



The Use of Digital Storytelling to Improve Students' Speaking Abilities

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Abstract

This study was conducted to determine whether Digital storytelling has a significant impact on students' speaking abilities. In this study, the researchers used two-group quasi-experimental research. The population of the research was Grade 11 HUMSS students of one of the schools in the East District of Pagadian City Division. The sampling technique used was purposive sampling, with 58 students serving as the research participants: twenty-nine (29) students considered an experimental group employing digital storytelling, and another twenty-nine (29) students considered a controlled group that made use of traditional storytelling. The researchers used an analytic rubric as an instrument, which included pre-test and post-test. The results showed that those using digital storytelling were more effective than those using traditional storytelling, with a mean difference of -2.276. Hence, educators may use digital storytelling as a tool to increase their repertoire of instructional techniques to engage and entertain students while improving their speaking abilities.

Keywords

Speaking abilities, digital storytelling, traditional storytelling, rubric, pre-test, post-test

1. The Problem and Its Background

Technology has greatly influenced the process of teaching and learning. Technology encompasses a wide range of things, including audiovisual aids, computers, mobile devices, communication devices or applications, the internet, as well as various ICT services and applications (James et al., 2019). It is claimed that in this day and age, characterized by both technology and globalization, communication and education have changed (Rillo & Alieto, 2018). Therefore, choosing effective language teaching and learning strategies is crucial for our educational system because these strategies will determine how well the process works (Amelia & Abidin, 2018).

When combined with instruction, storytelling is an effective way to ensure both interest and memory retention (Callahan 2015). Stories enhance reading, speaking, listening, and writing abilities as well as lexical development in first and second language education in addition to personifying the make-believe worlds of young readers (Ciğerci & Gultekin, 2017). The fundamental idea behind digital storytelling is to combine the art of storytelling with multimedia elements like visuals, audio, and video, as well as web publishing technologies (Tahriri et al., 2017). Additionally, it is stated that digital storytelling offers enjoyable and fascinating learning materials, contains a variety of stories, and includes lovely images in



each scene. Because of how meaningful those stories are, it is simple for the students to understand them (Juvrianto et al., 2018.)

Digital storytelling in speaking exercises is unquestionably a launching pad for English teachers toward a more student-centered teaching and learning process that eventually yields students who are more verbally skilled, independent, highly motivated, and technologically literate (Chung & Yunus, 2018). In fact, students today find it easy to become disinterested in lectures given by instructors who do not incorporate ICT into their lessons. Because moving images and audio can stimulate learners' brains and make the process of learning more engaging, it is important to keep their attention. Another benefit is that because the stories will be recorded by the students and compiled, they will be able to evaluate their own performance as well as that of their peers. Students can use this to think about what they need to do to enhance their speaking ability. Students' oral proficiency may be improved by the fact that spoken narrative is frequently used in digital storytelling and that they can hear how they sound and repeatedly record their narrations (Abdelmageed & El-Naggar, 2018). These factors are taken into consideration by educators who use digital storytelling as a tool for students to express their unique understanding of a subject (Hartsell, 2017).

However, the English proficiency of Filipinos has been steadily declining, as stated and revealed in Senate Resolution No. 622 submitted by Senator Grace Poe (2018). According to a two-year study conducted by Hopkins International Partners, Filipino university graduates averaged 630 in English based on the Test for International Communication (TOEIC), an outcome lower than the competency requirement for taxi drivers in Dubai, United Arab Emirates (p. 2). Thus, Poe directs the appropriate Senate committees to conduct an inquiry on the decline in English proficiency of Filipino students and also encourage training and other learning approaches (p. 3). With the passage of time, the role of the teacher in the classroom evolved, and with the aid of ICT, they were transformed into learning facilitators. As a result, educators must modify their practices to reflect this change (Abequibel et al, 2021).

Despite the importance of this topic, very few studies on the application of digital storytelling in speaking have been conducted. There is a respondent gap revealed by this research. Upon survey of literature, no investigation on digital storytelling and students' speaking abilities was conducted towards senior high school students except the study of Gutierrez et al. (2019) conducted among grade 7 and 8 students that investigated which type of storytelling will be more effective in teaching English: traditional or digital. However, the researchers were unable to disprove the null hypothesis, which indicates that there is little to no significant difference between the efficacy of traditional storytelling and digital storytelling.

The setting where the investigation was conducted is also limited here in the Philippines. This study aims to close the intriguing gap by conducting an investigation on digital storytelling that is concentrated on the speaking abilities of the students, who are key respondents in the investigation of the variable. This study aimed to contrast two groups in order to show the differences between a class that uses digital storytelling in the classroom and a class that uses traditional storytelling. Thus, it is a great opportunity to try a different approach to teaching speaking skills to students with the aid of interactive software like CapCut. In conclusion, this study aimed to ascertain whether there is a significant connection between digital storytelling and the students' speaking abilities.

1.1. Review of Related Literature

This chapter highlighted some of the various studies and academic papers that are directly relevant to this study. In doing so, this chapter examined and reviewed the following areas: Speaking Abilities; Components of Speaking; Storytelling; Traditional Storytelling; and Digital Storytelling.

1.2. Speaking Abilities

Speaking ability is the students' capability in conveying their opinions by verbal or nonverbal symbols which are expressed by speaking scores. Then, speaking is also a tool that can use to communicate naturally between people as a social behavior form. Nowadays, the world requires that the purpose of teaching speaking is to develop students' communicative skills. Speaking ability also can support of conversation one person with other people in order to understand many situations (Idayani · 2019). Furthermore, it was stated that the ability to speak involves actual communication between two, three, or more people who are both listeners and speakers. All listeners, without exception, should react and respond directly to everything the speaker has to say without giving it too much thought, even if they try to find words or phrases that will manifest as a response to those words. It was also demonstrated in research that using stories in EFL teaching at the university level can provide students the opportunity to use words as a major and constant source of language experience (Indrawari, 2019).

In 2019, Eissa conducted a study to reveal reasons why adult learners in the Kingdom of Saudi Arabia could not produce fluent English speaking as a foreign language and to test whether Digital Story Telling (DST) can be effectively applied in teaching English as a foreign language to help students improve speaking ability. Furthermore, it is important to note that the enhancement in speaking ability found by this research is partly because of the significant influence storytelling has on strengthening the motivation of learners to talk as mentioned by Akhyak & Indramawan in 2013. Therefore, we need some media to support the students' speaking ability (Idayani, 2019).

1.3. Components of Speaking

Speaking is an essential component of teaching and learning a second language. Despite its significance, speaking instruction has long been devalued, with English language instructors continuing to focus on drill repetition or dialogue memorization (Muslimin, 2019). According to Sultan, speaking skills consist of several components such as fluency, vocabulary, grammar, pronunciation, and comprehension (Sultan, 2022).

a. Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker is able to relate meaning and context while reading, understanding, and responding to a language. Speaking accurately and fluently is a quality that can be characterized as fluency. One of the goals of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or "ums" or "ers" is a sign of fluency. These clues show that the speaker hasn't spent much time looking for the words necessary to convey the point. The study argued that fluency is a further crucial element based on the aforementioned concepts. Speaking accurately and quickly without a lot of pauses like "ums" and "ers," etc., is considered to be fluent (Azlina Kurniati, Eliwarti, Novitri 2015).

b. Pronunciation

Pronunciation refers to a speaker's use of emphasis, rhythm, intonation, and sounds in speech. It is the process of producing sounds that convey meaning. (Gilakjani, 2018). Similarly, one of the key components of English is pronunciation, particularly when speaking. Every tone, stress, rhythm, and intonation has the potential to mean anything. Non-native English speakers who speak English must be extremely careful when pronouncing certain words or they risk causing misunderstandings. Therefore, having a

pronounceable pronunciation is more important than having a pronunciation that sounds like a native speaker (Adiana, 2019).

c. Vocabulary

Vocabulary refers to the proper language used in communication. Without a strong vocabulary, it is impossible to communicate clearly or explain ideas in both written and oral form. The total amount of words that people know and use in their language activities is known as their vocabulary. This is a collection of words with meanings that people use to communicate with one another (Salawazo et al., 2020). According to Hiebert "vocabulary is knowledge of meaning of words". It means that vocabulary is crucial for the creation of conversational comprehension (Najili, 2018).

d. Grammar

Grammar discusses how words are formed, structured, and placed in sentences (a concept known as morphology) called syntax. In other words, grammar establishes the norms for acceptable usage of written and spoken languages so that communication is easier (MacMillan, 2017). Likewise, Nunan, referenced in Muharni (2017), defined grammar as the processes through which linguistic building blocks—primarily, but not exclusively, words—combine to make sentences. Grammar enables us to communicate ideas in ways that the audience will recognize and comprehend.

e. Comprehension

Comprehension is the ability to take in and analyze long lengths of discourse and to create mental images that convey the intended meaning of words. It is more challenging to investigate comprehension in a second language since it cannot be observed directly and must instead be inferred from overt verbal and nonverbal cues, from the use of tools, or by the teacher's or researcher's intuition. Comprehension indicates that participants are aware of the nature of the research assignment, even when the procedure is challenging and risky (Cohen, 2005:51) Therefore, it can be stated that in speaking, comprehension refers to the speakers' understanding of what they are saying to the listeners in order to prevent information from being misunderstood; in addition, its function is to make it simple for listeners to understand what speakers are saying (Rahmanis, 2019).

1.4. Storytelling

Storytelling is an oral activity that involves using body language and facial expressions to draw the audience in by employing the multimodal stirring emotion of an event in a story. Storytelling resembles an activity in which the speaker and the listener interact to some extent (Kristiawan et al., 2022). Similarly, storytelling is defined as "the art of connecting a story to an audience through the use of voice, facial expressions, gestures, eye contact, and interaction." As a result, telling a story involves a two-way conversation between the storyteller and the listeners, or audience, in which the storyteller must employ storytelling techniques to elicit input from the audience (Choo, et al, 2020).

Using stories to learn, educate, and entertain is a popular practice in education and serves as a tool for human social interaction (Kallinikou & Nicolaidou 2019). As part of class speaking activities, storytelling is another instructional method that aids students in focusing on story elements (Yunita, 2019). Additionally, storytelling is a method that enables students to participate actively in the telling of a narrative. It strongly emphasizes the development of both academic and social skills. Authors spend a lot of time using language while creating and constructing a story. Consequently, this practice aids in the development of their verbal abilities (Masuram & Sripada, 2020).



Recent studies in Indonesia used storytelling methods for teaching English: they observed that the storytelling approach has enhanced students' fluency, grammar, pronunciation, vocabulary, and content (Asniatih et al., 2020; Sembiring & Ginting, 2019).

1.5. Kinds of Storytelling

There are several types of storytelling techniques but this study focuses mainly on traditional storytelling and digital storytelling.

1.6. Traditional Storytelling

In traditional storytelling, the storyteller controls all elements of the story, such as narration, movements, sound effects etc. and the story itself might differ in terms of length and originality depending on the memory of the storyteller (Nurjanah, 2019). Likewise, traditional storytelling involves a storyteller-listener relationship, whereas digital storytelling involves the use of computer-based technologies (Gutierrez, 2019). It benefits people by enabling them to assess democratic procedures and control their democratic perspectives. In addition, in traditional storytelling, the pictures are limited to those inside the books, and the sounds are manually composed (Ahmad & Yamat, 2020).

1.7. Digital storytelling

Over the past few decades, pedagogy in education has moved away from "passive" learning and toward "active," participation-based, and more interactive learning (Glava et al., 2017). The term 'Digital storytelling' refers to the practice of expressing and exploring an author's artistic expression through the technical manipulation of images, music, sound, graphics, and the author's voice (Porter in Yamaç and Ulusoy, 2017). It is the expression of storytelling as a kind of modern art. Students records themselves reading aloud from the scripts of their stories. Similarly, digital storytelling (DST) is the art of telling stories through digital media. It was initially used for a variety of objectives, such as community building, therapeutic advantages, and as a teaching and learning aid (Musfira et al, 2022). Digital storytelling, also known as multimedia storytelling, is a transformation of traditional storytelling that blends narration and multimedia components to inform the audience (Kallinikou & Nicolaidou 2019).

This content is then combined with various forms of multimedia, such as computer-based graphics, computer-generated text, photos, video clips, and music to create a digital story that lasts between 2 and 10 minutes and may be viewed on a computer or other devices that support video playback. To sum up, educators may be able to use digital storytelling as a tool to expand their repertoire of teaching strategies and motivate students to speak in English (James, et al, 2019).

Digital storytelling is a powerful learning tool that can be used as a multimedia tool in language learning to help students improve their foreign language speaking skills by using technology to tell the story in their own words and voice (Kallinikou & Nicolaidou 2019). Because stories can be created using today's technologies, teachers and students can work together to improve their content, media, and technology skills in Information and Communications Technology Literacy (Ribeiro, 2015). Digital storytelling is a successful strategy for addressing antidemocratic issues like racism, bigotry, and a sense of exclusion as well as fostering democratic values (Erdoğan, 2021). Henceforth, constructivism serves as the foundation for digital storytelling for teaching and learning, which can be a potent tool for fusing digital media into innovative teaching and learning (Okumus, 2020).



Numerous recent studies have presented instances of using digital storytelling in improving students' speaking abilities.

In the article, "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID-19" a piece of evidence was stated that digital storytelling was implemented as a project-based task for 8 weeks and based on the research findings, it is concluded that digital storytelling has the ability to improve pupils' speaking skills. It also demonstrated that digital storytelling engaged students in the story's content not just by encouraging motivation and curiosity but also by instilling confidence in their ability to speak in English (Nair, & Yunus, 2022).

Additionally, in the article "The Effect of digital storytelling on Students' Speaking at senior high school Ma'arif NU Benjeng" it was suggested that digital storytelling is a powerful educational tool that combines technology with stories, integrating text, pictures, and audio in creative stories. It may also be used to help students improve their English-speaking skills by allowing them to narrate tales in their own words (Nikmatul, 2018).

In the study, "Digital storytelling enhances students' speaking skills at Zewail University of Science and Technology in Egypt" the results showed that it had a positive effect on the oral performance of students who used digital storytelling, as it is an excellent tool that allows students to practice and therefore improve their speaking skills both in and out of the classroom (Nariyati, N.P.L. & et al. 2020).

In a similar study, combined computer tools with storytelling and concluded that Digital Storytelling techniques could help students develop better oral skills. Their study showed that EFL learners could become creative storytellers through digital storytelling and they could be more motivated in developing their oral abilities (Razmi, Pourali, & Nozad 2014.)

In the article "The Effectiveness of Digital Storytelling on Language Listening Comprehension of Kindergarten Pupils" conducted in Philippine Normal University South Luzon, Lopez, Quezon Philippines; results showed that after implementing the material that demonstrates a substantial difference between the control and experimental groups, the experimental group got a very high score on their language listening comprehension test. To sum up, one of the key resources for teaching language listening comprehension is digital storytelling. The students can be motivated and their listening skills can be improved with the use of the right elements and storyboard. As a result, it is advised to employ KiDS materials to improve language instruction (Lonisa et al; 2018).

In 2017, Ong conducted a study in the Philippines to reveal a result that teachers had a positive outlook on using DST in their classrooms as a teaching tool. Teachers and students both had the chance to advance their knowledge of technology, including the required electronic gadgets. The study introduced a DST technique for online learning that groups together learners' growing communicative ability. The DST was thoroughly liked by the students at this location as they greatly enhanced their communication abilities (Ong, 2017).

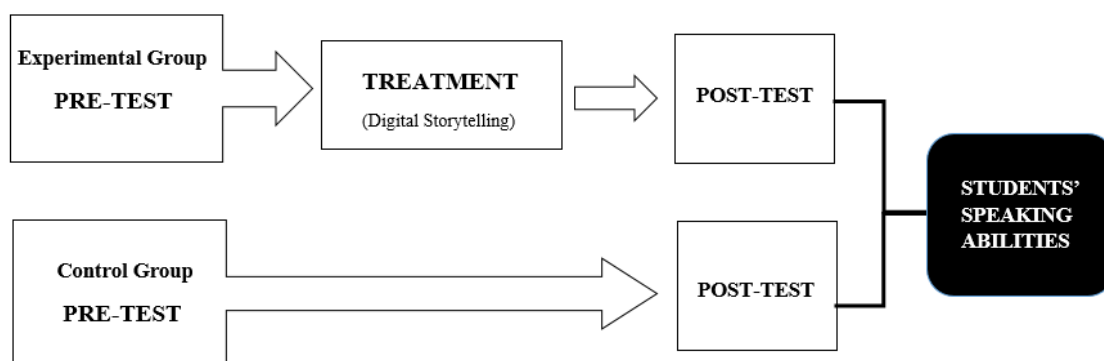
However, the result of the study "Digital Storytelling vs Traditional Storytelling: Teaching English Language to Adult Night High School (ANHS) students of La Salle Green Hills." Is that there is little to no significant difference between the effectiveness of digital storytelling and the effectiveness of traditional storytelling (Gutierrez et al., 2019).

Therefore, the present study aims at making contribution to this field by examining the digital storytelling in improving the students speaking abilities which belongs to one of the schools in the East District of Pagadian Division.

1.8. Conceptual Framework

This study focused on the use of digital storytelling improve students' speaking abilities. The researchers identified digital storytelling as independent variable and students' speaking abilities as dependent variable.

Figure 1 Schematic Diagram of the Study



The figure above shows the flow of the research. Considering the ethical standards, the control group will remain with the traditional storytelling while the experimental group will experience a treatment using digital storytelling for 8 weeks. Since both groups already have the data by using an analytic rubric rated by the language teacher as a result, the researchers considered the results as the pretest of the study. After the treatment, a posttest will be given to both groups. Comparison of results of digital storytelling (experimental group) and traditional storytelling (control group) of students' speaking abilities that will be based on the results and interpretation of data.

The present study anchor on these different theories as the basis of the study for both storytelling and students' speaking abilities namely: Cognitive Theory of Multimedia Learning, and Constructivism theory.

Based on two multimedia instructional principles, the Cognitive Theory of Multimedia Learning was developed. The framework for multimedia learning and how the mind functions are built on dual channels and active processing (Mayer, 2001). Dual channels indicate that students' brains have separate processing pathways for visual and verbal information (Mayer & Moreno, 2003). For meaningful and deeper learning to occur, the learner's cognitive processing must be able to select, arrange, and integrate the information (verbal and visual) being presented with prior knowledge (Mayer, 2008).

Piaget's constructivism theory states that learning is an active constructive process in which new knowledge and world representations are assimilated and integrated into preexisting mental constructs. Building on previous learning experiences and knowledge, learning is a developmental process (Kaufman, 2004). Constructivism will now serve as the foundation for digital storytelling for teaching and learning, which has the potential to be a powerful tool for fusing digital media into innovative teaching and learning (Okumus, 2020).



1.9. Statement of the Problem

This study aimed to evaluate the students' speaking abilities through the use of digital storytelling of the Grade 11 HUMSS students in one of the schools in the Pagadian City Division, this school year 2022-2023.

Specifically, this study seeks to answer the following questions:

1. What is the level of students' speaking abilities using the traditional storytelling (control group) as revealed in the pretest and posttest results?
2. What is the level of students' speaking abilities using digital storytelling (experimental group) as revealed in the pretest and posttest results?
3. Is there a significant difference in the students' speaking abilities using traditional storytelling (control group) and digital storytelling (experimental group)?

1.10. Hypothesis

The students' null hypothesis will be tested at a significance level of 0.05. The following null hypothesis was developed by the researcher based on the previously mentioned research questions.

H₀ – There is no significant difference in the students' speaking abilities using traditional storytelling and digital storytelling.

1.11. Significance of the Study

The result of the study will benefit the following:

Students. This study will give a big impact on their lives. It will allow them to use the method of telling stories or presenting ideas utilizing computer-based tools and offers an opportunity for students to participate and communicate in class while learning new skills. It will encourage them to learn deeply and purposefully and have the courage to speak out and show what they can do. It will improve their performance inside the class as well as in other particular activities of the school.

Teachers. This study will enable them to tap into the power of digital storytelling, leading to more engaged teaching and learning. It can help them to captivate students and arouse their curiosity and allow them to present abstract or conceptual information in a more understandable way. It can facilitate a teacher's ability to determine a student's specific needs.

Parents. This study will help them gain knowledge about the new method of storytelling through digital storytelling. They will know that the smartphone will help their children in improving their speaking abilities.

To future researchers. This study will help them as their guide in conducting similar studies and will give them more information about the study.

1.12. Scope and Limitation of the Study



The scope and limitation of this study can only describe the variables and their correlation, but it cannot give an accurate solution for this issue.

Research Environment and Timeline. The study will be conducted at one of the East District Schools in Pagadian City. It will be conducted for two months, during the third quarter of the academic year 2022-2023.

Research Participants. The research participants will be the sixty-seven (67) Grade 11 HUMSS students.

Research Design. The study will utilize the quantitative approach of comparative analysis design for a two quasi-experimental design research. It will establish a cause-and-effect relationship between digital storytelling and students' speaking abilities.

Research Instrument. The instrument used in this study only measures the speaking abilities of the participants. The analytic rubric was only divided into five main components (fluency, pronunciation, vocabulary, grammar, and comprehensibility).

1.13. Definition of Terms

The following terms were operationally defined in order to provide a general framework of reference and to help readers understand the concepts used in this study:

Digital Storytelling. It describes the process of using computer-based tools to tell a story in ways that incorporate text, images, sound, music, video, animation, and frequently a narrative voice to tell stories or present ideas.

Traditional Storytelling. It means the old-fashioned miming and using props to tell stories where the audience's imagination can be sparked by gestures and voice intonation.

Speaking Abilities. It refers to an interactive process of meaning construction to convey information verbally and in a way that the listener can understand.

CapCut. A free online video production application that would be a tool for students in creating their digital stories.

Rubric. A tool to determine the students' progress on speaking abilities during the pre-test and post-test.

2. Research Methodology

This chapter presents the research methodology. It includes the research design, research locale, research participants, research instrument, data gathering procedure, statistical analysis, and ethical considerations.

2.1. Research Design



In this research, the researchers used a quantitative approach of comparative analysis for quasi-experimental design research. A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable (Thomas, 2020). Quantitative research is regarded as the organized inquiry about phenomena through a collection of numerical data and execution of statistical, mathematical, or computational techniques (Adedoyin, 2020).

The researchers conducted this study by teaching in two different classes: an experimental class and a control class. Whereas the experimental class used digital storytelling and the control class used traditional storytelling.

Prior to using the two modalities-digital storytelling and traditional storytelling-the experimental and control groups were given a pretest. The administration of the two approaches was done once and was evaluated by a posttest to determine the variations in learning levels between the two groups.

2.2. Research Locale

The research environment of this study is one of the East District Schools in Pagadian City, Zamboanga Del Sur. Particularly, Grade 11 HUMSS students in senior high school consist of two (2) sections with a total of 67 students.

Since 1980, this school has endured both good and bad times in order to leave a lasting legacy. The school advances over time. There are currently 30 junior high teachers, three senior high teachers, three head teachers, one bookkeeper, one supply officer, two security guards, and one utility man. This school will continue to soar while upholding the Department of Education's vision, mission, goals, and objectives, and will be able to accomplish additional objectives for the benefit of students with the consistent, promised support of internal stakeholders and the community as well.

2.3. Research Participants

The participants of this study was the Grade 11 HUMSS students of one of the schools in the East District of Pagadian City Division. With a total population size of 67 Grade 11 HUMSS students, the researchers considered a sample size of 58 respondents that was computed with the use of Rao soft.

This study employed purposive sampling when choosing participants, which means researchers purposefully chose participants that fit the profile they needed to reach. The participants were assigned to either the experimental group or the control group.

2.4. Research Instrument

Pre-test and Post-test

The pre-test and post-test were the primary instruments. The rational of pre-test and post-test instruments was to compare respondents, experimental group, and control group speaking ability before and after the treatment. The study aimed to prove that digital storytelling was capable of enhancing students speaking abilities. The activities were taken from the English Grade 11 Creative Writing subject Modules, which was provided by the Department of Education. The activities were designed to ensure that opportunities were given to all students to use the English language more engaging.



Rubric

The researchers adopted an analytic rubric to rate the participants' answers to the speaking test. A total of 20 marks were divided among five main components: fluency, pronunciation, vocabulary, grammar, and comprehensibility. Each component had four levels. The analytic rubric was adopted from Abdelmageed (2018).

2.5. Data Gathering Procedure

The researchers secured approval from their thesis adviser to conduct the study at one of the schools in the East District of Pagadian City Division. The researchers prepared a letter asking permission from the Department of Education Pagadian City Division to conduct this study. The data that was collected from the pre-test and post-test scores of the students from the experimental and control group was organized, analyzed, and interpreted with the assistance of the statistician.

This study was conducted at an East District School in Pagadian City over a period of eight weeks. The procedure was conducted for eight weeks during the 3rd quarter of the school year 2022-2023. Table 1 displays the implementation plan.

Table 1. Implementation plan

Week	Topic	Activities
1	The students were asked to describe their favorite book/movie/anime about its characters, plot, and why would they recommend it.	Pre- Test for experimental class and control class
2	How to use CapCut.	Tutorial on how to use CapCut application
3	The students made a digital storytelling that contains the elements of a short story.	Treatment 1
4	The students made a digital storytelling about tales/legends in their community.	Treatment 2
5	The students made a digital storytelling about life in the Philippines, and decide to include an object/item that they think best represents being a Filipino.	Treatment 3
6	The students made a digital storytelling using fiction techniques and devices.	Treatment 4
7	The students made a digital storytelling based on the genres of fiction.	Treatment 5
8	The students were asked to describe their experience throughout the duration of the topic of exploring various modes of fiction.	Post- Test for experimental class and control class

2.6. Statistical Treatment

To analyze and to interpret the data, descriptive statistics were utilized such as percentage, weighted mean as a measure of average and standard deviation as a measure of variability of numerical observations. To test the null hypothesis of the significant difference between the independent and the

dependent variable, an Independent Sample t-test was used along with the use of a p-value for the rejection or acceptance of the hypothesis. The formula for the Independent Sample t-test with Equal Variances Assumed is as follows.

where:

$$s_p = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

and $v = n_1 + n_2 - 2$, $\sigma_1 = \sigma_2$ but unknown

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \begin{array}{l} \bar{x}_1 = \text{mean of the first sample} \\ \bar{x}_2 = \text{mean of the second sample} \end{array}$$

n_1 = sample size (e.i., number of observations) of first sample

n_2 = sample size (e.i., number of observations) of second sample

S_1 = standard deviation of first sample

S_2 = standard deviation of second sample

S_p = pooled standard deviation

v = degrees of freedom

The decision rule states that if the p-value is less than the level of significance α , the null hypothesis is rejected yielding a significant result. Otherwise, the hypothesis is accepted. Furthermore, the hypothesis was tested at $\alpha=0.05$ level of significance. Finally, to carry out all of these analyses, the predictive analytics software Statistical Package for the Social Sciences (IBM SPSS Statistics 20) was used.

2.7. Ethical Considerations

The protection of human subjects through the application of the appropriate ethical principles is important in this study.

Asking Permission. Before the researchers conducted research and collected data in the field, the researchers sought permission from the school.



Respect. The researcher ensured that the participants were informed about the research, understood the material, and had the ability to choose whether or not to participate.

Confidentiality. The participants' anonymity and confidentiality were maintained by not disclosing their names or identities during data collection, analysis, and reporting of study findings.

Citation. To avoid violating copyright, appropriate referencing was used.

3. Presentation, Analysis, and Interpretation of Data

This chapter presents the salient findings of the study, analysis, and interpretation of data gathered to explain the effects of digital storytelling in improving students' speaking abilities. The presentation of results is organized based on the order of the specific problems in chapter two. Moreover, the presentation is exemplified with the aid of tables in order to understand better the results.

Table 2 Comparative Statistics Distribution of the Level of Students'

Speaking Abilities Using Traditional Storytelling

Level of Ability	Equivalent Score Percentage	Pretest		Posttest	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Excellent	80% – 100%	5	17.24%	7	24.14%
Good	60% – 79%	24	82.76%	22	75.86%
Average	50% – 59%	0	0	0	0
Poor	0 – 49%	0	0	0	0
Total		29	100%	29	100%

	Average Score Percentage	Description	Average Score Percentage	Description
Overall Level of Performance	66.90%	Good	70.35%	Good
Mean Percentage Difference			3.45	

Table 2 illustrates the level of students' speaking abilities during the pretest and posttest. As shown in the table, the average score percentage of control group during pre-test is **66.90%** and leveled as **Good**. However, during posttest, the average score percentage is **70.35%** and this group has **Good** speaking abilities level. This implies that, the level of students' speaking abilities using the traditional storytelling (control group) as revealed in the pretest and posttest result is **Good**.

In this regard, a study conducted in 2022 by Marquez and Luna revealed that students were more likely to use this traditional storytelling technique in the classroom and had a preference for both listening to and telling stories as a learning tool. Additionally, it was observed that when reading a story, there is a greater desire to read aloud. It is encouraging that students feel at ease sharing their stories orally and in writing.

These results are consistent with studies that claim storytelling is effective in enhancing language learners' speaking abilities with regard to the impact of oral retelling on the students' speaking abilities such as Trousdale (1990), Brice (2004), Sepahvand (2014), Ebrahiminejad et al. (2014), Samantaray (2014), and Marzuki et al. (2016).

Table 3 Comparative Statistics Distribution of the Level of Students' Speaking Abilities Using Digital Storytelling

Level of Ability	Equivalent Score Percentage	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
		(f)	(%)	(f)	(%)
Excellent	80% – 100%	0	0	0	0
Good	60% – 79%	0	0	8	27.59%
Average	50% – 59%	5	17.24%	8	27.59%
Poor	0 – 49%	24	82.76%	13	44.83%
Total		29	100%	29	100%

	Average Score Percentage	Description	Average Score Percentage	Description
Overall Level of Performance	33.45%	Poor	48.3%	Poor
Mean Percentage Difference			14.85	

Table 3 illustrates the level of students' speaking abilities during the pretest and posttest. As shown in the table, the average score percentage of the experimental group during pre-test is **33.45%** and leveled as **Poor**. However, during posttest, the average score percentage is **48.3%** and this group has **Poor** speaking abilities level. This implies that, the level of students' speaking abilities using the digital storytelling (experimental group) as revealed in the pretest and posttest result is **Poor**.

This finding collaborates with the idea of Nair, & Yunus in 2022 that digital storytelling has the ability to improve pupils' speaking skills. It also demonstrated that digital storytelling engaged students in the story's content not just by encouraging motivation and curiosity but also by instilling confidence in their ability to speak in English. In addition, digital storytelling is a powerful educational tool that combines technology with stories, integrating text, pictures, and audio in creative stories. It may also be used to help students improve their English-speaking skills by allowing them to narrate tales in their own words (Nikmatul, 2018).

Additionally, it was claimed that digital storytelling can enhance students' speaking abilities because students are more motivated to learn in an online environment, and the results demonstrated a significant improvement in the post-test score (Rositasari, 2017.) The results of the study lead to the conclusion that digital storytelling can help students' speaking abilities. Since mobile phone technology has clearly advanced quickly, educators can now adapt a wide range of applications to engage students in their classes.

Table 4 Test of Significant Difference in the Students' Speaking Abilities Using Traditional and Digital Storytelling

Group	N	Mean	SD	Mean Difference	t-value	p-value	Decision	Interpretation
Controlled (Using Traditional Storytelling)	29	0.69	1.466	-2.276	-4.159	.000	Do not Accept H_0	With Significant Difference
Experimental (Using Digital Storytelling)	29	2.97	2.556					

Table 4 unveils the test of significant differences in the students' speaking abilities using traditional and digital storytelling. The null hypothesis which states that there is no significant difference in the students' speaking abilities using traditional and digital storytelling was tested at a 0.05 level of significance using the independent sample t-test. The table elucidated that **t-value = -4.159** and **p-value = .000**. Since the p-value is less than the level of significance **$\alpha = 0.05$** , the null hypothesis cannot be accepted inferring that there is a significant difference in the students' speaking abilities using the traditional and digital storytelling. The result as well depicted those students using digital storytelling with a mean of 2.97 and standard deviation of 2.556 as more effective than students using traditional storytelling with a mean of 0.69 and standard deviation of 1.466 in their speaking ability which was confirmed by the mean difference of -2.276. Thus, students using digital storytelling were more effective in enhancing their speaking abilities than those who use traditional storytelling.

Several digital storytelling studies in the field of language education have paid attention to learners' L2 production skills like writing (Yang, 2012) and speaking (Lee, 2014), and the research findings have demonstrated the effectiveness of teaching with digital storytelling, suggesting that it provides meaningful contexts which encourage the target language output of students.

This technique also provided students with new experiences and enlarged students' knowledge. Furthermore, it could change passive students into active students. So, it could be said that there was an improvement not only in students' speaking abilities but also in the effectiveness of the learning process (Syafryadin, 2019).



4. Summary of Findings, Conclusions, and Recommendations

This chapter elucidates the summary of findings in relation to the problem being studied and the hypothesis made for this research work, the conclusion drawn by the researchers based on the strength of the findings, and the recommendations proffered to improve the presented variables.

4.1. Summary of findings

From the findings that are being elaborated in the preceding chapter, the following pertinent points are being stressed.

1. The results showed the average score percentage of the control group during the pre-test and post-test was 66.90% and 70.35% respectively, indicating that their speaking abilities were Good.
2. The average score percentage of the experimental group during the pre-test and post-test was 33.45% and 48.3% respectively, indicating that their speaking abilities using digital storytelling were Poor.
3. The results revealed that students using digital storytelling were more effective in enhancing their speaking abilities than those using traditional storytelling, with a mean of 2.97 and a standard deviation of 2.556. This was confirmed by a mean difference of -2.276, meaning that students using digital storytelling were more effective in enhancing their speaking abilities than those using traditional storytelling.

4.2. Conclusions

Based on the strengths of the results of the examined variables, the researchers came to the following conclusions.

According to the findings of this study, digital storytelling can be used by students as a tool to enhance their speaking abilities, particularly in terms of pronunciation, vocabulary, fluency, grammar, and comprehension. Thus, a two-group quasi-experiment comparing the effects of two dissimilar instructional strategies, digital storytelling, and traditional storytelling, on grade 11 HUMSS students' English speaking abilities was carried out. The results of the pre- and post-tests also demonstrated that there had been a noticeable improvement in the students' speaking abilities. Digital storytelling, in other words, is an engaging and enjoyable method that encourages students to become more engaged, motivated, and interested in learning the English language. Following that, this study also offers valuable information for language instructors and students that is required to use digital storytelling during the English language learning process.

4.3. Recommendations

The following recommendations were set based on the strength of the findings of the study and the conclusions drawn by the researchers.

1. Students should participate in meaningful and deep learning. Students should also work on digital storytelling with their peers and share their creations with others. Showcasing their speaking abilities and video editing skills.



2. The teacher should use interactive media, such as software or technology when teaching English in the classroom. The student can enjoy using new media in the learning process at the same time exploring digital storytelling.
3. The teacher should select or produce the relevant materials in order to enhance their speaking abilities.
4. Parents should help their children learn about digital storytelling by giving them access to digital devices like tablets or PCs that have relevant software installed.
5. Language teachers should integrate the digital storytelling method into English language instruction and learning at the junior high school level.
6. Create a space where students may freely and effectively communicate their own thoughts and opinions during EFL sessions by giving them the same opportunity to do so with their teachers and other students through the use of interactive speaking applications/software.
7. For future researchers, conduct further studies on the use of digital storytelling in other English-language speaking applications.



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