

**THE CORRELATION BETWEEN DIGITAL STORYTELLING AND
STUDENTS' ENGLISH SPEAKING ABILITY OF TENTH GRADE
AT SMKN 8 PEKANBARU**

THESIS

**Submitted to Fulfill
One of Requirements
to Obtain a Degree of *Sarjana Pendidikan (S.Pd)***



BY:

RINTAN KHANIFATUN KHASANAH
NIM. 2288203031

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND VOCATIONAL STUDIES
UNIVERSITAS LANCANG KUNING
PEKANBARU
APRIL 2026**

ABSTRACT

Rintan Khanifatun K, 2026 : The Correlation Between Digital Storytelling and Students' English Speaking Ability of Tenth Grade at SMKN 8 Pekanbaru

Speaking ability is a core skill in English language learning and remains a major challenge for many vocational high school students, particularly in terms of fluency, pronunciation, and vocabulary mastery. One instructional medium considered to have strong potential is Digital Storytelling (DST); however, empirical evidence regarding its relationship with students' speaking ability is still limited, especially within correlational research contexts. Therefore, this study aims to investigate whether there is any significant correlation between the use of Digital Storytelling and the English speaking ability of tenth grade students at SMKN 8 Pekanbaru. This study employed a quantitative approach with a correlational research design. Data were collected through a Digital Storytelling questionnaire and documentation of students' speaking scores, and subsequently analyzed using the Spearman Rank correlation test with the assistance of SPSS. The results revealed that the correlation coefficient between Digital Storytelling and students' speaking ability was very low ($\rho = 0.007$) with a significance value of 0.959 (> 0.05), there is no significant correlation between the use of Digital Storytelling and the English speaking ability of tenth grade students at SMKN 8 Pekanbaru. These findings suggest that although Digital Storytelling is positively perceived and can enhance students' engagement and creativity, it has not been empirically shown to have a direct relationship with improvements in speaking ability. In conclusion, students' speaking proficiency is influenced by various factors beyond the use of Digital Storytelling alone. Therefore, future research is recommended to employ experimental designs, longer implementation periods, and to consider additional variables such as motivation, self-confidence, and the intensity of speaking practice.

Keywords: Digital Storytelling, Speaking Ability, Correlational Study, EFL Students, English Learning

ABSTRAK

Rintan Khanifatun K, 2026 : *Korelasi Antara Bercerita Digital dan Kemampuan Berbicara Bahasa Inggris Siswa Kelas Sepuluh di SMKN 8 Pekanbaru*

Kemampuan berbicara merupakan keterampilan inti dalam pembelajaran bahasa Inggris dan tetap menjadi tantangan utama bagi banyak siswa SMA kejuruan, khususnya dalam hal kelancaran, pengucapan, dan penguasaan kosakata. Salah satu media pembelajaran yang dianggap memiliki potensi kuat adalah Bercerita Digital; namun, bukti empiris mengenai hubungannya dengan kemampuan berbicara siswa masih terbatas, terutama dalam konteks penelitian korelasional. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki Apakah ada korelasi signifikan antara penggunaan digital storytelling dan kemampuan berbicara bahasa Inggris siswa kelas 10 di SMKN 8 Pekanbaru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Data dikumpulkan melalui kuesioner bercerita digital dan dokumentasi skor berbicara siswa, dan selanjutnya dianalisis menggunakan uji korelasi peringkat Spearman dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa koefisien korelasi antara bercerita digital dan kemampuan berbicara siswa sangat rendah ($p = 0,007$) dengan nilai signifikansi 0,959 ($> 0,05$), tidak ada korelasi signifikan antara penggunaan bercerita digital dan kemampuan berbicara bahasa Inggris siswa kelas 10 di SMKN 8 Pekanbaru. Temuan ini menunjukkan bahwa meskipun bercerita digital dipandang positif dan dapat meningkatkan keterlibatan dan kreativitas siswa, belum terbukti secara empiris memiliki hubungan langsung dengan peningkatan kemampuan berbicara. Kesimpulannya, kemampuan berbicara siswa dipengaruhi oleh berbagai faktor di luar penggunaan bercerita digital saja. Oleh karena itu, penelitian selanjutnya disarankan untuk menggunakan desain eksperimental, periode implementasi yang lebih panjang, dan mempertimbangkan variabel tambahan seperti motivasi, kepercayaan diri, dan intensitas latihan berbicara.

Kata kunci: Bercerita Digital, Kemampuan Berbicara, Studi Korelasional, Siswa EFL, Pembelajaran Bahasa Inggris

HALAMAN PENGESAHAN

Judul : The Correlation Between Digital Storytelling and
Students' English Speaking Ability of Tenth Grade at
SMKN 8 Pekanbaru
Nama : Rintan Khanifatun Khasanah
Nim : 2288203031
Program Studi : Pendidikan Bahasa Inggris

Disetujui

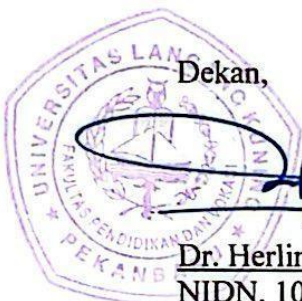
Pembimbing,



Destina Kasriyati, S.Pd., M.Pd
NIDN: 1019128802

Diketahui

Dekan,



Dr. Herlinawati, S.S., M.Ed
NIDN. 1010037901

Ketua Program Studi,



Refika Andriani, S.Pd.I., M.Pd
NIDN. 1008088603

EXAMINERS' APPROVAL

A thesis entitled:

The Correlation Between Digital Storytelling and Students' English Speaking Ability of Tenth Grade at SMKN 8 Pekanbaru

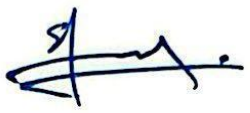
Has been examined on February 11th, 2026

Approved by,

Advisor : Destina Kasriyati, S.Pd., M.Pd


(_____)

Examiner I : Dr. M. Fadhly Farhy Abbas, S.Pd., M.Pd


(_____)

Examiner II : Refika Andriani, S.Pd.I., M.Pd


(_____)

PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan bahwa:

- a. Karya tulis ini, dengan judul: *The Correlation Between Digital Storytelling and Students' English Speaking Ability of Tenth Grade at SMKN 8 Pekanbaru* adalah asli karya saya sendiri dan belum pernah diajukan untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Lancang Kuning.
- b. Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas sesuai dengan aturan pengutipan dan dicantumkan sebagai referensi pada halaman daftar pustaka.

Demikian pernyataan ini saya buat, apabila ditemukan penyimpangan dan ketidak benaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Pekanbaru, 11 February 2026
Saya yang menyatakan,



Rintan Khanifatun Khasanah
Nim. 2288203031

ACKNOWLEDGEMENT

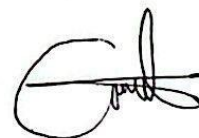
First and foremost, I would want to thank Allah SWT, All praise due to Allah the Lord of All World, The Most Merciful and The Most Compassionate for providing health and opportunity during my studies and not forget to mention The Messenger of Allah, Muhammad SAW which who has guided us from darkness to light, bringing the message of Islam as a mercy to all creation. Through his teachings and exemplary character, I have been inspired to seek knowledge and strive for excellence in my studies. So that I may complete one of the last requirements for a Bachelor Degree (S.Pd) in English Language Education Program Faculty of Education and Vocational Studies Universitas Lancang Kuning, Pekanbaru, Riau, i can finish this thesis. This thesis is arranged for giving information about a research entitled " The Correlation Between Digital Storytelling and Students' English Speaking Ability of Tenth Grade at SMKN 8 Pekanbaru". I recognize that I cannot accomplish this thesis without the assistance of others; many individuals are assisting and supporting me from the beginning to the completion of the study. Therefore as the researcher, I would want to express my heartfelt gratitude and admiration to the following individuals:

1. My Advisor, Destina Kasriyati, S.Pd., M.Pd. for the time, great ideas, guidance, advices, critics, encouragement, motivation and suggestion to complete this thesis. It is a privilege to have had such a giving, modest and sincere counsel as her. Thank you for your time, constructive thoughts, support, inspiration and recommendations to help me complete this thesis.
2. The examiners who have given contributions and suggestions on this thesis, Dr. M. Fadhly Farhy Abbas, S.Pd., M.Pd and Refika Andriani, S.Pd.I., M.Pd.
3. The Head of the Study Program of English Education has always given me occasions in running the examination process of this thesis, Refika Andriani, S.Pd.I., M.Pd.

4. Dr. Herlinawati, S.S., M.Ed as a Dean of Faculty of Education and Vocational Studies of Lancang Kuning University.
5. Prof. Dr. Junaidi, SS, M.Hum, Ph.D, as the rector of Lancang Kuning University and all of the staffs.
6. Many thanks to all of the English Education Department professor who have put in numerous hours, insights, expertise and useful teachings during my studies.
7. My beloved parents, Haryono and the late Safitri, whose love, prayers, and sacrifices continue to guide my life. I am also deeply grateful to my grandmother, Samen, for her sincere prayers and constant support, and to my brother, Arif Setiaji, and my sister, Wiwi Widiyanti, for their encouragement and support throughout this journey.
8. Special thanks to the Tomorrow team for their valuable contributions to my ideas in writing this thesis.
9. I would like to express my gratitude to Mr. Sasongko, S.Pi., the Principal of SMKN 8 Pekanbaru, who granted me permission to conduct this research. I would also like to thank my school advisor, Ms. Desmalini, S.Pd., for her warm welcome, sincere smile, and support throughout the data collection process. I would also like to thank all the research participants for their assistance, cooperation, and attention.
10. Last but not least, I want to thank me for believing in me. I want to thank me for doing all this hard work. I want to thank me for never quitting.

The researcher eventually recognized the thesis's limits. As a result, I will eagerly appreciate any and all feedback, criticism, and recommendations. This thesis should be useful to readers and future scholars.

Pekanbaru, 11 February 2026



Rintan Khanifatun Khasanah
NIM. 2288203031

TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
HALAMAN PENGESAHAN.....	iii
EXAMINERS' APPROVAL.....	iv
PERNYATAAN KEASLIAN TULISAN	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii

CHAPTER I INTRODUCTION

A. Background of the Reseach	1
B. Identification of The Problem.....	3
C. Limitation of The Problem	3
D. Formulation of the Problem.....	4
E. Purpose of the Research.....	4
F. Significance of the Research.....	4
G. Definition of Key Terms	5

CHAPTER II LITERATURE REVIEW

A. Review of Related Theories	7
B. Related Findings	12
C. Theoretical Framework.....	14

CHAPTER III METHODOLOGY

A. Research Design	17
B. Time and Setting.....	18
C. Population and Sample	18
D. Research Instrument	19
E. Data Collection Technique.....	23
F. Data Analysis	23

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Reseach Findings.....	29
B. Discussion.....	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	47
B. Suggestion.....	47

REFERENCES.....	48
APPENDICES	50

LIST OF TABLES

Table 3.1 Scores of the Students' Questionnaire Answer.....	19
Table 3.2 Indicators of Digital Storytelling	20
Table 3.3 Questionnaire of Digital Storytelling.....	20
Table 3.4 Ranges of Likert Scale (Katz & Kahn, 1978).....	26
Table 3.5 Strenght of Correlation	27
Table 4.1 Results of Validity Test of Digital Storytelling Questionnaire.....	30
Table 4.2 Reability Test of Digital Storytelling Questionnaire	32
Table 4.3 Result of Descriptive Statistics of Digital Storytelling.....	33
Table 4.4 Use of Digital Storytelling Score of each participant	36
Table 4.5 Descriptive Statistics of Use Digital Storytelling Dimensions	38
Table 4.6 Score of Students Speaking Ability	39
Table 4.7 Distribution of Students' Speaking Ability Scores.....	40
Table 4.8 Kolmogorov-Smirnov Normality Test.....	41
Table 4.9 Result of Spearman's Rank Correlations.....	42

LIST OF FIGURES

Figure 2.1 Conceptual Framwork	15
Figure 3.1 Descriptive Statistics	26

LIST OF APPENDICES

Appendices 1. Questionnaire for Digital Storytelling (DST).....	49
Appendices 2. Screenshot of Chat Interaction During Data Collection	50
Appendices 3. The Respondents' Answer of Questionnaire about DST	51
Appendices 4. Students Score Speaking Ability	53
Appendices 5. Picture of Student Observation in English Learning.....	55
Appendices 6. Questionnaire for Students at SMKN 8 PEKANBARU	56
Appendices 7. Teaching Module	60

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking ability is one of the core competencies in English language learning, serving as the primary foundation for oral communication across academic, social, and professional contexts. In the era of globalization, students are expected to express ideas, engage in argumentation, and participate in cross-cultural interactions. However, acquiring speaking skills is not a straightforward process. Learners must simultaneously master fluency, accuracy, pronunciation, vocabulary, and confidence, while many teaching practices remain text-oriented and teacher-centered (Meiratnasari et al., 2019). This situation limits opportunities for active language practice, resulting in suboptimal development of speaking skills.

The rapid advancement of digital technology has fostered various innovations in learning media, one of which is Digital Storytelling (DST). DST integrates narrative, audio, video, music, and images into a digital product, allowing students to construct stories creatively and communicatively. This learning model requires learners not only to comprehend language but also to use it actively in content production. Consequently, DST serves as a multimodal, student-centered learning tool, enhancing engagement, creativity, and motivation in English learning (Tahriri, 2015)

In the context of English education in Indonesia, low speaking proficiency remains a prominent issue. Many students struggle to speak confidently in front of the class, hesitate when expressing ideas, and find it difficult to select appropriate vocabulary to convey their intended meaning. Factors such as communication anxiety, limited exposure to authentic English, and the lack of interactive teaching methods exacerbate these challenges (Idayani, 2024). Evaluations in various schools indicate that most speaking scores are still below competency standards, particularly in fluency and pronunciation. This condition suggests that the teaching strategies employed have not fully supported optimal speaking skill development (Rahayu, 2021).

DST is proposed as an effective modern approach to address these challenges. This model allows students to repeatedly practice language production, from scriptwriting, pronunciation exercises, and voice recording to storytelling through digital media. As a result, learners are trained not only to understand language passively but also to use it in a more creative and meaningful context. A flexible, technology-based learning environment helps reduce student anxiety, increase confidence, and provide opportunities for practicing English in a relatable and enjoyable way (Wafa & Chakim, 2022). Moreover, previous studies have shown that DST can improve students' ability to organize stories, enhance pronunciation, and expand vocabulary (Ursua et al., 2025).

Nevertheless, most previous research has focused on improving student performance after implementing DST, rather than examining the statistical significance of the relationship between the two variables. Some studies also employed limited samples, short intervention durations, or insufficiently comprehensive assessment instruments, leaving room for more targeted and empirical research. This gap highlights the need for further studies that specifically investigate the correlation between DST use and speaking ability, providing a stronger empirical foundation for the approach's effectiveness (Meiratnasari et al., 2019).

The study was conducted at SMKN 8 Pekanbaru, located on Jl. Tengku Kasim Perkasa, Rumbai Bukit, Rumbai District, Pekanbaru City, Riau 28264. This school was selected because initial observations indicated that many tenth-grade students continue to struggle with maintaining fluency, improving pronunciation, and developing vocabulary when speaking in English. Although speaking instruction has been carried out on a regular basis, students' levels of speaking ability still exhibit considerable variation. This condition is reinforced by the researcher's experience as an English teacher who directly observed students' performance during classroom presentations, indicating that students continue to have limitations in their use of vocabulary. In addition, the school has begun integrating technology-based learning media, making the implementation of Digital Storytelling (DST) highly feasible. These conditions position SMKN 8 Pekanbaru as a relevant setting

for examining the relationship between the use of digital learning media and students' speaking ability.

Considering technological developments, challenges in speaking proficiency, and gaps in previous research, investigating the correlation between Digital Storytelling and students' speaking ability is crucial. This study aims to provide empirical evidence on the extent to which DST contributes to speaking development, while offering a foundation for teachers and schools to design learning strategies aligned with the characteristics of 21st-century learners (Ursua et al., 2025). The findings are expected to enrich the literature on digital learning media and provide practical recommendations for enhancing the effectiveness of English learning in vocational high schools.

B. Identification of The Problem

Based on the research background described, the phenomenon to be investigated is the relationship between the use of Digital Storytelling and students' speaking ability. A significant issue is the persistent low levels of fluency, vocabulary, and pronunciation among students during classroom speaking activities. Furthermore, the reliance on conventional learning media renders speaking exercises less engaging, resulting in low student participation. To date, there is a lack of empirical evidence demonstrating the extent to which Digital Storytelling is associated with students' speaking skills, particularly within schools that continue to face these challenges.

C. Limitation of The Problem

This study is limited to examining the relationship between the use of Digital Storytelling (DST) as the independent variable (X) and students' speaking ability as the dependent variable (Y) of tenth grade at SMKN 8 Pekanbaru, focusing specifically on aspects of speaking ability, including fluency, vocabulary, pronunciation, and coherence, without investigating other language skills such as listening, reading, or writing. The research subjects are limited to students in accordance with the requirements of a correlational research design, making the

findings applicable only within the context of this school. Moreover, the study employs DST exclusively in the form of video storytelling created by students using simple applications and does not analyze other learning media, while the instruments are limited to a speaking assessment rubric and a questionnaire on DST use, without incorporating other data collection techniques such as interviews or in-depth observations. These limitations are applied to maintain the study's focus, ensure a structured approach, and enable the collection of relevant empirical findings aligned with the research objectives within the English learning environment of tenth grade students at SMKN 8 Pekanbaru.

D. Formulation of the Problem

Based on the limitations outlined above, the research problems can be formulated. Referring to the issues identified, the research questions of this study are as follows:

1. Is there any significant correlation between the use of Digital Storytelling and the English speaking ability of tenth grade students at SMKN 8 Pekanbaru?

E. Purpose of the Research

This study aims to examine the relationship between the use of Digital Storytelling and students' speaking ability in English language learning. The specific objectives of the research are as follows:

1. To identify whether there is a significant correlation between the use of Digital Storytelling and students' English speaking ability.

F. Significance of the Research

This study has significant theoretical and practical benefits.

a. Theoretical Benefits

The results of this research are expected to enrich the literature and knowledge regarding the use of Digital Storytelling (DST) as an English learning medium, particularly for enhancing students' speaking ability.

This study provides empirical evidence supporting technology-based learning and demonstrates how interactive digital media can influence students' speaking skills. Consequently, the findings can serve as a reference for researchers or curriculum developers in designing DST-based teaching strategies at vocational high schools.

b. Practical Benefits

The findings of this study also offer practical advantages for various stakeholders, including:

- a) For Teachers: Providing an innovative and engaging learning medium to enhance student engagement and speaking ability in the classroom.
- b) For Students: Helping to increase motivation for learning English and improve speaking skills through creative and interactive learning experiences.

G. Definition of Key Terms

To avoid misunderstandings and clarify the focus of this study, several key terms are defined as follows:

a. Digital Storytelling (DST)

A learning method that involves delivering stories or information through digital media such as videos, animations, audio, or interactive applications like YouTube and Canva. DST integrates narrative, visual, and auditory elements to create an engaging and creative learning experience that supports students' language development.

b. Speaking Ability

The capacity of students to use English orally to express ideas, thoughts, and information effectively. The assessment of speaking ability encompasses several core aspects, including fluency, accuracy (correct use of language structures), pronunciation, vocabulary (lexical knowledge), and grammar.

c. Correlation

A statistical relationship between two variables analyzed to determine the extent to which changes in one variable are associated with changes in another. In this study, correlation is used to quantitatively measure the relationship between the level of Digital Storytelling use and students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it can be concluded that there is no significant correlation between the use of Digital Storytelling and the English speaking ability of tenth grade students at SMKN 8 Pekanbaru. This finding indicates that the use of Digital Storytelling has not been statistically proven to have a meaningful relationship with students' speaking ability. The implications of this study suggest that the improvement of students' speaking ability cannot rely on a single instructional medium. English teachers are encouraged to combine Digital Storytelling with other speaking instruction strategies, such as continuous speaking practice, oral communication activities, and appropriate feedback. Thus, Digital Storytelling can function as a supportive medium that helps create a more engaging and effective learning process.

B. Suggestion

The aforementioned conclusion leads to a number of suggestions for english teachers are encouraged to combine Digital Storytelling with other speaking instruction strategies, such as continuous speaking practice, oral communication activities, and appropriate feedback. Students are advised to actively practice speaking both inside and outside the classroom to improve their speaking ability. Future researchers are recommended to apply experimental designs, longer implementation periods, and additional variables to further investigate the effectiveness of Digital Storytelling on students' speaking ability.

REFERENCES

- Alasmari, N., & Al-Sharqi, L. (2020). The Impact of Digital Media Tools on Saudi EFL Learners' Speaking Skills. *Arab World English Journal*.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4 (ed.)). SAGE Publications.
- Fu, J. S. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence. *Journal of Research on Technology in Education*, 54(3), 1–20. <https://doi.org/10.1080/15391523.2021.1911008>
- Green, M., & Jenkins, H. (2016). Participatory Digital Media and Language Learning. *Journal of Learning Sciences*.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
- Hava, K. (2019). The Effect of Digital Storytelling on EFL Learners' Speaking Skills. *International Journal of Instruction*, 12(1), 759–778.
- Idayani, A. (2024). Pelatihan English Listening and Speaking Application untuk Meningkatkan Kemampuan Bahasa Inggris Siswa. *Jurnal Pendidikan Dan Pembelajaran*.
- Kim, H., & Li, F. (2021). Digital Storytelling as a Tool for Language Learning in EFL Contexts. *Language Learning & Technology*, 25(2), 1–18.
- Kim, S. (2017). Digital Storytelling as a Medium of Language Learning. *Journal of Educational Multimedia and Hypermedia*.
- Kurniawan, I., & Dewi, L. (2019). Digital Storytelling to Enhance Students' Speaking Ability. *Indonesian Journal of EFL Studies*.
- Lambert, J. (2013). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge.
- Likert, R. (1932). A Technique for the Measurement of Attitudes. *Archives of Psychology*, 22(140).
- Meiratnasari, A., Raju, M. A., & Harris, T. A. (2019). Machine translation using natural language processing. *MATEC Web of Conferences*, 277, 2004. <https://doi.org/10.1051/mateconf/201927702004>
- Nguyen, H. (2015). The Use of Digital Storytelling to Improve English Speaking Skills for EFL Learners. *International Journal of Applied Linguistics*.
- Rahayu, S. A. (2021). *The Use of Digital Storytelling Narrative Text to Enhance Students' Speaking Activities and Ability at Senior High School*. Universitas

Islam Negeri (UIN) / Institutional Repository.

- Razmi, M., Pourali, S., & Nozad, S. (2014). Digital Storytelling in EFL Classrooms: The Effect on Speaking Skills. *Procedia - Social and Behavioral Sciences*.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.
- Robin, B. (2006). *The Educational Uses of Digital Storytelling*. University of Houston.
- Robin, B. (2008). Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom. *Theory Into Practice*.
- Sartika, D., & Syafryadin. (2025). Students' Perception of the Use of Digital Storytelling in Teaching Reading Narrative Text. *Indonesian Journal of Educational Development*, 5(4), 487–497. <https://doi.org/10.59672/ijed.v5i4.4481>
- Shumin, K. (2002). Factors to Consider: Developing Adult EFL Learners' Speaking Abilities. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 204–211). Cambridge University Press.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Swarjana, I. K. (2016). *Metodologi Penelitian Kesehatan*. CV Andi Offset.
- Tahriri, A. (2015). The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation. *International Journal of Applied Linguistics and English Literature*, 4(3), 144–153.
- Ursua, J.-B., Saripa, A., & Jai-on, K. (2025). Enhancing EFL Learners' Critical Thinking and Speaking Skills through Digital Storytelling in a Problem-based Learning Framework. *ASEAN Journal of Education*, 11(1), 11–21.
- Wafa, E. P., & Chakim, N. (2022). The Use of Digital Storytelling to Enhance the Students' Speaking Ability. *ELite Journal: International Journal of Education, Language and Literature*, 2(3), 168–176. <https://doi.org/10.26740/elitejournal.v2n3.p168-176>
- Wuryaningrum, R. (2021). Enhancing Students' Oral Performance through Digital Storytelling Projects. *TESOL International Journal*.
- Yang, Y.-T. C., & Wu, W.-C. (2012). Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation. *Computers & Education*.