied on passive repetitions of information presented in textbooks did not give enough time for practicing speaking. As a result, the speaking grades were often lower than *Kriteria Ketuntasan Minimal (KKM)*.

Accordingly, the current study is conducted to address this knowledge gap related to objective research about high school EFL speaking proficiency. In this regard, while some scholars have studied the benefits of digital storytelling in Saputro (2025) and Ann et al. (2021), they do not provide any comparative results based on the use of anxiety scales and accuracy rates. In addition, even though the effectiveness of this technique is proven in Puspitasari et al. (2025) and Sugiharto (2025), there is still few empirical proof is found about its impact on proficiency levels of more mature students.

The novelty of this study is that it provides objective, quantitative evidence on specific speaking sub-skills (fluency, pronunciation, and grammar) for EFL Vocational High School (SMK) students in Indonesia. While earlier researches have been done about the general motivational factors of digital storytelling and the way learners perceive its benefits, this particular research uses pre-test and post-test to measure actual progress of participants, like increase in percentage of pronunciation scores and decrease in grammatical mistakes. Additionally, this particular research presents a special contribution in that it provides a comparative study of the use of digital storytelling and traditional learning process in Indonesia.

In addition to language proficiency, Digital Storytelling fosters the development of 21st Century skills through the inclusion of critical and creative thinking in the educational process. As opposed to conventional techniques, which seem unrelated at times, digital storytelling makes it possible for high school learners to address pertinent issues such as climate change and technology using exciting audio-visual stories.

## **1.2 Research Problem**

Considering previous research studies, many studies have confirmed the effectiveness of digital storytelling in motivating students' participation, but few studies measured its impact on specific aspects, including students' pronunciation and grammar skills (Sushkevych, 2024). There is a notable gap in previous research studies on digital storytelling, as these aspects are important in effective communication in English.

The significance of this study is not only that it will fill the gap in previous research studies but also that it will offer practical suggestions on how this method can be implemented by teachers, which will be beneficial in designing an inclusive and innovative curriculum for ESL high school students. Considering the above, the research problem is:

*“How will the implementation of digital storytelling impact the speaking proficiency of Indonesian EFL high school students, specifically in terms of fluency, pronunciation, and grammar?”*

This is necessary to be investigated as this method is expected to offer an alternative solution in teaching speaking skills more effectively.

### **1.3 Research Objectives**

The purpose of this study is to examine the impact of digital storytelling on the improvement of students' overall speaking skills and its components, including fluency, pronunciation, and grammatical accuracy, particularly for Indonesian high school students learning English as a second language. In other words, the purpose of this study is to provide empirical support for the effectiveness of digital storytelling in language education. The objectives of this study are formulated as follows:

- To compare the significant difference in the overall speaking proficiency level between students taught using digital storytelling (DST) and those taught using conventional methods.
- To determine whether there is a significant improvement in students' fluency level after being taught using digital storytelling (DST).

- To assess whether there is a significant improvement in students' pronunciation level after being taught using digital storytelling (DST).
- To examine whether there is a significant improvement in students' grammatical accuracy level after being taught using digital storytelling (DST).

#### **1.4 Research Question**

The questions that was set for this research are:

- RQ1: Is there a significant difference in the overall speaking proficiency level between students taught using digital storytelling and those taught using conventional methods?
- RQ2: Is there a significant improvement in the fluency level of students after being taught using Digital Storytelling?
- RQ3: Is there a significant improvement in the pronunciation level of students after being taught using digital storytelling?
- RQ4: Is there a significant improvement in the grammatical accuracy level of students after being taught using digital storytelling?

#### **1.5 Research Hypothesis**

The null hypothesis (H0) of this study states that there is no significant difference in overall speaking proficiency between students taught using Digital Storytelling and those taught using conventional methods. The alternative hypotheses (H1) are as follows:

- H1: There is a significant difference in overall speaking proficiency between students taught using Digital Storytelling and those taught using conventional methods.
- H2: There is a significant improvement in students' overall speaking proficiency after being taught using Digital Storytelling.
- H3: There is a significant improvement in students' pronunciation scores after being taught using Digital Storytelling.
- H4: There is a significant improvement in students' grammatical accuracy scores after being taught using Digital Storytelling.

These hypotheses are tested at a significance level of  $\alpha = .05$ . A p-value below this threshold leads to the rejection of the null hypothesis in favor of the alternative.

## **1.6 The Scope and Limitations**

This study is intentionally limited to fluency, pronunciation, and grammatical accuracy. A preliminary study at SMK Nasional Malang showed that these three areas are the most urgent problems for the students. Therefore, vocabulary is excluded to keep the statistical analysis deep and focused. The instructional treatment spans six (6) scheduled class meetings, accounting for the school's existing timetable and non-instructional days. The speaking aspects measured is using a validated analytic speaking rubric.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Speaking Proficiency in EFL Context**

In the context of English as a Foreign Language (EFL), speaking proficiency is defined as the overall ability of the learner to effectively and appropriately communicate using the English language. This overall ability encompasses different skills. EFL learners are required to learn English in environments where the language is not used. This makes them miss the opportunity to learn English naturally.

Thus, modern pedagogy emphasizes the need to adopt modern technology, such as interactive mobile learning, which has been proven to have the ability to enhance university students' speaking proficiency effectively (Zhao & Zhao, 2024). To fully understand speaking proficiency, there is a need to understand the major components of speaking proficiency, challenges associated with speaking proficiency, and the mechanisms for objectively measuring speaking proficiency.

Furthermore, it should be noted that the success of a speaking task is commonly measured in terms of its effect on learners of varying proficiency levels. According to Ramadhani et al. (2025), the research has been carried out to "directly compare the spoken language ability of low-proficiency learners with high-proficiency learners on a task, examining whether task type has an effect on their language use." Such research has yielded important results in terms of ensuring that a task, such as Digital Storytelling, is appropriately effective in terms of its

contribution to the skill development of learners of varying levels of language proficiency.

### **2.1.1 Components of Speaking**

Essentially, speaking fluency is primarily based on several integral constituents that collectively define fluency. According to Murphy & Sedivy (2024), these core components are:

- **Fluency:** Essentially, fluency refers to the smooth and continuous nature of speech. The speech is normally uttered at a pace that is very close to natural speech. High fluency is normally achieved through an absence of unnatural pauses, self-corrections, or hesitations that may interfere with the comprehension of speech.
- **Accuracy:** Accuracy refers to the linguistic correctness of speech. Accuracy is normally achieved through the accurate use of grammar, proper sentence formation (syntax), and proper word choice (lexis). Accuracy ensures that there are no grammatical errors.
- **Pronunciation:** This aspect deals with the sound system of the language that incorporates the clear pronunciation of individual words, proper stress patterns for the words and sentences, and intonation. One should pronounce clearly in order for the listener to get the meaning of the message.
- **Vocabulary:** This incorporates the depth and proper use of available words that a learner can use. A good vocabulary is crucial to enable the

speaker to express complex ideas accordingly and change the language as necessary to suit topics and issues.

These four elements are closely interrelated, and a deficiency in one area, such as poor fluency or a limited vocabulary, often impacts the speaker's overall communication effectiveness.

### **2.1.2 Strategies for Enhancing Speaking Proficiency**

Building up oral competence in English as a foreign language is particularly difficult because of specific limitations of learning process within non-native language environment (By & Veng, 2024). Since learners who do not live in English-speaking countries have limited opportunities to get enough input and output beyond classroom practice, conventional approaches are not enough to develop effective oral skills. As a result, contemporary language teaching pays much attention to student-oriented techniques which will help learners build up their own communicative skills. The development of speaking skills presupposes a combination of several factors including self-regulation, interactional skills, and technologies (Sun, 2022).

#### **A. Strategic Self-Regulation for Speaking**

Self-regulated learning skills development is very efficient for sustained speaking skill development because oral communication is a dynamic cognitive, motivational, behavioral, and affective process and not merely a linguistic task (Du & Quynh, 2023). In order to regulate

speech effectively, successful learners use lower levels of self-regulation in three major domains:

- **Memorizing Strategies:** Students use memorization strategies to learn grammatical structures, and pronunciation. Through memorization of frequently used language chunks, one is able to decrease the mental effort involved in speaking in real-time, hence increasing oral fluency.
- **Mirroring Strategies:** As motivation, this method relies on learners making deliberate efforts to mimic the exact facial gestures, postures, and expressions of fluent English speakers. Through this, learners can develop greater awareness of their mouths' positions and body language, thus enhance naturalness and reduce speaking fear.
- **Shadowing Strategies:** Shadowing is done through the listening of an audio recording of a native speaker and then repeating what you hear within the least amount of time that will allow you to get the behavioral response. The very quick repetition relies mainly on auditory-articulatory tracking.

#### B. Interactive Pedagogical and Communication Strategies

However, beyond the individual's self-regulation, according to Alwehebi (2025), it is necessary for the classroom to provide structurally the means of communicative interactions that promote fluency, and spontaneity competence.

- **Role-Play and Communicative Performance:** Role-play is one of the most important means of learning genuine speaking and listening skills through getting students out of their comfort zone to interact within the context provided by other people around. This helps connect theory and practice, thus motivating students and promoting vocabulary acquisition.
- **Creative Media and Instructional Approaches:** Creative approaches are used by teachers where there are various activities like silent video activities where students provide dialogue and emotions to the silent pictures. These kinds of instructional approaches depend greatly on the organizational environment as well as the skills of the teachers since an experienced teacher can adapt the activity easily.

#### C. Compensation and Socio-Environmental Strategies

Peter et al. (2023) state that language learners often experience vocabulary gaps and cognitive overload in actual situations. In order to keep the dialogue running, learners need to make use of compensation strategies:

- **Linguistic Compensation:** In case of forgetting a particular word, learners turn to their interlocutors or resort to using non-verbal means to convey the message.

- **Approximation and Paraphrasing:** Learners often replace the forgotten phrase with a simpler one or change the sentence structure to overcome the problem.
- **Strategic Translanguaging:** In case of having the same native language, learners can resort to changing language to ensure the continuity of the dialogue.
- **Extracurricular Exposure:** Since classroom teaching is not enough for exposure, learners need to practice outside class to master spoken skills. Using technological resources allows learners to gain the needed confidence and fluency in a foreign language.

### **2.1.3 Challenges in Teaching Speaking**

In the context of EFL, speaking skills are often hampered by a plethora of psychological and pedagogical problems (Sharma, 2024). These problems must be identified and overcome so that they do not hamper optimal acquisition:

#### **A. Foreign Language Anxiety**

Anxiety can be regarded as one of the common psychological barriers to successful speaking. Anxiety is a major problem which generally comes from the fear of making mistakes and being subjected to criticism by fellow students and teachers (Sintawati et al., 2025). Speaking anxiety may take various forms such as:

- **Inhibited Oral Production:** The fear can lead to silent or fragmentary speaking behaviour.
- **Reduced Participation:** Anxious learners are less likely to volunteer answers or engage in spontaneous discussions, which are crucial for skill practice.
- **Cognitive Load:** Time and energy spent worrying about mistakes is a waste that can distract from the actual process of production and construction of the language, thereby impairing fluency and accuracy.
- Hence, anxiety can lead to reduced student participation and inhibition of speech, thereby not allowing the student to practice and eventually internalize the language.

#### B. Lack of Practice Opportunities

The development of speaking skills needs extensive and continuous practice to reach the level of skill automation (Nurohman, 2020). Skill automation is the ability to speak fluently without thinking. However, EFL settings do not offer sufficient practice opportunities inside and outside the classroom. These are the cause of the lacks of practice:

- **Limited Class Time:** The time for learning is limited. In addition, when there are many students in the class, each student is only offered minimal speaking time.
- **Lack of Exposure:** The non-English environment outside the classrooms makes learners lack exposure and speaking

opportunities. This means that learners are not offered adequate time for skill automation.

- Failure to Bridging Contexts: Practice activities may fail to simulate spontaneous real-world communication, creating a gap between controlled practice and authentic use.

### C. Monotonous Teaching Methods

One of the major methodological difficulties is that teachers frequently rely on teacher-centered, monotonous instructional methods that do not motivate students to take an active role in class. Paneerselvam & Mohamad (2019) point out that repetitive methods often lead to disinterest among students.

- Overuse of Repetitive Drills: Excessive use of mechanical drills does not allow students to develop communicative skills, as it is often accuracy that is emphasized.
- Lack of Simulations: These methods often fail to simulate authentic communicative situations, which are crucial in preparing students for spontaneous real-world conversations.
- Low Engagement and Motivation: When teachers use dull teaching methods, it is seen that students are not intrinsically motivated to communicate in the target language.

Thus, to change pedagogy from traditional and stagnant styles to creative and dynamic approaches to teaching and learning that foster interaction and build confidence, there is a need for effective speaking instruction (Mahimood, 2024). This implies that to encourage interaction



and eliminate psychological barriers to effective interaction and communication, engaging and diverse tasks need to be set for the students.

#### **2.1.4 Scoring Speaking Proficiency**

Objective assessment of a person's speaking ability or scoring is an important strategy in teaching which ensures responsibility and provides diagnostic feedback to the learners (De Jong, 2022). Mainly, the strategy to control the practice of making and employing special speaking assessment rubrics is followed. Rubrics are highly formalized instruments which define the criteria and standards being followed in the assessment of a person's speaking ability or discourse. The instruments make it easier to standardize assessment procedures, which ensures the accuracy and consistency of the scoring (Yuldosheva, 2025).

The assessment method is largely based on analytical scoring, whereby the performance of the individual is segmented in various segments that can be quantified and measured (Bijani et al., 2022). Typically, such segments of performance comprise a person's speaking skill/ability in basic areas such as Fluency, Accuracy in Grammar, Pronunciation, etc (Đorđević, 2024). In this regard, it is suggested that the performance of the individual with regard to such segments of performance may be measured on a 1-5 point scale, wherein the topmost score, i.e., '5,' may indicate an almost native performance such as, "Speech is effortless and smooth, with virtually no hesitations," while the lowest score, i.e., '1,' may indicate performance such as, "Speech is halting, fragmented, and often incomprehensible."

The major challenge that typically comes up in speaking assessment is the mitigation of assessor's subjectivity. Fan & Yan (2020) state that unlike written tests, whose results are relatively objective, speaking test results may be influenced by the assessor's subjective judgment. For the purpose of ensuring consistency of scoring, which is commonly referred to as inter-rater reliability of speaking tests, the imperative requirement is to ensure the application of constant pedagogic mechanisms (Yuldosheva, 2025). This is done through training the assessors to ensure that they are able to interpret the assessment rubric in a consistent manner while at the same time ensuring that the same assessors are able to score the same sample of performances. This means that a fair score is attained which is a clear reflection of the real speaking ability of the learner.

## **2.2 Digital Storytelling in Education**

The use of technology in the educational process has given birth to a number of outstanding and creative approaches to the methodology of education. One such methodology is Digital Storytelling, an efficient methodology of education combining the traditional art of storytelling with the latest digital media creation techniques (Rahiem, 2021). Digital storytelling enables the learners to articulate their complex thoughts or personal experiences/thematic content through the creation of various media elements like text, static images, dynamic video clips, audio narration, sound effects, etc.

Lestari & Puspitasari (2025) state that regarding the methodologies used in teaching English as a foreign language (EFL), that one new area of focus is learner engagement, especially in virtual environments. Since technology began to appear in educational processes, it became an indispensable necessity for teachers to learn about learner interaction and participation in virtual environments such as a virtual speaking classroom. Rodríguez et al. (2021) has revealed the significance of identifying factors that either encourage or inhibit EFL learners' learning engagement while they are engaged in virtual environments. Such information is important for teachers interested in shifting their speaking methodologies from conventional classrooms to digital platforms.

Ramalia (2023) describes that in the context of an educational setting, Digital Storytelling is viewed as a process of creating narratives that combine technology, which makes the process of learning a very interactive and creative process. This may be viewed as a modernized approach towards the traditional process of telling stories in a very interactive and applicable way.

### **2.2.1 Definition and Elements of Digital Storytelling**

Digital storytelling is defined as a short, captivating multimedia presentation with a story. This is more than just the act of recording a story, it is a process of design. The product of the digital storytelling process is the sum of the successful incorporation of various key elements. According to Yuliani & Hartanto (2021), is made up of a storyline or narrative, which is used to guide the listener through the digital story. The storyline is then accompanied by the incorporation of various visual aids such as pictures or animations, which are used to illustrate the main ideas presented in the

digital story. The main ideas are then used to create the setting of the story. Most importantly, the digital story is made up of the incorporation of the voice-over narration, which is used to add the human touch to the digital story. The addition of background music is then used to add the desired tone to the digital story.

### **2.2.2 How Digital Storytelling Works**

Digital storytelling can be defined as the new way of technology-based articulation and presentation of ideas, which brings together the ancient art of storytelling with new technology (Yee & Stevens, 2019). A digital story, unlike the traditional one where one reads from a book or only has the option of listening, is a video of between 2-5 minutes where one presents a mix of visual and audio materials in the bid to lure the audience into the story. It is considered an effective tool because the storyteller transforms from an ordinary storyteller to one who has the responsibility of determining how the audience will react to the content.

This process normally begins with writing a script. The scriptwriting stage is where students actively construct their own knowledge (Dancyger et al., 2023). When they encounter language barriers, they must resolve the issue independently using compensatory techniques such as paraphrasing. To ensure authenticity, the scripts are written naturally in class. Digital tools are strictly limited to digital dictionaries for checking words, ensuring AI doesn't write the story for them. Although real-world conversations are spontaneous, forcing EFL learners to speak without preparation causes high

anxiety and cognitive overload. Preparing a script in DST acts as a stress-reducing buffer, allowing them to focus on articulation.

After writing the script, the creator records their own voice saying what is written in the script. This is known as the "voice-over," which is the core of most presentation software programs. This gives the presentation that personal touch, which makes it feel realistic. Once the audio is added, the creator then adds images, pictures, or videos that match what they are saying. They then proceed to join these images so that they change while the audio is playing. If this is not enough, the creator then adds a soundtrack to make the presentation even more effective. This background music helps to emphasize the "vibe" of the story being created. For example, the background music may be piano if the story is about something sad, while it may be drums if the story is about something exciting. They finally add some transitions, which may include the images fading in and out, and some texts that emphasize some of the key points in the presentation.

Rahiem (2021) asserted that digital storytelling functions so well as a learning tool because it taps into students as both creators' sides of the brain. The logical and linguistic centres of our brain, the script, and the creative and emotional parts respond to the music and imagery. By using many senses simultaneously, the storyteller could aid the audience to comprehend complicated concepts or experience intense empathy towards a personal experience in a very short amount of time.

### **2.2.3 Theoretical Foundation: Constructivism and Student-Centered Learning**

The pedagogical potency of Digital Storytelling can be strongly linked with the major educational theories, particularly the Constructivist Theory and the theory of Student-Centered Learning (Moradi & Chen, 2019). This implied the potency of Digital Storytelling as an effective pedagogy, especially in relation to deep learning and skill development.

#### **A. Constructivism**

By definition, the fundamental construct of constructivism, as described by Shishko (2022), is that learning is not just acquired, but learners equally play an essential role in the construction of learning through learning experiences. This study strictly follows Piaget's Constructivism rather than Vygotsky's Social Constructivism. Digital Storytelling (DST) is an individual project, the focus is on the student's personal cognitive process (Waite-Stupiansky, 2022). In other hand, (Shibina & Vidyapeetham, 2022) states that social constructivism is the result of collaboration and negotiation with other people. Thus, the focus is not on testing the results of collaboration or social negotiation between students (such as group work/intense discussions), but rather on testing the effects of self-reflection processes, independent practice (loop recording), and individual creation on their speaking abilities. So, the theory happen during the scriptwriting, when student create their own storyline.

## B. Student-Centered Learning

This is complemented by another learning philosophy: The "Student-Centered Learning Philosophy." This learning philosophy places emphasis on the learners' autonomy, personal experiences, and collaborative interactions within the learning environment. According to Zrazhevskaya (2022), this learning philosophy allows for a shift and redefinition of a learning environment, from where the teacher is perceived as a knowledgeable and sole provider of knowledge, to where learners become a vital part within this learning environment. The application of Digital Storytelling can thus be seen as a strong support mechanism for this shift and emphasis on learners becoming a vital part within a learning environment, due to its strong emphasis on learners being at the center within this new learning methodology. The "Student-Centered Learning Philosophy" can thus be seen as a theoretical confirmation of Digital Storytelling as a learning methodology that delivers an empowered learning experience for learners.

### **2.2.4 Digital Storytelling as a Pedagogical Tool for Language Learning**

Within the context of language acquisition, as far as settings of English as a Foreign Language (EFL) are concerned, the development of digital storytelling has become a revolutionary technique for teaching. Digital Storytelling provides a functional platform through which students can develop their speaking skills as well as other key language elements within a contextual world setting. While students may be forced to learn the

various grammar rules of a language, within context, they get to implement the language to construct a story. In addition to this, according to Karnedi & Utami (2024) , the development of digital storytelling forces the student to verbally communicate their key ideas while simultaneously harmonizing other key multimedia components.

Besides teaching new vocabulary and pronunciation, digital storytelling proves to be an effective way of teaching fluency to any language learner (Harahap et al., 2024). This is basically because, at the end of it all, fluency in English is tied to a digital product, and usually, before this recording, learners rehearse their script several times to ensure that they develop a degree of fluency and rhythm to their speaking, which ultimately leads to fluency and confidence in communicating naturally and fluently without scripts and any paper. At the end of the whole exercise, the learner has engaged in high repetition that leads to muscle memory for fluency without relying on mechanical, repetitive language drills.

Finally, there are the psychological advantages offered through this creative strategy, which are significant, especially in EFL learners (Chi et al., 2025). Indeed, by removing the focus from the teacher corrections, which can be a major cause of distress, and placing emphasis instead on achieving the creative project. The anxious student is now an individual whose anxiety related to speaking and using English correctly has been reduced thanks to the implementation of digital storytelling (Nair & Yunus, 2022). This relaxation and diminishment of anxiety see the student



participate with a newly formed positive attitude, especially where he or she is not bothered about making any minor mistakes, which in the end, see his or her ability to speak English fluently and clearly improve further.

### **2.3 Previous Studies on Digital Storytelling and Speaking Skills**

A comprehensive review of the literature that speaks on the relationship between digital storytelling and speaking development is required. Research studies conducted globally and locally have continuously supported digital storytelling as an effective innovative tool in pedagogy.

Both from an international perspective, there is quite considerable evidence to suggest that communicative competencies are indeed improved through the implementation of digital storytelling. This is largely due to the work of Ahada et al. (2024), clearly demonstrate that engaging in digital storytelling tasks significantly increases learners' confidence and sustained engagement in language learning activities. The process of creating and performing narratives shifts learners' focus from linguistic perfection to creative output, which is highly effective in reducing language anxiety.

Local studies confirm its adaptability and effectiveness in the Indonesian context. Research has shown that digital storytelling can be adapted successfully into local curricula and allows students to overcome common barriers to speaking by way of highly interactive, personalized narratives (Karnedi & Utami, 2024). For instance, local research has identified digital storytelling' transformative role in subjects as specific as public speaking, whereby the integration of digital media elements is able to innovate traditional ways of learning by enhancing the overall

articulation and expression of students. The proof of its local relevance therefore validates digital storytelling as an appropriate intervention for improving oral language skills in EFL contexts in Indonesia.

### **2.3.1 Scoring Mechanisms in Previous Digital Storytelling Studies**

In order to objectively measure the impacts of the digital storytelling interventions, previous researchers have employed standardized mechanisms, particularly analytical speaking assessment rubrics. The use of analytical speaking rubrics is fundamental in order to keep the objectives consistent when evaluating the speaking behavior of the participants (Yuldosheva, 2025).

- **Criterion-Based Assessment:** In digital storytelling research, the speaking performance is always gauged through criterion-based assessment. In other words, the rubrics of criterion-based assessment usually comprise the major aspects of the target language, such as fluency, grammar, lexis, phonology, and comprehension. It was found that the study on the assessment of speaking confidence fluency among adolescents was systematically evaluated through rubrics (Princess et al., 2025).
- **Design and Standardization:** The design of such assessment instruments is a standardized process and can be a meticulous task that requires interviews and analysis with experts to ensure the rubric is appropriate and geared towards achieving the desired objectives of the study (Syahidah & Umasugi, 2021). In addition, the reliability of the given student score can be achieved through

pedagogical approaches such as constant assessor training and trials, which reduces the level of assessor subjectivity to the minimum level (Yuldosheva, 2025).

Therefore, the existing findings of the previous research on digital storytelling are well validated through the application of standard assessment instruments that evaluate any of the specific speaking sub-skills. Even as there have been specific contributions to the subject of Digital Storytelling by both national and foreign research endeavors, an existing research gap that needs to be filled is the target application of digital storytelling within the national educational sphere of Indonesia. Atanacio-Blas et al (2018) has already validated the generalized effectiveness of this approach for enhancing communicative competencies and the levels of self-confidence of learners, however conducted across a wider audience such as university students or adult language learners.

This general emphasis suggests that there is a clear recognition of the need to research the efficacy of digital storytelling, and in particular, its efficacy among high school-level EFL learners in Indonesia. This particular demographic is of particular interest, considering their learning environment and its particular challenges that set them apart from their higher-level counterparts. The speaking ability of the average high school student can be significantly handicapped by particular factors inherent in their level of learning, such as resource constraints when it comes to language labs and the lack of technologically advanced teaching materials,

combined with particular cultural considerations that can hinder their public speaking and risk-taking behaviour (Gulo et al., 2024).

As a result, the literature is devoid of deep empirical findings related to the impact of digital storytelling interventions on particularly defined aspects of speaking skills at the secondary school level. For instance, as researchers have proven the increase of general speaking competence levels, not enough research has gone into exploring the effect of digital storytelling programs on intricately defined aspects of speaking skills such as fluency, which is defined as a smooth flow of speech at a steady rate, as well as pronunciation, a defined clarity of speech among young teenage students (John et al., 2021).

Therefore, this study was designed strategically in order to bridge this noted gap, as it aims to specifically and systematically evaluate this area of interest. As this research specifically focuses on implementing and evaluating the application of digital storytelling in high school English as a Foreign Language learning, this study hopes to present new empirical findings regarding the effects in relation to these speaking skills, as such findings may have practical and significant implications and recommendations, which are of vital use to English teachers in secondary education in Indonesia.

## 2.4 Conceptual Framework

The concept framework will act as the theory for this research and the predicted relationships between variables that make up the research study. The framework will provide the structure to help develop the hypotheses and method of research.

The conceptual framework shows a clear relationship between digital storytelling (the independent variable) and the development of speaking proficiency (the dependent variable). Digital storytelling is seen as a major pedagogical intervention that influences and enhances students' communication abilities. The relationship has been established through the literature in Section 2.3 that has confirmed the importance of digital storytelling in building confidence and enhancing engagement levels (Atanacio-Blas et al., 2018).

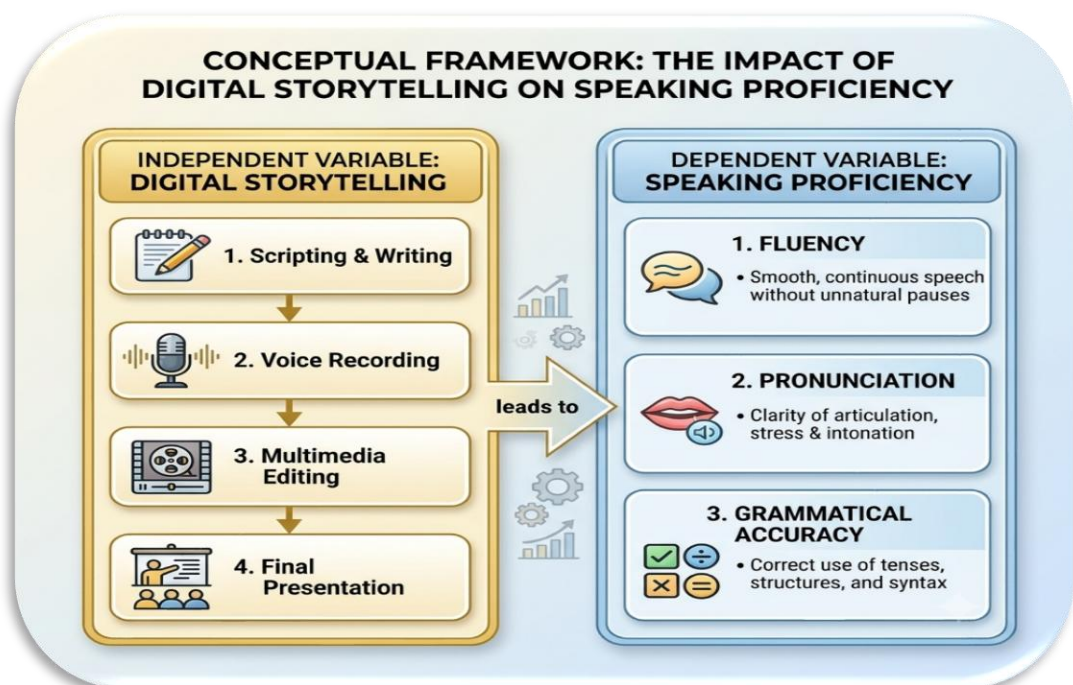


Image 2. 1 Conceptual Framework

The model takes the dependent variable further by decomposing it into its underlying components – fluency, accuracy, pronunciation. The arrow between the independent variable and its subcomponents is intended to show the direction of influence. The process is as follows: digital storytelling helps develop an engagement model centred around students based on constructivist theory wherein students construct their story (Shishko, 2022). The process of actively scripting stories, recording narratives, and editing content is hypothesized to influence the subcomponents as follows:

- Fluency: The process of creating and re-recording scripts in cycles helps build fluency in speaking through pacing and rhythm.
- Accuracy: Self-correction of language structure and vocabulary becomes an integral part of multimedia editing and script rewriting.
- Pronunciation: Intelligibility is guaranteed through intentional articulation, word stress, and intonation as a result of the need for voice over recording.

The concept in question is deeply based on the constructivist theory of learning, according to which meaning and language competency are constructed by learners during active production and not passive consumption (Ramalia, 2023; Yuliani & Hartanto, 2021). It is crucial to emphasize that the deficiency in research in Section 2.3 is directly addressed in the concept. In this respect, the generation of the specific evidence required to validate the differential effect of digital storytelling on the speaking skills of adolescents in the Indonesian high school setting facilitates a valuable contribution to the already existing body of research in the subject matter. This conceptual model acts as a blue print to the entire research

process, from the formulation of the hypothesis to the actual analysis of the data in the study.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research employs a quantitative approach using a Quasi-Experimental Design. According to Creswell (2017), a quasi-experimental design is used when the researcher cannot artificially create groups for the experiment; instead, they must use intact groups (classes) that have already been organized by the school. This design is selected because it is not feasible to disrupt the school's schedule to randomly assign individual students to new groups.

Specifically, this study utilizes the Nonequivalent (Pre-test and Post-test) Control Group Design. Sugiyono (2013) explains that in this design, the experimental group and the control group are not chosen randomly, but the groups are compared based on their pre-test and post-test scores to measure the effectiveness of the treatment. The design pattern is illustrated as follows (adapted from Sugiyono, 2019):

| Group        | Pre-test       | Treatment | Post-test      |
|--------------|----------------|-----------|----------------|
| Experimental | O <sub>1</sub> | X         | O <sub>2</sub> |
| Control      | O <sub>3</sub> | -         | O <sub>4</sub> |

*Table 3. 1 The design pattern*

Where:

- O<sub>1</sub> & O<sub>3</sub>: Pre-test scores (Speaking test before treatment).
- X: Treatment (Digital Storytelling Project).
- -: Conventional Method (No Digital Storytelling).
- O<sub>2</sub> & O<sub>4</sub>: Post-test scores (Speaking test after treatment).



## **3.2 Population and Sample**

### **3.2.1 Population**

According to (Sugiyono, 2013), the population is the generalization region consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied. The population of this research includes two classes of tenth grade students at SMK Nasional Malang in the academic year 2026/2027.

### **3.2.2 Sample and Sampling Technique**

The sample is a part of the number and characteristics possessed by the population (Sugiyono, 2019). Since the design requires intact classes, the sampling technique used is Purposive Sampling.

Two classes are selected based on the recommendation of the English teacher, ensuring that both classes have homogenous (similar) average English proficiency levels to avoid bias.

- Experimental Group: Class A, consisting of 20 students.
- Control Group: Class B, consisting of 22 students.
- Total Sample: 42 students.

## **3.3 Research Instruments**

The researcher, in order to collect the required data, relies on performing a test. This section provides further information on the tools and instruments that are

used in collecting the required data, where accurate and relevant measurements are taken.

### **3.3.1 Speaking Test**

The primary data collection instrument used in this study is a Speaking Test. This test is intended to assess the participants' oral production skills in line with the criteria for the experiment. The test will be done twice to ensure that the effects of the treatment are observed:

1. Pre-test: This is regarded as the baseline test where the test is conducted on both the experimental group and control group before treatment. It intends to determine the current levels of speaking skill of the students. The test will involve the use of pictures or stories by the participants.
2. Post-test: This is the last test to be conducted once the experimental group completes its Digital Storytelling training while the control group completes the normal training. The post-test will involve the use of a similar prompt in terms of difficulty level and construction as the one used in the pre-test (such as another picture series of similar difficulty level). Comparison of the results of the pre-test and post-test will help determine the effectiveness of the Digital Storytelling approach.

### **3.3.2 Scoring Rubric**

In order to provide objectivity in judging the performance of the speaker, an Analytic Scoring Rubric is used. The analytic rubric divides the

main skill being assessed into different elements which can be analyzed and scored individually. These criteria include the following:

1. Fluency: Speed, pauses, and flow.
2. Pronunciation: Intonation, stress, and clarity.
3. Grammatical: Tenses and structures.

| <b>Score</b>            | <b>Fluency</b>                                                                                       | <b>Pronunciation</b>                                                                                               | <b>Grammatical Accuracy</b>                                                                                   |
|-------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>5</b><br>(Excellent) | Speech is smooth, effortless, and flows naturally. No unnatural pauses or hesitation.                | Pronunciation is clear and almost native-like. Intonation and stress are used correctly to convey meaning.         | Uses a variety of complex structures with few or no grammatical errors. Errors do not hinder meaning.         |
| <b>4</b><br>(Good)      | Speech is generally smooth but may have minor hesitation when searching for words.                   | Pronunciation is clear. There are minor errors, but they do not confuse the listener.                              | Uses a mix of simple and complex structures. Some grammatical errors occur but do not obscure meaning.        |
| <b>3</b><br>(Average)   | Speech is somewhat slow or jerky. Frequent hesitation is present, but communication is maintained.   | Pronunciation is understandable, though a foreign accent is noticeable. Occasional errors require listener effort. | Frequent errors in grammar and structure. Meaning is mostly clear, but the listener must focus to understand. |
| <b>2</b><br>(Fair)      | Speech is very slow and halting. Long pauses make it difficult for the listener to follow the story. | Pronunciation errors are frequent and cause confusion. Heavy accent makes many words unintelligible.               | Grammar errors are frequent and severe. Only very basic sentences are correct; complex meaning is lost.       |
| <b>1</b><br>(Poor)      | Speech is fragmentary. The student produces                                                          | Pronunciation is almost unintelligible. The listener cannot                                                        | Almost no correct grammatical structures. The                                                                 |

|  |                                 |                              |                                         |
|--|---------------------------------|------------------------------|-----------------------------------------|
|  | only isolated words or phrases. | understand the words spoken. | student cannot form complete sentences. |
|--|---------------------------------|------------------------------|-----------------------------------------|

**Table 3. 2** *Analytic Scoring Rubric for Speaking*

*Note: The rubric is adapted from Brown & Abeywickrama (2010)) H. Douglas Brown's criteria for oral proficiency assessment, with modifications made to align with the specific sub-skills of this study (fluency, pronunciation, and grammatical accuracy) and the proficiency level of the target population (tenth-grade EFL students).*

### 3.3.3 Validity and Reliability

Before its application, the research instrument is validated through Content Validity using the Pearson Correlation. As Creswell (2017) indicated, content validity confirms that the questions reflect the content being measured. Content Validity involves validating the questionnaire before data collection by distributing it to an expert: an English language education supervisor in this study.

To establish, a try-out of the instrument was conducted with a sample group outside the main research participants but within the same population. The data collected from the try-out were analyzed using SPSS to calculate the correlation coefficient ( $r_{count}$ ) for each item against the total score. An item is considered quantitatively valid if its  $r_{count}$  is greater than the critical value found in the  $r_{table}$  ( $r_{count} > r_{table}$ ) at a significance level of 5% ( $\alpha = 0.05$ ). The corrected item-total correlation coefficient ( $r$ ) of each item is obtained along with Cronbach's Alpha calculation. If the coefficient ( $r$ ) of an item reaches or exceeds the critical value of the  $r$ -table at significance level  $\alpha = 0.05$  with degrees of freedom ( $df$ ) =  $n - 2 = 40$  (  $r$ -

table = 0.304), any item that failed to meet this statistical threshold was either revised or discarded before the actual data collection.

Subsequently, the reliability of the validated instrument is established using Internal Consistency Reliability via Cronbach's Alpha. Because the instrument utilizes a multi-item measurement scale, Cronbach's Alpha is the most appropriate statistical formula to assess the overall consistency and stability of the items. The data from the try-out session were processed using SPSS to compute the alpha coefficient ( $\alpha$ ). According to Hair et al. (2019), a Cronbach's Alpha value of  $\geq 0.60$  serves as the standard threshold, indicating substantial internal consistency and representing the minimum level of acceptability required for a reliable research instrument. Should the alpha value fall below this benchmark, the items will be reviewed, and low-correlating items will be eliminated to ensure the instrument's final reliability.

### **3.4 Treatment Procedure**

The process of data collection is done through a systematic process that involves three stages to effectively conduct the quasi-experiment research design. Treatment will be administered in four (4) class sessions where the experimental group undergoes the intervention while the control group undergoes traditional instruction.

### 3.4.1 Pre-Experimental Phase

The research starts by conducting the Pre-Test. In this stage, both groups, Experimental Group and Control Group, are administered the Speaking Test (O1 & O3). This step is vital to the research as it will help measure the basic speaking ability of the students of both groups and will determine that the students of both groups are comparable statistically.

### 3.4.2 Experimental Phase (Treatment)

This phase will include the implementation of the teaching method for each group; implementation will be done over four (4) scheduled meetings. Both groups received the same number of instructional hours (4 meetings  $\times$  90 minutes). This phase will be considered the major stage in the execution of the teaching method in which the independent variable will be used to evaluate its effect on the dependent variable. The difference between the two groups will be as follows:

| Phase  | Experimental Group (Digital Storytelling)                           | Control Group (Conventional)                                   |
|--------|---------------------------------------------------------------------|----------------------------------------------------------------|
| Step 1 | Introduction to digital storytelling and brainstorming story ideas. | Teacher explains narrative text; students listen to examples.  |
| Step 2 | Scriptwriting and Peer-Review.                                      | Students answer Q&A from the textbook and memorize vocabulary. |

|               |                                                                 |                                                                       |
|---------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Step 3</b> | Storyboarding and Voice-over recording (Pronunciation focus).   | Students practice dialogue in pairs.                                  |
| <b>Step 4</b> | Editing (combining images, audio, text) and Final Presentation. | Students present/perform a story in front of the class without media. |

*Table 3. 3 Treatment Phase for Experimental & Control Group*

### **3.4.3 Post-Experimental Phase**

Immediately after completing the six-meeting course cycle, both groups are given the Post-test (O2 & O4). The post-test is given to assess students' speaking proficiency after receiving the treatment. Then, after conducting the test, statistics are applied to compare the different performances between both groups, i.e., the Experimental Group (Digital Storytelling) and the Control Group (Conventional Method).

## **3.5 Data Analysis Technique**

The quantitative data gathered through this study will be analyzed via the use of the statistical package for social sciences. In order to make sure that the findings are valid in a statistical manner and to establish how effective the treatment was, the analysis process involves a three-step method involving Normality, Homogeneity and T-Test comparisons.

### **1. Normality Test**

Prior to conducting the parametric comparison, the normality of the data has to be established to see if the data is normally distributed since

normal distribution is needed to be present for conducting the T-Test. Shapiro-Wilk test (for small samples;  $N < 50$ ) or the Kolmogorov-Smirnov test will be used to find out whether the data is normally distributed or not. If the p-value is greater than 0.05, then the data is normally distributed and the parametric tests may be conducted.

## 2. Homogeneity Test

It checks whether the variances of the various groups (Experimental and Control) are equal. It guarantees that the comparison among the two groups is conducted on an equal level so that any differences noted are not the result of the greater spread among one of the groups. Levene's Test for Equality of Variances. Groups are regarded as homogeneous if the p-value is greater than 0.05.

## 3. T-Test Analysis

Once the criteria of normality and homogeneity are met, the T-tests will be performed to analyze the effect of the Digital Storytelling technique. The paired sample T-test will compare the Pre-test and Post-test results of the same group. As an example, the paired sample t-test will check if there is a significant difference in the scores of the Experimental group after their exposure to the digital storytelling technique. In the T-test analysis, the degrees of freedom ( $df$ ) follow the formula  $df = N_{total} - 2$ . The '-2' is a mathematical rule because there are two separate groups (Experimental and Control). The researcher will find the mean score of both groups first, which



locks two parameters before comparing them. It does not mean any participants were removed from the sample size. In case of a significant difference ( $p < 0.05$ ), it means that the learning strategy was successful for this particular group of learners. However, the independent sample t-test will be the main part of the research analysis. This test will compare the Post-test results of the Experimental group to the ones of the Control group. By comparing two different groups, it will become clear if the digital storytelling method provided a more successful result in comparison with the conventional method of teaching.

| Test Type   | Purpose                                      | Ideal Result (p-value) |
|-------------|----------------------------------------------|------------------------|
| Normality   | Check for "Bell Curve" distribution          | $> 0.05$ (Normal)      |
| Homogeneity | Check for equal variance between groups      | $> 0.05$ (Homogeneous) |
| T-Test      | Check for significant improvement/difference | $< 0.05$ (Significant) |

**Table 3. 4** *Summary Table for Statistical Validity*

The workflow of this study followed a strict chronological order to guarantee data validity. First, the test was validated via Expert Judgment. Second, the raters were calibrated for reliability. Third, data collection was conducted, and Normality and Homogeneity tests were run on the final scores. Because the data came from a highly verified instrument and grading system, the subsequent statistical assumptions in finding are completely valid. Through the use of these data analysis methods, it will be possible for the study to find out objectively the

success rate of the digital storytelling approach in improving the language skills of the students. With the help of T-test analysis, it will be clear whether the experiment was successful in improving the speaking skill of the students.

## CHAPTER 4

### FINDING AND DISCUSSION

The statistical results that have been derived from the data collection and their elaborative interpretation are provided in this chapter. The purpose of the study was to examine the impact of Digital Storytelling on speaking skills of EFL high school students in SMKN Malang. This is to answer the research question as to whether students who learn using Digital Storytelling get higher speaking scores than those who learn using traditional approaches

#### 4.1 Descriptive Statistics

The descriptive statistical parameters outline the summary of the pre-test and post-test total scores obtained by both the Experimental Class (X-RPL) and the Control Class (X-TKJ 2)

| Variable   |              | N  | Min | Max | Mean | SD    |
|------------|--------------|----|-----|-----|------|-------|
| Pre-Total  | Experimental | 20 | 6   | 12  | 8.10 | 1.619 |
|            | Control      | 22 | 5   | 11  | 7.50 | 1.439 |
| Post-Total | Expreimental | 20 | 6   | 12  | 9.60 | 1.501 |
|            | Control      | 22 | 6   | 11  | 7.95 | 1.253 |

***Table 4. 1 Descriptive's Table***

Table 4.3 shows the test results for both groups before and after the study. It compares how much each class improved after the teaching experiment took place. The Experimental Class, which had 20 students, started the study with an average pre-test score of 8.10. By the end of the study, their average post-test score rose significantly to 9.60, showing a clear and noticeable improvement in

their performance. In contrast, the Control Class of 22 students started with an average pre-test score of 7.50. After the study period, their average post-test score only increased slightly to 7.95, indicating very minimal progress compared to the first group.

## 4.2 Validity and Reability

To evaluate the construct validity of the research instrument, a Pearson Product-Moment Correlation analysis was performed on both the pre-test and post-test data, involving three measurement criteria: Fluency, Pronunciation, and Grammar. Based on the statistical distribution for  $N = 40$  at a 5% significance level ( $\alpha = 0.05$ ), the critical value for the correlation coefficient ( $r_{\text{table}}$ ) is established at 0.304. An item or criterion is deemed valid if its calculated correlation coefficient ( $r_{\text{count}}$ ) exceeds this threshold. Following the validity verification, the internal consistency of the instrument was tested using Cronbach's Alpha reliability statistics for both testing phases.

### 4.2.1 Validity Pre-Test

| Item             | R-Test | R-scale | Status |
|------------------|--------|---------|--------|
| Q1 FLUENCY       | 0.830  | 0.304   | Valid  |
| Q2 PRONUNCIATION | 0.662  | 0.304   | Valid  |
| Q3 GRAMMAR       | 0.750  | 0.304   | Valid  |

**Table 4. 2** *Validity Pre-Test*

The analysis of the pre-test data reveals that all three criteria are statistically valid. Specifically, *Pre\_Fluency* shows a high correlation with the total score ( $r = 0.830, p < 0.001$ ), followed by *Pre\_Grammar* ( $r = 0.750, p < 0.001$ ), and *Pre\_Pronunciation* ( $r = 0.662, p < 0.001$ ).

Because every single  $r_{\text{count}}$  value significantly exceeds the  $r_{\text{table}}$  value of 0.304, all components of the pre-test instrument are confirmed to be valid.

#### 4.2.2 Reability Pre-Test

| Scale | Cronbach | Criteria | Status   |
|-------|----------|----------|----------|
| Q1-Q3 | 0.609    | > 0.60   | Reliable |

**Table 4. 3** *Reliability Pre-Test*

For the pre-test instrument, the statistical analysis yielded a Cronbach's Alpha coefficient of 0.717. Reliability coefficient above the 0.60 threshold signifies an acceptable and stable level of internal consistency. Therefore, the pre-test instrument is verified as highly reliable for data collection.

#### 4.2.3 Validity Post-Test

| Item             | R-Test | R-scale | Status |
|------------------|--------|---------|--------|
| Q1 FLUENCY       | 0.789  | 0.304   | Valid  |
| Q2 PRONUNCIATION | 0.810  | 0.304   | Valid  |
| Q3 GRAMMAR       | 0.800  | 0.304   | Valid  |

**Table 4. 4** *Validity Post-Test*

A similar robust pattern is observed in the post-test data. The correlation analysis indicates that *Post\_Pronunciation* yields the highest correlation with the total score ( $r = 0.810, p < 0.001$ ), closely followed by *Post\_Grammar* ( $r = 0.800, p < 0.001$ ) and *Post\_Fluency* ( $r = 0.789, p < 0.001$ ). Since all computed correlation coefficients in the post-test phase are substantially higher than 0.304 and highly significant ( $p < 0.01$ ), the construct validity for the post-test instrument is thoroughly established.

#### 4.2.4 Reability Post-Test

| Scale | Cronbach | Criteria | Status   |
|-------|----------|----------|----------|
| Q1-Q3 | 0.717    | > 0.60   | Reliable |

**Table 4. 5 Reliability Post-Test**

Consequently, both the pre-test and post-test instruments demonstrate sufficient internal consistency and are reliable tools for assessing the students' speaking performances.

#### 4.3 Normality Test

To satisfy the requirements of parametric analysis, a Shapiro-Wilk test for data normality was carried out since the sample size within each individual group falls below 50 participants ( $N < 50$ ).

| Tests of Normality |               |                                 |    |      |              |    |      |
|--------------------|---------------|---------------------------------|----|------|--------------|----|------|
|                    | Kelas         | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    |               | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Pre_Total          | Eksperimental | .161                            | 20 | .187 | .920         | 20 | .097 |
|                    | Kontrol       | .182                            | 22 | .055 | .936         | 22 | .167 |
| Post_Total         | Eksperimental | .205                            | 20 | .027 | .913         | 20 | .074 |
|                    | Kontrol       | .186                            | 22 | .046 | .925         | 22 | .096 |

a. Lilliefors Significance Correction

**Table 4. 6 Shapiro-Wilk Tests of Data Normality**

The decision rule states that data is normally distributed if the significance value exceeds 0.05 ( $p > 0.05$ ). As presented in Table 4.4, the Experimental class data is normally distributed for both Pre-test ( $p = .097$ ) and Post-test ( $p = .074$ ). Also, the control class data is normally distributed for both test, Pre-test ( $p = .167$ ), Post-test ( $p = .096$ ).

#### 4.4 Homogeneity of Variance Test

The homogeneity of variances was analyzed concurrently during the Independent Samples T-Test procedure via Levene's Test.

| Levene's Test for Equality of Variances |                             |      |      |
|-----------------------------------------|-----------------------------|------|------|
|                                         |                             | F    | Sig. |
| Post_Total                              | Equal variances assumed     | .573 | .454 |
|                                         | Equal variances not assumed |      |      |

**Table 4. 7** *Levene's Test for Homogeneity*

The Levene's Test statistic results in a significance value of .454. Because the computed significance value is substantially greater than the baseline threshold ( $0.454 > 0.05$ ). This verifies that the variances of the post-test scores across both groups are homogeneous, allowing the use of the standard "Equal variances assumed" row for interpreting the independent t-test.

## 4.5 Hypothesis Testing

### 4.5.1 Paired Samples T-Test

A Paired Samples T-Test was carried out to analyze the internal progress made by students within each class from the pre-test to the post-test.

| Paired Samples Test <sup>a</sup> |                                        |                    |                |                 |                                           |        |        |    |                 |
|----------------------------------|----------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|--------|--------|----|-----------------|
|                                  |                                        | Paired Differences |                |                 |                                           |        |        |    |                 |
|                                  |                                        | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        | t      | df | Sig. (2-tailed) |
|                                  |                                        |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| Pair 1                           | Pre_Total - Post_Total                 | -1.500             | 1.051          | .235            | -1.992                                    | -1.008 | -6.381 | 19 | .000            |
| Pair 2                           | Pre_Fluency - Post_Fluency             | -.350              | .489           | .109            | -.579                                     | -.121  | -3.199 | 19 | .005            |
| Pair 3                           | Pre_Pronunciation - Post_Pronunciation | -.600              | .503           | .112            | -.835                                     | -.365  | -5.339 | 19 | .000            |
| Pair 4                           | Pre_Grammar - Post_Grammar             | -.550              | .510           | .114            | -.789                                     | -.311  | -4.819 | 19 | .000            |

a. Kelas = Eksperimental

**Table 4. 8** *Paired Samples T-Test Summary for Experimental Groups*

| Paired Samples Test <sup>a</sup> |                                        |                    |                |                 |                                           |       |        |    |                 |
|----------------------------------|----------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|-------|--------|----|-----------------|
|                                  |                                        | Paired Differences |                |                 |                                           |       |        |    |                 |
|                                  |                                        | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       | t      | df | Sig. (2-tailed) |
|                                  |                                        |                    |                |                 | Lower                                     | Upper |        |    |                 |
| Pair 1                           | Pre_Total - Post_Total                 | -.455              | .596           | .127            | -.719                                     | -.190 | -3.578 | 21 | .002            |
| Pair 2                           | Pre_Fluency - Post_Fluency             | .136               | .468           | .100            | -.071                                     | .344  | 1.368  | 21 | .186            |
| Pair 3                           | Pre_Pronunciation - Post_Pronunciation | -.136              | .468           | .100            | -.344                                     | .071  | -1.368 | 21 | .186            |
| Pair 4                           | Pre_Grammar - Post_Grammar             | -.455              | .510           | .109            | -.681                                     | -.229 | -4.183 | 21 | .000            |

a. Kelas = Kontrol

**Table 4. 9 Paired Samples T-Test Summary for Control Groups**

Table 4.6 shows that the Experimental Class improved significantly from the pre-test to the post-test ( $t(19) = -6.381$ ,  $p = .000$ ). Because  $p < 0.05$ , the null hypothesis is rejected, proving that Digital Storytelling enhances students' overall speaking skills. The Control Class also showed progress using traditional methods ( $t(21) = -3.578$ ,  $p = .002$ ), proving that standard routines still help increase speaking proficiency.

Regarding the particular skills, it can be said that there were high improvements among the Experimental class concerning their fluency ( $t(19) = -3.125$ ,  $p = .005$ ) and their pronunciation ( $t(19) = -5.339$ ,  $p = .000$ ), which means that they became smoother and clearer in their speech. However, the Control group did not have any significant improvements in these two areas, as both these skills had a non-significant p-value of .186 ( $p > 0.05$ ).

Another skill in which both classes achieved highly significant improvements was grammar. Excellent results were obtained by both the Experimental and the Control group ( $p = .000$ ). This proves the efficiency of both



the digital storytelling technique and the traditional classroom instruction on this matter.

#### 4.5.2 Independent Samples T-Test

The hypothesis raised above in order to determine whether students learning through Digital Storytelling perform better than students who have learned through traditional methods has been tested using an independent samples T-Test on post-test total scores.

|            |                             | t-test for Equality of Means |        |                 |
|------------|-----------------------------|------------------------------|--------|-----------------|
|            |                             | t                            | df     | Sig. (2-tailed) |
| Post_Total | Equal variances assumed     | 3.870                        | 40     | .000            |
|            | Equal variances not assumed | 3.836                        | 37.190 | .000            |

**Table 4. 10** *Independent Samples T-Test Output for Post-Test Total Scores*

As table 4.8, the row “equal variances assumed” indicates that the t statistic is 3.870 with 40 degrees of freedom (df= 40). The two-tailed significance is .000. As  $p=.000 < 0.05$ , therefore  $H_0$  is rejected and  $H_1$  is accepted.

Thus, statistically, it can be concluded that there is a significant difference between post-test speaking proficiency between the two classes where the mean score of the experimental class is much higher than the control class ( $9.60 > 7.95$ ).

## **4.6 Discussion**

The main goal of this research was to test the influence of Digital Storytelling on speaking skills of students learning English as a Foreign Language (EFL) in high school. As for the results of inferential analysis, the primary null hypothesis could be rejected, thus proving that EFL students who were taught using the multimedia tool received much better post-test scores in terms of their speaking skills compared to those taught with the help of text-only tools.

### **4.6.1 Theoretical Connections: Digital Learning and Multimodal Tools**

Speaking proficiency in foreign languages is a process that actively involves experiencing rather than developing into a habit passively absorbed from language. The significant communicative development achieved by the experimental group fully supports the basic ideas of constructivism and student-centered learning introduced in the theoretical background. According to (Shishko, 2022), learning is not just an external resource that students get; they need to become actively involved in creating knowledge through experience.

In a traditional classroom, where teachers are central—the control group—the acquisition of language takes place through the memorization of rules and lexicon in isolation. This deductive method removes language from practical interaction, which is why stagnation and poor engagement reported by Paneerselvam & Mohamad (2019) can be observed. In contrast,

the use of digital storytelling has managed to move the focus of instruction from consumption to production for students (Karnedi & Utami, 2024).

In order to construct a meaningful multimedia story, vocational high school students have been converted from passive recipients of information into independent creators who can successfully combine spoken English with visuals and sound. This comprehensive production model demonstrates that interactive mobile learning and multimedia can be very efficient in providing communicative tasks with profound meaning, converting abstract language formulae into practical means of communication (Kandukoori et al., 2024; Zhao & Zhao, 2024).

#### **4.6.2 Deconstructing Sub-Skill**

##### **A. Fluency: Memorizing Strategies**

One of the main empirical findings in this study is the remarkable success of the experiment in oral fluency of the experimental group while the control group showed no progress at all. Speaking spontaneously in traditional settings often causes high levels of foreign language anxiety based on the fear of making mistakes or getting evaluated by peers (Sintawati et al., 2025). Such anxiety is an obstacle that results in unnatural hesitations, disconnected speech, and prolonged silences.

The introduction of digital storytelling made it possible to overcome the mentioned operational obstacle through shifting oral production into the digital setting where there was less stress

(Princess et al., 2025). The used pedagogical approach implemented Strategic Self-Regulation for Speaking, with the help of memorizing strategies (Du & Quynh, 2023).

During the voice over recording stage, the learners were provided with an independent space where they could orally rehearse. The recording, evaluation, and re-recording of narrations done by the learners many times until they satisfied their structure enabled them to minimize the cognitive load of performing mistakes immediately. This iterative process of recording helped the learners memorize chunks of high-frequency language, vocabularies, and structure of narratives. The learners were able to automate their phrase formation by memorizing those formulaic expressions before rendering (Nurohman, 2020). This helped reduce the cognitive load of processing during real time thus resulting in fluent speech production (Murphy & Sedivy, 2024).

#### B. Pronunciation: Constructing the Audio-Vocal Feedback Loop Through Mirroring and Shadowing

The experimental group showed highly significant improvements in their pronunciation skills, while the control group did not show any progress at all. In the conventional mechanical teaching practice, oral mistakes occur on such a fleeting basis that when learners pronounce a word, the sound information disappears immediately and cannot be observed and analyzed further by learners.

The use of digital storytelling technology disrupted this learning process limitation through creation of an audio-vocal feedback loop in the media editing stage (Elyani et al., 2022). In this loop, students used self-regulation strategies such as mirroring and shadowing:

- **Shadowing Strategies:** During the process of synchronizing their voice-over with the video timing, students had to critically listen to the audio examples of competence and perform shadowing of the target linguistic units, repeating them with an absolutely minimal time interval. Instantaneous hearing and articulation made them more competent in word stress, rhythm, and intonation realization.
- **Mirroring Strategies:** At the same time, students applied mirroring techniques, trying to reproduce their oral performance in accordance with the specific features of the story told visually. It made them better aware of mouth positioning and nonverbal behavior, resulting in a more natural-sounding speech.

Hearing the mispronunciation from their own voice as compared to explicit models on digital audio led them to concentrate fully on pronouncing accurately. This practical achievement is a proof of how effective reflective practice through shadowing and mirroring becomes when carried out in a project-based setting.

### C. Grammatical Accuracy: The Shared Victory of Explicit and Implicit Processing

Surprisingly, both the experimental and control groups showed substantial improvement in their ability to use correct grammar. This finding shows that the attainment of syntactic competence is possible using two different cognitive strategies: the deductive approach and the task-based one.

While the former was used in the control group by means of textbooks, worksheet exercises, and rules of grammar explicitly taught to the learners, the latter was used in the experimental group because they gained grammatical proficiency and increased the number of vocabulary items used by them in an implicit manner due to the need to write scripts and plan stories.

In instances where students faced vocabulary restrictions or grammatical deficiencies during the scriptwriting phase, they effectively employed compensation techniques (Peter et al., 2023). In an effort not to allow communication to fall apart due to lexical problems, they made use of approximation and paraphrasing as methods of communicating by substituting hard-to-recall phrases with simple synonyms or restructuring the sentences to circumvent vocabulary challenges without interrupting the continuity of the story. In this way, language skills such as grammar and vocabulary were learned as a necessity for communicating rather than as a mere formality (Murphy & Sedivy, 2024).

#### **4.6.3 Pedagogical Implications in the Vocational School Context**

Ultimately, these linguistic and behavioral outcomes must be interpreted within the specific educational ecosystem of Indonesian vocational high schools. Developing oral proficiency in an EFL environment is uniquely challenging due to structural constraints inherent in non-target language environments, where English is not a daily language of communication (By & Veng, 2024; Gulo et al., 2024). Learners enrolled in vocational specializations frequently exhibit low intrinsic motivation toward general education subjects like English, often viewing traditional text-heavy language courses as secondary or irrelevant to their hands-on, practical career courses.

Digital storytelling successfully addressed this motivational impasse by bridging the gap between foreign language learning and technical media applications. By converting a standard speaking assignment into a technical multimedia design project, the linguistic intervention became deeply aligned with the technology-oriented identities of the vocational students. This alignment activated environment control, where students productively modified their learning spaces to master both technical editing software and oral script delivery. The empirical success of this intervention validates the technology-enhanced integration principles necessary for secondary education, proving that language pedagogy becomes highly effective when it respects, utilizes, and complements the digital narrative capabilities of the learners (Puspitasari et al., 2025).

In brief, it can be noted that the results of the study under consideration demonstrate that Digital Storytelling is not just another multimedia technique, but a full-fledged strategy for language instruction which focuses on the cognitive, linguistic, and affective aspects of language acquisition. Thanks to the ability of the method to remove affective barriers, create an iteration cycle for auditory shadowing, and inspire learners to physically mirror the fluent performance, the given strategy has proven its effectiveness as a solution for EFL speaking development. Being especially crucial at high school levels where exposure to authentic English input/output is limited, this method is a bridge between passive knowledge of language and active creative communication.

Moreover, in the particular context of vocational secondary education, such approach to teaching subverts the routine and traditional methods of teaching by incorporating language learning into the students' technological knowledge base. Turning a typical oral assignment in a classroom setting into an independent multimedia assignment, driven by the strategies of memorization, imitation, and shadowing, changes the process of learning a new language from a mundane routine to self-expression. In this sense, the above mentioned theoretical results lay down an empirical groundwork supporting the framework of the research, leading the way to the following chapter on pedagogical implications and conclusions.



## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This final chapter presents the conclusions drawn from the research findings and discussions. It also offers practical recommendations for English language teachers, students, and future researchers who want to improve speaking skills through innovative technology.

#### **5.1 Conclusion**

From the findings of this study, it can be seen that the use of Digital Storytelling has made a tremendous improvement in the students' speaking skills when compared to traditional methods of teaching. On the last speaking exam, the students under the influence of Digital Storytelling performed much better than those taught with the traditional approach. The results obtained were highly statistically significant, which means that the use of multimedia project caused such an achievement.

Additionally, the research shows great internal development of students in the Digital Storytelling group. When comparing their performance on the first exam and the last exam, it becomes evident that there is a dramatic progress in the speaking skills of the students. It is mainly connected with practical activities of the project since students did not just remember some new words but acted as active creators.

Interestingly, both the digital storytelling group and the traditional group showed significant progress in grammatical accuracy. For the traditional class, this

improvement came from direct instruction and grammar exercises. For the digital storytelling class, however, students mastered grammar naturally while writing their scripts and planning their narratives. This proves that creating a digital story is just as effective for learning proper grammar as traditional lessons, as it requires students to use correct structures to make sure their stories make sense to the audience.

## **5.2 Suggestion**

Based on the positive results of this study, several recommendations are proposed to help improve English language education. First of all, the English teachers have to be motivated to give up the outdated teacher-centered approach of lectures and repetitions of textbooks. In turn, they should involve multimedia projects such as Digital Storytelling in speaking lessons. This approach will help the students to lower the level of stress that they usually experience during their foreign language speech. With the help of recording and editing their voices, teachers can teach their students to undergo useful feedback and develop proper pronunciation. Thus, the process of learning to speak English will become much more effective than sudden speaking drills in the classroom.

Second, the students should utilize all possible opportunities of modern mobile applications to practice speaking English outside the classroom. The process of recording, listening to and editing their own voice will enable the students to speak fluently. The projects should be seen by students as something creative and entertaining and not as boring tasks. Moreover, if the students do not know some

words while writing their stories, they should try to use synonyms of those words or change the way of expression of their thoughts.

Finally, future researchers should expand on this study by looking into other language areas, such as how digital storytelling affects vocabulary growth or listening comprehension. Since this study focused mainly on test scores, it would also be beneficial for future projects to use questionnaires to measure students' anxiety levels. This would help prove whether using creative technology truly makes students feel more comfortable and relaxed when speaking English.

## REFERENCES

- Ahada, I., Wardani, I., Rizki, S., & Jannah, A. I. (2024). Experiencing Digital Storytelling: Students' Perception. *Educational Studies: Conference Series*, 4(2), 97–103.
- Aini, N., Hatip, M., & Kamilah, N. (2024). The Influence of Chain Story Technique in Speaking Skill. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 6(2), 196–209.
- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *Sjesr*, 4(3), 1–9.
- Alwehebi, K. (2025). The Effectiveness of Using Role-Play in Developing EFL Speaking Skills Among Saudi Preparatory Students. *Theory and Practice in Language Studies*. <https://doi.org/10.17507/tpls.1508.33>
- Ann, J., Arellano, S. H., & Velasco, C. Q. (2021). *Storytelling-Based Activities and The Speaking Proficiency of Grade 7 Students*.
- Atanacio-Blas, F., Meraña, M., Averion, R. F., Badanoy, M. A., De Leon, A. L., Ragudo, Y. C., Segueria, R., & Vargas, M. G. (2018). Articulated difficulties of grade 11 students at Taytay Senior High School (TSHS) in English proficiency. *PEOPLE: International Journal of Social Sciences*, 3(3), 1186–1202.
- Bijani, H., Hashempour, B., & Orabah, S. S. B. (2022). Development and Validation of a Training-Embedded Speaking Assessment Rating Scale: A Multifaceted Rasch Analysis in Speaking Assessment. *International Journal of Research in English Education*. <https://doi.org/10.52547/ijree.7.3.32>
- Brown, H. D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. Pearson Education.  
<https://books.google.co.id/books?id=nWZYQAACAAJ>
- By, D., & Veng, B. (2024). Using Oral Presentation to Promote Speaking English in EFL/ESL Context. *SUJANA (Education and Learning Review)*.  
<https://doi.org/10.56943/sujana.v3i2.617>
- Cariño, K. V., Anog, L., Agullana, M. E., & Medrano, J. (2024). Digital storytelling skills of teacher education students. *J. Lang. Developm. Linguist*, 3(1), 9–24.
- Chi, Y., Sulaiman, N., & Shaid, N. (2025). A Systematic Review of Digital Storytelling Elements Influencing Affective Factors in EFL/ESL Contexts. *Theory and Practice in Language Studies*, 15, 3048–3059.  
<https://doi.org/10.17507/tpls.1509.27>

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dancyger, K., Keyt, J., & Rush, J. (2023). *Alternative scriptwriting: Contemporary storytelling for the screen*. Routledge.
- De Jong, N. (2022). Assessing Second Language Speaking Proficiency. *Annual Review of Linguistics*. <https://doi.org/10.1146/annurev-linguistics-030521-052114>
- Dorđević, J. (2024). Rubrics in the Assessment of EAP Speaking Skills Supported by Mobile Assisted Language Learning. *ESP Today*. <https://doi.org/10.18485/esptoday.2025.13.1.5>
- Du, T. T., & Quỳên, H. T. L. (2023). Language Learning Strategies to Improve English Speaking Skills among Vietnamese Students: A Case of Three High Schools in Binh Duong Province, Vietnam. *World Journal of English Language*. <https://doi.org/10.5430/wjel.v13n7p116>
- Elyani, E. P., Al Arief, Y., Amelia, R., & Asrimawati, I. F. (2022). Enhancing Students' Speaking Skill Through Digital Storytelling. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(2), 105–112.
- Fan, J., & Yan, X. (2020). Assessing Speaking Proficiency: A Narrative Review of Speaking Assessment Research Within the Argument-Based Validation Framework. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00330>
- Grigoryeva, L. L., & Zakirova, R. R. (2022). The role of English in intercultural communication: Past, modernity and future global perspectives. *Training, Language and Culture*, 6(2), 45–55. <https://doi.org/10.22363/2521-442X-2022-6-2-45-55>
- Gulo, H., Zai, O. K., Nadifa, F., Universitas, T., & Masyarakat Indonesia, P. (2024). The Impact of Digital Learning Platform on Adolescents' Speaking Ability Corresponding. *Sastra & Pengajaran*, 22(2), 2024–2113. <https://doi.org/10.33369/jwacana>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24.
- Harahap, T. R., Nasution, B., Nasution, F., & Harahap, A. N. (2024). Digital Narratives: The Evolution of Storytelling Techniques in the Age of Social Media. *International Journal of Educational Research Excellence (IJERE)*, 3(2), 738–745. <https://doi.org/10.55299/ijere.v3i2.1004>
- Hassan, R. H. (2023). Educational Vlogs: A Systematic Review. *SAGE Open*, 13(1). <https://doi.org/10.1177/21582440231152403>

- John, E., Rangasamy, D., Indiran, D., Adickalam, E. R., Kashinathan, S., & Hashim, H. (2021). Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*.  
<https://doi.org/10.6007/ijarbss/v11-i6/10040>
- Kandukoori, A., Kandukoori, A., & Wajid, F. (2024). Comparative analysis of digital tools and traditional teaching methods in educational effectiveness. *ArXiv Preprint ArXiv:2408.06689*.
- Karnedi, K., & Utami, S. (2024). Use of Digital Storytelling (DST) in Public Speaking Subject: An Innovation. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 6(1), 54–72.
- Levitasari, A. N. (2023). Digital Storytelling Untuk Meningkatkan Karakter Siswa Sekolah Dasar Pada Kurikulum “Merdeka Belajar.” *BASICA*, 3(1).
- Mahimood, M. (2024). *International Journal for Social Studies Enhancing ESL Learners’ Speaking Skills: A Blended Learning Approach in ZPHS Schools of Remote Telangana*. <https://doi.org/10.5281/zenodo.14942738>
- Manigandan, K., Santha Kumar, N., & Devi, B. (2017). The Importance of English Speaking Skill and Communication Ability of the Students. In *International Journal of Applied and Advanced Scientific Research* (Vol. 2, Number 1). [www.dvpublication.com](http://www.dvpublication.com)
- Moradi, H., & Chen, H. (2019). Digital Storytelling in Language Education. *Behavioral Sciences*, 9. <https://doi.org/10.3390/bs9120147>
- Murphy, D., & Sedivy, S. K. (2024). The speaking proficiency outcomes of face-to-face and online intensive summer LCTL programs. *Foreign Language Annals*, 57(4), 872–899.
- Nair, V., & Yunus, M. M. (2022). Using Digital Storytelling to Improve Pupils’ Speaking Skills in the Age of COVID 19. *Sustainability*.  
<https://doi.org/10.3390/su14159215>
- Nurohman, E. (2020). The Implementation of Teaching Speaking Program at Language Center English Course Pare Kediri. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 2(1), 10–14.
- Paneerselvam, A., & Mohamad, M. (2019). Learners’ Challenges and English Educators’ Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review. *Creative Education*.  
<https://doi.org/10.4236/ce.2019.1013253>
- Paramita, A., & Utami, P. P. (2021). Students’ perception: digital storytelling as a media for students junior high school in learning speaking. *Jurnal Pendidikan Tambusai*, 5(2), 5282–5286.

- Peter, A., Albert, C., Masing, D. M., Karim, V. V., & Hashim, H. (2023). Investigating Upper Secondary ESL Students' Language Learning Strategies for Speaking Skills. *International Journal of Academic Research in Progressive Education and Development*.  
<https://doi.org/10.6007/ijarped/v12-i2/17865>
- Princess, D., Carciller, B., Exzur, K., & Barcelona, P. (2025). English Language Proficiency, Speaking Confidence and Digital Exposure Implications on English Speaking Fluency. *Ignatian International Journal for Multidisciplinary Research*, 3(5). <https://doi.org/10.5281/zenodo.15529243>
- Purike, E., & Aslan, A. (2025). A comparison of the effectiveness of digital and traditional learning in developing countries. *Indonesian Journal of Education (INJOE)*, 4(2), 179–186.
- Puspitasari, H. R., Widiarti, N., & Subali, B. (2025). Digital Storytelling for Enjoyable and Effective Learning in the Technological Era (2020–2025). *Pedagogia : Jurnal Pendidikan*.  
<https://doi.org/10.21070/pedagogia.v14i2.1905>
- Rahayu Lestari Yunita Puspitasari, E., & PGRI Jombang, U. (2025). Revealing EFL Students' Learning Engagement in A Virtual Speaking Classroom. In *Jurnal Pendidikan Bahasa Inggris Proficiency* (Vol. 7, Number 2).
- Rahiem, M. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15.  
<https://doi.org/10.1186/s40723-021-00081-x>
- Rahiem, M. D. H. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15(1).  
<https://doi.org/10.1186/s40723-021-00081-x>
- Ramalia, T. (2023). Digital Storytelling in Higher Education: Highlighting the Making Process. *Journal on Education*, 6(1), 7307–7319.
- Rodríguez, C. L., García-Jiménez, M., Massó-Guijarro, B., & Cruz-González, C. (2021). Digital Storytelling in Education: A Systematic Review of the Literature. *Review of European Studies*, 13, 13.  
<https://doi.org/10.5539/res.v13n2p13>
- Saputro, H. S. P. K. (2025). Speaking Anxiety and Factors in Indonesian EFL Tertiary Contexts: Exploring Proficiency Differences. *International Journal of Language and Literary Studies*, 7(2), 126–138.
- Sharma, L. R. (2024). Exploring the Landscape of Challenges and Opportunities in Teaching Speaking Skills. *International Journal of Advanced Multidisciplinary Research and Studies*.  
<https://doi.org/10.62225/2583049x.2024.4.3.2745>

- Shibina, K. M., & Vidyapeetham, A. V. (2022). Social constructivism: A fundamental approach towards oral development. *Journal of Russian and Comparative Literary Studies*, 22(1), 375–380.
- Shishko, B. (2022). Storytelling in the digital era: Perspectives on age and gender. *Trames*, 26(4), 397–411.
- Sintawati, F., Sarkiman, E. D., Kirana, A., Tasya, I., & Sulhiya, S. (2025). An Analysis Foreign Language English Speaking Anxiety at SMAN 1 Kramatwatu. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 7(1), 61–69.
- Sugiharto, M. (2025). Current Trends in EFL Speaking Instruction. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 7(1), 37–60.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Sun, P. P. (2022). Strategic Self-Regulation for Speaking English as a Foreign Language: Scale Development and Validation. *TESOL Quarterly*, 56(4), 1369–1383. <https://doi.org/https://doi.org/10.1002/tesq.3132>
- Syahidah, U., & Umasugi, F. (2021). *A DESIGN OF SPEAKING ASSESSMENT RUBRIC FOR ENGLISH IMMERSION CAMP*. 10(1), 31–46. <https://journal.unismuh.ac.id/index.php/exposure>
- Syarifuddin, S. (2012). Improving of EFL Learners' Speaking Proficiency Through Speaking Activities Inside and Outside The Classroom: A Theoretical Review. *LET: Linguistics, Literature and English Teaching Journal*, 2(2), 73–83.
- Waite-Stupiansky, S. (2022). Jean Piaget's constructivist theory of learning. In *Theories of early childhood education* (pp. 3–18). Routledge.
- Wicaksana, M. F., Novitasari, D. R., & Sari, N. K. (2023). Video Blog (Vlog) English Learning Media Innovation explores creative English learning. *AMCA Journal of Science and Technology*, 3(2). <https://doi.org/10.51773/ajst.v3i2.241>
- Yee, P., & Stevens, E. (2019). *Digital Storytelling*.
- Yuldosheva, S. (2025). Improving Pedagogical Mechanisms in Assessing Speaking and Writing in English. *Eurasian Journal of Academic Research*, 5(10), 113–120. <https://doi.org/10.5281/zenodo.17394404>
- Yuliani, S., & Hartanto, D. (2021). Designing digital storytelling in English online learning. *International Journal of Educational Management and Innovation*, 2(3), 309–321.
- Zhang, F. (2026). Digital storytelling and narrative competence in English language learning: assessing the pedagogical effects of vlogging and



narrative-based instruction. *Humanities and Social Sciences Communications*, 13(1), 250. <https://doi.org/10.1057/s41599-026-06610-8>

Zhao, J., & Zhao, N. (2024). The Impact of Interactive Mobile Learning on Enhancing University Students' English-Speaking Proficiency. *International Journal of Interactive Mobile Technologies*, 18(24).

Zrazhevskaya, N. (2022). Narrative Strategies of Modern Media Text. *Social Communications: Theory and Practice*. <https://doi.org/10.51423/2524-0471-2022-14-1-10>

## **APPENDICES**

## Appendix 1 Lesson Plan

# MODUL AJAR

## KURIKULUM MERDEKA

### INFORMASI UMUM

#### IDENTITAS MODUL

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirsa     |                  |              |

#### KOMPETENSI AWAL

- Mengidentifikasi fungsi dan struktur *Narrative Text*.
- Menuliskan *Narrative Text* secara sederhana.

#### SARANA DAN PRASARANA

- |                       |                              |                   |
|-----------------------|------------------------------|-------------------|
| 1. Gawai              | 4. Infokus/Proyektor/pointer | 7. Worksheet      |
| 2. Laptop/Komputer PC | 5. Buku teks                 | 8. Referensi lain |
| 3. Papan tulis        | 6. Google sites              |                   |

#### MODEL PEMBELAJARAN

*Cooperative & Contextual Learning*

#### PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan yang maha Esa
2. Bergotong royong, Berkebinekaan global, Mandiri, Bernalar kritis, Kreatif

#### TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

### KOMPETENSI INTI

#### I. TUJUAN PEMBELAJARAN

- Identify sequences of main events in a story; and
- Write the main events of a story.

#### II. PEMAHAMAN BERMAKNA

- In this learning stage students learn to ask for and giving opinion that lead to create narrative text.

#### III. PERTANYAAN PEMANTIK

- What kind of text is it?

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirs      |                  |              |

#### Meet 1

##### Pre-Activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Pre-Test

7. Teacher explains about pre-test.
8. Teacher shows a pre-test question and asks student to follow the instructions.
9. The students answer the pre-test question verbally.
10. After finish the pre-test, the teachers take the score of each student.

##### Post-Activity (10 Minutes)

##### Review and Feedback

11. Teacher gives note about today test and give preview about next meeting activity.

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirs      |                  |              |

#### Meet 2

##### Pre-Activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Introduction

7. Teacher shows a picture of a famous legend (e.g., *Malin Kundang* or *Cinderella*).
8. Teacher explains the definition: Narrative text tells a story to entertain the audience through a sequence of events.

##### Core Activity

9. Students watch professional and peer-made digital stories to understand how voice-overs, images, and music work together.
10. Teacher gives a guided session using "Idea Maps" to help students select a personal or fictional narrative topic.
11. Teacher explains the structure of a narrative (Orientation, Complication, Resolution) as the foundation for their digital project.

##### Post-Activity (10 Minutes)

##### Review and Feedback

12. Teacher summarizes the narrative text.
13. Teacher gives quick check to ensure every student has a narrative structure that fits the "Orientation-Complication-Resolution" model.

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirsra    |                  |              |

#### Meet 3

##### Pre-Activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Activity:

7. Students write their first draft, focusing on using descriptive language and emotive adjectives to make the story engaging.
8. Students work in pairs to read their scripts aloud. Peers provide feedback on story flow and identify any grammatical or vocabulary gaps.
9. Students also try to practice in front of the camera.
10. Finalizing the script to ensure it is ready for the recording phase.

##### Post-Activity (10 Minutes)

##### Review and Feedback:

Reflection on their script and correction if has any mistakes.

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirsra    |                  |              |

#### Meet 4

##### Pre-Activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Activity:

7. Students create a visual map (sketches or descriptions) for each line of their script to ensure the pacing is correct.
8. **Pronunciation Focus:** A "Warm-up" session focusing on word stress, intonation, and clarity.
9. **Voice-over Recording:** Using mobile devices or laptops, students record their narration. This encourages self-correction, as students often re-record until they are satisfied with their pronunciation and fluency.

##### Post-Activity (10 Minutes)

##### Review and Feedback:

10. The teacher provides a collective feedback session on common pronunciation errors heard during the recording session.

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirsa     |                  |              |

#### Meet 5

##### Pre-activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Activity:

7. Students use multimedia tools to combine their voice-over with images, background music, and text transitions.
8. Final Polishing: Ensuring the audio is clear and the visuals align with the timing of the speech.
9. The Premiere (Final Presentation): A classroom "Film Festival" where students showcase their digital stories.
10. Reflection: A brief Q&A session after each video where the creator explains their creative choices, further practicing spontaneous speaking skills..

##### Post-Activity (10 Minutes)

##### Review and Feedback:

11. The teacher provides final comments based on the scoring rubric, highlighting improvements in fluency and confidence from Meeting 1 to Meeting 4.

## KEGIATAN PEMBELAJARAN

### KURIKULUM MERDEKA

|                   |                       |                  |              |
|-------------------|-----------------------|------------------|--------------|
| Nama Penyusun     | : Mohamad Adam Adzani | Kelas / Semester | : X/Genap    |
| Satuan Pendidikan | : SMK Nasional Malang | Alokasi Waktu    | : 2 JP x 45' |
| Mata Pelajaran    | : Bahasa Inggris      | Fase             | : E          |
| Elemen Mapel      | : Membaca-Memirsa     |                  |              |

#### Meet 6

##### Pre-Activity (10 Minutes)

1. The teacher greets the students with a friendly tone: "Good morning, class! How are you today?" and the students respond to the teacher's greetings.
2. The teacher begins the lesson with greetings, a prayer, and expressing gratitude.
3. The teacher begins with a recap of the last lesson, ensuring students recall key points: "Last week, we talked about (...). Can anyone share what we learned?"
4. The teacher encourages volunteers to participate and elaborate.
5. The teacher provides guiding questions to assess prior knowledge and build a connection to today's topic.
6. The teacher clarifies or adds to students' responses, ensuring everyone understands before moving forward.

##### Main Activity (60 Minutes)

##### Introduction

7. Teacher explains about post-test.
8. Teacher shows a pre-test question and asks student to follow the instructions.
9. The students answer the post-test question verbally.
10. After finish the post-test, the teachers take the score of each student.

##### Post-Activity (10 Minutes)

##### Review and Feedback

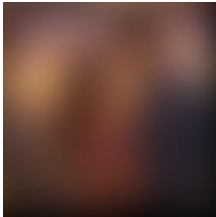
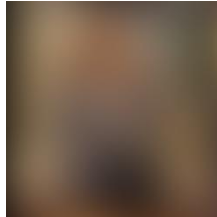
11. Teacher thank to all of students for participating the research.

## Appendix 2 Research Instrument

### PRE-TEST

| No. | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><b>FLUENCY</b><br/><i>Daily Activities</i></p> <p><i>Please create a story based on these pictures below!</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2   | <p><b>PRONUNCIATION</b><br/><b>The School Garden</b><br/><i>Speak clearly!</i></p> <p>"Last <b>Tuesday</b>, our <b>science</b> teacher, Mr. <b>Stevens</b>, took us to the <b>vegetable</b> garden. We <b>arrived</b> early and <b>started</b> to pull the <b>thick</b> weeds from the <b>earth</b>. The <b>weather</b> was <b>chilly</b>, but we <b>worked through</b> the <b>morning</b>. <b>Victor</b> found a <b>strange, rhythmic</b> crawling <b>insect</b> near a <b>hollow</b> log. It looked <b>absolutely beautiful</b> with its <b>silver</b> wings. We <b>felt curious</b> about this <b>natural</b> experience. By the end of the <b>semester</b>, we hope to grow <b>healthy tomatoes</b> for the <b>entire</b> school."</p> |
| 3   | <p><b>GRAMMATICAL ACCURACY</b><br/><b>The "Timeline" Interview</b></p> <p>a) <b>Routine:</b> Describe what you usually do on a Saturday morning. (<i>Targets: Present Simple</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4   | <p>b) <b>Memory:</b> Tell me about the last vacation you went to. (<i>Targets: Past Simple</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5   | <p>c) <b>Choice:</b> If you could have any superpower, which one would you pick? (<i>Targets: Second Conditional "If I were/I would"</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## POST-TEST

| No | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <p><b>FLUENCY</b><br/><i>Stages of life</i></p> <p><i>Please create a story based on your own imagination!</i></p> <div>     </div>                                                                                                                                                                                                                                        |
| 2  | <p><b>PRONUNCIATION</b><br/><b>Post-Test: The Weekend Trip</b><br/><i>Speak clearly!</i></p> <p>"Yesterday <b>morning</b>, my <b>special</b> guest, <b>Arthur</b>, invited us to the <b>village</b> museum. we <b>traveled</b> by bus and <b>stopped</b> near a <b>narrow pathway</b>. The <b>atmosphere</b> was <b>pleasant</b>, and the <b>scenery</b> was <b>perfectly clear</b>.<br/><b>Valerie</b> showed us a <b>heavy, leather</b> book from the <b>thirteenth century</b>. We <b>looked through</b> the <b>glass</b> case at the <b>ancient drawings</b>. It was a <b>memorable discovery</b> for the <b>whole class</b>. We <b>realized</b> that history is <b>actually</b> quite <b>thrilling</b>."</p> |
| 3  | <p><b>GRAMMATICAL ACCURACY</b></p> <p><b>The "Change" Interview</b></p> <p>a) <b>Routine:</b> Describe your school schedule from Monday to Friday. (<i>Targets: Present Simple</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4  | <p>b) <b>Memory:</b> Tell me about a movie you watched recently that you liked. (<i>Targets: Past Simple</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5  | <p>c) <b>Choice:</b> If you won a million dollars, what is the first thing you would buy? (<i>Targets: Second Conditional "If I had/I would"</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



### Appendix 3 Students' Score

| Student | Class        | Pre_Fluency | Pre_Pronunciation | Pre_Grammar | Pre_Total | Post_Fluency | Post_Pronunciation | Post_Grammar | Post_Total |
|---------|--------------|-------------|-------------------|-------------|-----------|--------------|--------------------|--------------|------------|
| AMPA    | Experimental | 3           | 2                 | 2           | 7         | 3            | 2                  | 3            | 8          |
| ARS     | Experimental | 2           | 3                 | 3           | 8         | 3            | 3                  | 3            | 9          |
| AJP     | Experimental | 2           | 2                 | 2           | 6         | 2            | 2                  | 2            | 6          |
| AED     | Experimental | 3           | 3                 | 3           | 9         | 4            | 3                  | 3            | 10         |
| AEM     | Experimental | 3           | 3                 | 3           | 9         | 3            | 3                  | 3            | 9          |
| DKKP    | Experimental | 2           | 2                 | 2           | 6         | 3            | 3                  | 3            | 9          |
| DKP     | Experimental | 3           | 2                 | 2           | 7         | 3            | 3                  | 3            | 9          |
| DOM     | Experimental | 2           | 2                 | 3           | 7         | 2            | 3                  | 3            | 8          |
| DSNR    | Experimental | 3           | 3                 | 3           | 9         | 4            | 4                  | 4            | 12         |
| GAAD    | Experimental | 4           | 4                 | 4           | 12        | 4            | 4                  | 4            | 12         |
| MEM     | Experimental | 3           | 3                 | 3           | 9         | 3            | 3                  | 3            | 9          |
| MFM     | Experimental | 3           | 2                 | 3           | 8         | 4            | 3                  | 3            | 10         |
| MFR     | Experimental | 2           | 2                 | 2           | 6         | 3            | 3                  | 3            | 9          |
| PPS     | Experimental | 4           | 3                 | 3           | 10        | 4            | 4                  | 4            | 12         |
| RHJ     | Experimental | 3           | 3                 | 3           | 9         | 3            | 4                  | 4            | 11         |
| RAPP    | Experimental | 2           | 2                 | 2           | 6         | 3            | 3                  | 3            | 9          |
| RSD     | Experimental | 3           | 2                 | 3           | 8         | 3            | 3                  | 4            | 10         |
| RAW     | Experimental | 3           | 3                 | 3           | 9         | 3            | 3                  | 4            | 10         |
| TN      | Experimental | 4           | 3                 | 3           | 10        | 4            | 4                  | 3            | 11         |
| ZBS     | Experimental | 3           | 2                 | 2           | 7         | 3            | 3                  | 3            | 9          |
| MS      | Control      | 3           | 4                 | 4           | 11        | 3            | 4                  | 4            | 11         |
| MFZ     | Control      | 3           | 3                 | 2           | 8         | 3            | 3                  | 3            | 9          |
| MN      | Control      | 2           | 2                 | 2           | 6         | 2            | 2                  | 3            | 7          |
| MAM     | Control      | 2           | 3                 | 3           | 8         | 2            | 3                  | 3            | 8          |
| MTD     | Control      | 3           | 3                 | 3           | 9         | 3            | 3                  | 3            | 9          |
| NJJ     | Control      | 3           | 2                 | 2           | 7         | 2            | 2                  | 3            | 7          |
| NRAS    | Control      | 2           | 2                 | 2           | 6         | 2            | 2                  | 3            | 7          |
| RSB     | Control      | 3           | 2                 | 2           | 7         | 2            | 2                  | 2            | 6          |
| RAP     | Control      | 3           | 2                 | 3           | 8         | 3            | 2                  | 3            | 8          |
| RAP     | Control      | 2           | 2                 | 2           | 6         | 2            | 2                  | 3            | 7          |
| RPW     | Control      | 3           | 3                 | 2           | 8         | 3            | 2                  | 3            | 8          |
| RS      | Control      | 3           | 2                 | 2           | 7         | 3            | 2                  | 2            | 7          |
| RMA     | Control      | 3           | 2                 | 3           | 8         | 3            | 2                  | 3            | 8          |
| RRP     | Control      | 2           | 2                 | 2           | 6         | 3            | 2                  | 2            | 7          |
| RA      | Control      | 3           | 2                 | 3           | 8         | 3            | 3                  | 3            | 9          |
| SKW     | Control      | 3           | 2                 | 2           | 7         | 3            | 2                  | 3            | 8          |
| SNOD    | Control      | 3           | 2                 | 3           | 8         | 3            | 3                  | 3            | 9          |
| SAW     | Control      | 3           | 2                 | 2           | 7         | 2            | 3                  | 3            | 8          |
| TIHM    | Control      | 4           | 3                 | 3           | 10        | 3            | 3                  | 4            | 10         |
| VAP     | Control      | 3           | 3                 | 3           | 9         | 3            | 3                  | 3            | 9          |
| VAP     | Control      | 2           | 2                 | 2           | 6         | 2            | 2                  | 3            | 7          |
| ZSM     | Control      | 2           | 1                 | 2           | 5         | 2            | 2                  | 2            | 6          |

*Appendix 4 Barcode Post-Test of Experimental Group*



*Appendix 5 Barcode Post-Test of Control Group*



## *Appendix 6 Documentation*



*Appendix 7 Research Permission Letter*

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 889/Un.03.1/TL.01.04/04/2026  
Lampiran : -  
Hal : Izin Penelitian

01 April 2026

Kepada Yth.  
Kepala SMK Nasional Malang  
di  
Tempat

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

|                           |                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| Nama                      | : Mohamad Adam Adzani                                                                                              |
| NIM                       | : 220107110015                                                                                                     |
| Jurusan                   | : Tadris Bahasa Inggris (TBI)                                                                                      |
| Semester - Tahun Akademik | : Genap - 2025/2026                                                                                                |
| Judul Skripsi             | : <b>The Effectiveness of Applying Digital Storytelling on The Speaking Proficiency of EFL Highschool Students</b> |
| Lama Penelitian           | : April 2026 sampai dengan Juni 2026<br>(3 bulan)                                                                  |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :  
1. Yth. Ketua Program Studi TBI  
2. Arsip

## Appendix 8 Letter of Completion of Research

 **PERKUMPULAN PENGELOLA PENDIDIKAN UMUM DAN TEKNOLOGI NASIONAL MALANG**  
**SMK NASIONAL MALANG**  
NPSN : 20533812 NSS : 322056101003 STATUS : TERAKREDITASI "A"  
Konsentrasi Keahlian : Desain Pemodelan dan Informasi Bangunan; Teknik Instalasi Tenaga Listrik, Teknik Pemesinan, Teknik Kendaraan Ringan;  
Teknik Sepeda Motor; Rekayasa Perangkat Lunak, Teknik Komputer dan Jaringan; Desain Komunikasi Visual  
Alamat: Jl. Raya Langsep 43 Malang, Telp (0341) 565753, (0341) 55104, e-mail: smk.nasional.malang@gmail.com, website: www.smknasional.wordpress.com



### SURAT KETERANGAN

Nomor : 461/I04.5/SMK Nas Mlg/ I.2026

Yang bertanda tangan di bawah ini :

Nama : Drs. Rusdi, M.Si  
NIP.P. : 303 020 0375  
Jabatan : Kepala SMK Nasional Malang

Menerangkan dengan sebenarnya bahwa :

| No | Nama                | NIM          | Prodi/Jurusan         |
|----|---------------------|--------------|-----------------------|
| 1  | Mohamad Adam Adzani | 220107110015 | Tadris Bahasa Inggris |

Mahasiswa dari Universitas Islam Negeri Maulana Malik Ibrahim Malang tersebut telah melaksanakan kegiatan penelitian di SMK Nasional Malang dalam rangka penyusunan proposal skripsi dengan judul : *The Speaking Proficiency of EFL Highschool Students*.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 4 Mei 2026  
Kepala Sekolah  
  
Drs. Rusdi, M.Si  
NIP. 303 020 0375





## Appendix 9 Instrument Validation Letter from Lecturer

### Validation Sheet Instrument Validation Sheet of Pre-Test and Post-Test for Research Entitled "THE EFFECTIVENESS OF APPLYING DIGITAL STORYTELLING ON THE SPEAKING PROFICIENCY OF THE EFL HIGH SCHOOL STUDENTS"

Validator : Prof. Dr. Hj. Lili Raskova Octaberlina, M.Ed.  
NIP : 197410252008012015  
Expertise : English Language Teaching Development  
Instance : Maulana Malik Ibrahim State Islamic University of Malang  
Validation Date :

#### A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

#### B. Guidance

- In this section, assess by ticking (U) with the following criteria to the columns below:  
1: Very poor  
2: Poor  
3: Average  
4: Good  
5: Excellent
- Please give comments and suggestion in the columns below:

|                                                                                                                                                            |                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| absolutely beautiful with its silver wings. We felt curious about this natural hope to grow healthy tomatoes for the entire school."                       | drawings. It was a memorable discovery for the whole class. We realized that history is actually quite thrilling."                                         |
| 3. GRAMMATICAL ACCURACY<br>Pre-Test: The "Timeline" Interview<br>a) Routine: Describe what you usually do on a Saturday morning. (Targets: Present Simple) | 3. GRAMMATICAL ACCURACY<br>Post-Test: The "Change" Interview<br>a) Routine: Describe your school schedule from Monday to Friday. (Targets: Present Simple) |
| 4. b) Memory: Tell me about the last vacation you went to. (Targets: Past Simple)                                                                          | 4. b) Memory: Tell me about a movie you watched recently that you liked. (Targets: Past Simple)                                                            |
| 5. c) Choice: If you could have any superpower, which one would you pick? (Targets: Second Conditional "If I were/would")                                  | 5. c) Choice: If you won a million dollars, what is the first thing you would buy? (Targets: Second Conditional "If I had/I would")                        |

Note: The questions table refers to the validation sheet table

#### D. Suggestion

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

#### C. Validation Sheet

| No                                  | Aspect of Evaluation                                                                                                                      | Number of Questions | Score | 5 | 4 | 3 | 2 | 1 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------|---|---|---|---|---|
| <b>General Instructional Design</b> |                                                                                                                                           |                     |       |   |   |   |   |   |
| 1.                                  | Alignment of the instrument with the Capaian Pembelajaran (Learning Objectives) for Fase E in all questions of each test.                 | 1-3                 |       |   |   |   |   |   |
| 2.                                  | Clarity and appropriateness of the spoken English instructions for 10th-grade students in all questions of each test.                     | 1-3                 |       |   |   |   |   |   |
| 3.                                  | The quality and clarity of the visual stimuli (images) in facilitating oral production.                                                   | 1                   |       |   |   |   |   |   |
| 4.                                  | Relevance of the reading texts ( <i>The School Garden &amp; The Weekend Trip</i> ) to the students' cognitive level.                      | 2                   |       |   |   |   |   |   |
| 5.                                  | The instrument's capacity to assess the core components of speaking: Fluency, Pronunciation, and Grammatical Accuracy.                    | 1-3                 |       |   |   |   |   |   |
| <b>Item-Specific Validity</b>       |                                                                                                                                           |                     |       |   |   |   |   |   |
| 6.                                  | Visual Description: Effectiveness of the image sequences in eliciting coherent story-telling and fluency.                                 | 1                   |       |   |   |   |   |   |
| 7.                                  | Reading Aloud: Inclusion of specific phonetic targets (consonant clusters and vowel clarity) for baseline and progress assessment.        | 2                   |       |   |   |   |   |   |
| 8.                                  | Interview: Suitability of the "Daily Routine" prompts in eliciting the correct use of the Present Simple tense.                           | 3                   |       |   |   |   |   |   |
| 9.                                  | Interview: Suitability of the "Past Experience" prompts in eliciting the correct use of the Past Simple (Verb 2).                         | 3                   |       |   |   |   |   |   |
| 10.                                 | Interview: Effectiveness of the "Hypothetical Choice" questions in eliciting the Second Conditional structure ( <i>If I were/would</i> ). | 3                   |       |   |   |   |   |   |

| QUESTIONS                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| PRE-TEST                                                                                                                                                                                                                                                                                                                                                                 |  | POST-TEST                                                                                                                                                                                                                                                                                                                                                                                            |  |
| 1. FLUENCY<br>Daily Activities<br>Please create a story based on these pictures below!<br>                                                                                                                                                                                             |  | 1. FLUENCY<br>Signs of life<br>Please create a story based on these pictures below!<br>                                                                                                                                                                                                                           |  |
| 2. PRONUNCIATION<br>Pre-Test: The School Garden<br>Speak clearly!<br>"Last Thursday, our science teacher, Mr. Stevens, took us to the vegetable garden. We arrived early and started to pull the thick weeds from the earth. The weather was chilly, but we worked through the morning.<br>Victor found a strange, rhythmic crawling insect near a hollow log. It looked |  | 2. PRONUNCIATION<br>Post-Test: The Weekend Trip<br>Speak clearly!<br>"Yesterday morning, my special guest, Arthur, invited us to the village museum. We traveled by bus and stopped near a narrow pathway. The atmosphere was pleasant, and the scenery was perfectly clear.<br>Valerie showed us a heavy, leather book from the thirteenth century. We looked through the glass case at the ancient |  |

#### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- The instrument can be used without revision.
- The instrument can be used with slight revision.
- The instrument can be used with many revisions.
- The instrument can be used.

Malang, 7 April 2026  
Validator,

Prof. Dr. Hj. Lili Raskova Octaberlina, M.Ed.  
NIP. 197410252008012015

## Appendix 10 Thesis Consultation Logbook



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jl. Gajayana 50, Telp. 0341-552398, Fax. 0341-552398 Malang  
<http://www.fik.uin-malang.ac.id> Email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

---

**BUKTI KONSULTASI SKRIPSI**

Nama : Mohamad Adam Adzani  
 NIM : 220107110015  
 Program Studi : Tadris Bahasa Inggris  
 Judul : The Effect of Applying Digital Storytelling on The Speaking Proficiency of EFL High School Students  
 Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.  
 NIP : 197410252008012015

| No. | Tanggal         | Materi Bimbingan                             | Tanda Tangan                                                                        |
|-----|-----------------|----------------------------------------------|-------------------------------------------------------------------------------------|
| 1.  | 28 Mei 2025     | Konsultasi judul proposal skripsi            |   |
| 2.  | 5 November 2025 | Konsultasi BAB 1 & BAB 2                     |   |
| 3.  | 4 Desember 2025 | Konsultasi revisi BAB 2 dan Konsultasi BAB 3 |   |
| 4.  | 9 Januari 2026  | Konsultasi revisi BAB 1, 2 dan 3             |   |
| 5.  | 1 April 2026    | Konsultasi validasi instrumen                |   |
| 6.  | 3 April 2026    | Revisi validasi instrumen                    |   |
| 7.  | 7 April 2026    | Revisi validasi instrumen                    |   |
| 8.  | 27 April 2026   | Konsultasi BAB 4                             |   |
| 9.  | 10 Juni 2026    | Konsultasi revisi BAB 4                      |   |
| 10. | 15 Juni 2026    | Konsultasi revisi BAB 4                      |  |



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jl. Gajayana 50, Telp. 0341-552398, Fax. 0341-552398 Malang  
<http://www.fik.uin-malang.ac.id> Email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

---

|     |              |                                              |                                                                                      |
|-----|--------------|----------------------------------------------|--------------------------------------------------------------------------------------|
| 11. | 17 Juni 2026 | Konsultasi revisi BAB 4 dan konsultasi BAB 5 |  |
| 12. | 18 Juni 2026 | Konsultasi revisi BAB 1,2,3,4 dan 5          |  |
| 13. | 22 Juni 2026 | Tanda tangan persetujuan dosen pembimbing    |  |

Malang, 22 Juni 2026  
 Dosen Pembimbing

  
Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.  
 NIP. 197410252008012015



### *Appendix 11 Curriculum Vitae*



Name : Mohamad Adam Adzani  
Place, Date of Birth : Tulungagung, 14 Februari 2004  
Gender : Male  
Address : RT 004, RW 001, Gang Roda, Ds.  
Ngunut, Kec. Ngunut, Kab. Tulungagung, 66292

#### Educational Background

1. 2008 – 2010 TK Permata Hati Ibu
2. 2010 – 2016 SDN 1 Kepatihan
3. 2016 – 2019 SMPN 3 Tulungagung
4. 2019 – 2022 MAN 1 Tulungagung
5. 2022 – Now UIN Maulana Malik Ibrahim Malang