



THE IMPLEMENTATION OF DIGITAL STORYTELLING TO ENHANCE STUDENTS' SPEAKING ACHIEVEMENT AT JUNIOR HIGH SCHOOL

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Abstract

This study aims to describe the implementation of digital storytelling to improve students' speaking achievement and to describe students' responses to the use of it. This study was conducted in the Classroom Action Research (CAR) design that occur in 2 cycles, involves students of ninth grade at SMP Muhammadiyah 3 Karangpandan as the research participant. The data were collected through observation, pre-tests, post-tests, and questionnaire. The results showed a significant increase in students' speaking achievement, represented by the score from pre-test to post-test in both cycles. In addition, students' responses collected through questionnaires revealed very positive perceptions: A high percentage of students agreed that digital storytelling makes them more confident when speaking (89.5% agree, 5.3% strongly agree and disagree, and 0% strongly disagree), helps them in improving their speaking (89.5% agree, 10.5% strongly agree, and 0% disagree and strongly disagree), helps them in conveying ideas (89.5% agree, 5.3% strongly agree and disagree, 0% strongly disagree), affects their interest in learning speaking (89.5% agree, 5.3% strongly agree and disagree, 0% strongly disagree), will help to learn speaking (89.5% agree, 10.5% strongly agree, 0% disagree and strongly disagree). Students also found that digital storytelling has helpful in doing assignments and conveying ideas. Digital storytelling is proven to be effective in improving students' speaking achievement and fostered positive responses from students, triggering to be more active and confident when speaking English.

Keywords: *Digital Storytelling, Speaking Achievement, Students' Responses*

Introduction

Many people find learning to speak a difficult process. In a survey by James (2019) among 75 students in a primary school, 44% of the students said it was difficult to speak English in various situations. A student can show confidence and speak naturally if he is happy with his performance (Joni et al., 2023). There are several obstacles for students in speaking. First, they feel afraid when speaking and this



happens because most of the students still have little vocabulary so they feel very afraid to speak in front of the audience and confused with what they will say. Second, they feel insecure and only 10% of students feel confident when speaking in front of the class. The rest, they feel unsure of themselves and are not calm when speaking.

Some students feel that speaking is an easy and natural skill to learn, but some others consider that speaking skills are difficult to learn, especially speaking English. The relationship between language and media has its own role. Language and media focus and analyze from an objective point of view in terms of practicality, clarity, and quality of implementation in learning. According to Kuliahana & Marzuki (2020), English teachers always complain about the difficulties they face in teaching speaking skills. If in some schools, English teaching is less successful and less effective in terms of students' speaking skills, then finding a solution is very important. Mass media can be considered as a solution to improve language skills because it is flexible, entertaining and interactive. In addition, students' speaking process will be faster, easier, and more effective. By using media students will be encouraged to interact and learn faster. They provide real experiences that attract attention and help learners in understanding the mechanism of language learning.

The utilization of technology is very important in the world of education to support the learning process well. Digital Storytelling encourages students to learn speaking. Auliya et al. (2022) also explained that digital storytelling is one of the media shaped by progress so that it becomes an effective media used in improving students' speaking skills. Digital Storytelling can be a learning media used to determine the attention and interest of students in the classroom. Fu et al. (2022) found that students can improve presentation, organization, technical skills, and pronunciation through digital storytelling. This research supports the benefits of digital storytelling on English language learning as it gives students the opportunity to use their creativity while improving their language proficiency (Fu et al., 2022). In addition, digital storytelling can develop students' speaking skills (Sinaga et al., 2021). Speaking are very important and digital storytelling can make a learning experience for students to communicate effectively.

Like traditional stories, digital stories will focus on a specific topic and point of view (Nair & Yunus, 2021). Digital Storytelling as a multimedia tool in English language learning conveys information using a combination of words, images, animations and videos combined using software. According to Dewi & Sari (2022), the combination of visual and auditory stimuli such as images and words can provide a more realistic theory to improve students' skills. Videos with captions are also associated with English comprehension, leading to students' understanding of word-based knowledge. The interactive and non-boring appearance is the reason why digital storytelling looks attractive. According to Fu et al. (2022), digital storytelling increases students' autonomy, creativity and desire to learn languages.



It can help students in improving their English speaking skills by using technology to support the learning process.

Furthermore, this research focuses on the implementation of digital storytelling to improve students' speaking achievement at junior high school. The reason author chose the topic because based on author internship experience at SMP Muhammadiyah 3 Karangpandan, there are 90% of students who are afraid to speak in English in front of many people. This is also expressed by one of the students, that most of them feel shy or afraid to speak English because they are not used to using English when speaking. Therefore, this research is important to overcome the problems that exist at SMP Muhammadiyah 3 Karangpandan, especially in the ninth grade. This grade is the final grade and they have to prepare themselves for their final exam. Hopefully, with digital storytelling can help the problem and they will be able to speak English.

Theoretical Framework

One of the important skills for students in learning English is speaking. According to Wafa & Chakim (2022) speaking fluently requires not only knowledge of language features, but also the ability to process language and information. This ability is described as the ability that produces language orally. It can also be said that it is used to convey thoughts and ideas orally. Oral expression is a complex process that includes the selection of the right words and inflections to convey the right meaning, as well as the creation of sounds with the right rhythm and intonation (James et al., 2019). Speaking is a form of communication to express ideas or messages orally. If we want students to communicate in English, then we must set an example and ask them to practice it.

Hanifa (2018) said that speaking competency is important to be learned by students. Most students have been studying since the fourth grade of elementary school (Zulfiqar A. Bin Tahir, 2015). Students will not be unfamiliar with this competency because they have already studied before so, when they are in the upper class, should be emphasize their practice. Speaking is not only a tool for communicating, but can be used by students to demonstrate their supporting competence in speaking (Pratiwi et al., 2020). According to Francis et al. (2020), these supporting competencies consist of several such as grammar, fluency, pronunciation, and also speaking content. These supporting competencies are very important for students to assist students in establishing good communication. Therefore, there are some students who are active in the class because they master one of the supporting competencies.

Speaking is one of the important components of students in learning English because it is a communication tool. If the spoken word is clear, then the listener or the recipient of the information will understand what is being conveyed. On the other hand, if the communication process does not run properly, there will be a miss



communication between the information delivery person and the recipient of the information. Therefore, it is important to practice speaking to see what we are capable of. In this study, there is one way that can be done in practicing speaking, which can be assisted by using digital storytelling. In this case, digital storytelling helps students in the process of learning speaking, especially in responsive speaking and intensive speaking. Responsive speaking encourages students to speak or respond to digital storytelling that has been shown. Furthermore, Intensive speaking can be used as a way to train and encourage students to speak through one of its activities, namely reading aloud activity.

There are five aspects in the speaking assessment criteria. The first aspect is grammar, which evaluates the clarity of sentences and adherence to language rules. The second aspect is vocabulary, which assesses the choice of words used in conveying sentences. The third aspect is comprehension, which evaluates a person's understanding of the sentences conveyed in the story. The fourth aspect is fluency, which assesses a person's smoothness in expressing ideas, and the last aspect is pronunciation, which evaluates a person's accuracy in pronunciation when conveying sentences. Besides that, there are five basics that occur in speaking. Speaking is one of the abilities to imitate either words or sentences. More than imitation, speaking is also a performance of speech that aims to practice some existing grammar. Speaking is also a conversation that can be short or long with clarity. speaking clearly can minimize word and sentence errors (Akhiyat & Amin Fadlillah, 2023). In speaking there are interactions that involve a few or many participants. Finally, speaking also includes all oral productions such as speeches, presentations, and even storytelling. Therefore, it is important to practice speaking to see what we are capable of. Speaking is an oral communication that involves interactive processes such as production, social interaction with others, and the process of conveying or receiving information (Prayuda, 2021).

One of the media that can be used in learning English is digital storytelling. Digital storytelling is considered a useful tool to increase learners' desire to learn a language and enhance their active engagement in the language learning process through content, methodology and learning skills (Basyoni et al., 2020). Students can be inspired by digital storytelling as it helps support students' ideas, enhances their understanding, fosters confidence, allows them to share their experiences, and helps align the goals of the learning process with those of the students.

According to Brown (2005), digital storytelling has become an important tool for teachers and students. Therefore, digital stories have their own appeal as learning media in the world of education. The development of technology today must be utilized as well as possible because it is very helpful in the world of education and one of those media is digital storytelling. Digital storytelling is a media that combines images, music, narration, and sound into a powerful work Bernajean (2004). Students will be interested in learning media that is fun and of course in accordance with the times. Digital storytelling has been proven to motivate, engage and interest students in the learning process (Wafa & Chakim, 2022).



From that statement, digital storytelling is a digital media that combines several elements such as music, images, and narration into a single work. Digital storytelling is also one of the media that is very helpful in the student learning process. Through digital storytelling students become creative and participate actively in learning activities. Teachers can find out the extent to which students understand the material being studied.

Method

In this research, author used Classroom Action Research (CAR), classroom action research is research on actions that intentionally appear and occur in the classroom simultaneously (Khaerani et al., 2023). Classroom action research is a study explains the cause of a problem and the whole thing that happens from the beginning to the end. To solve the problem this research used collaboration. CAR is carried out by researchers in the classroom to improve the quality of student learning process in class. In this research, author used two cycles with a total of four meetings. The subject in this research was the student of ninth grade at SMP Muhammadiyah 3 Karangpandan with the total of 19 students, consisting of 10 boys and 9 girls. This study conducted in the ninth grade at SMP Muhammadiyah 3 Karangpandan, which was located in Doplang, Karangpandan. This research took place in the first semester of the 2024/2025 academic year. Therefore, author choose this school as a research site because it was suitable for conducting the research there, based on the pre-observations. In this study, qualitative data analysis was performed by describing the process of using digital storytelling to enhance students' speaking achievement. Meanwhile, quantitative data analyses were performed using pre-test and post-test to obtain averages of students' speech. The results of both tests were analyzed using Microsoft Excel, and the final scores of pre-and post-tests were compared. In addition, questionnaires calculate quantitative data analysis and analyze the results by explaining the students' responses obtained through the questionnaire descriptively.

Findings and Discussion

The results of this study present the data and findings obtained during the research. This study found the answer which is about how digital storytelling is implemented in English learning to enhance their speaking achievement and about the students' responses.

The Implementation of Digital Storytelling

At this stage, it will be reveals how digital storytelling was applied as media in improving students' speaking achievement. author used two cycles in classroom action research to support the research with a total of four meetings. The reason

why cycle II is needed is because in cycle I the minimum score in the test has not been achieved so that the research cannot be said to be successful. Therefore cycle II is still needed. Based on the results of the data I collected, explaining how the learning process took place using digital storytelling and by using a pretest posttest to determine students' speaking ability.

Table 1 The result of pretest and posttest cycle I

	Pre-test					Post-test						
	G	V	C	F	P	Total	G	V	C	F	P	Total
S1	2	2	2	2	2	40	3	2	3	2	2	48
S2	1	2	2	2	1	32	2	2	3	2	2	44
S3	2	2	3	2	2	44	3	2	3	3	3	56
S4	2	2	3	3	3	52	3	3	3	3	3	60
S5	1	2	2	1	2	32	2	2	3	2	2	44
S6	2	2	2	2	2	40	2	2	3	2	2	44
S7	1	2	2	1	2	32	2	2	3	2	2	44
S8	1	2	2	2	1	32	2	2	3	2	2	44
S9	2	2	2	2	2	40	2	2	3	2	2	44
S10	1	2	2	1	2	32	2	2	3	2	3	52
S11	2	2	2	1	2	36	2	3	3	2	3	52
S12	1	1	2	1	2	28	2	2	2	2	2	40
S13	2	2	3	3	2	48	3	3	3	3	3	60
S14	1	2	2	1	2	32	2	2	3	2	2	44
S15	2	2	3	2	2	44	2	3	3	2	2	48
S16	2	1	2	2	2	36	2	2	3	2	2	44
S17	1	1	2	1	2	28	2	2	3	2	2	44
S18	1	1	1	2	1	24	2	2	2	2	2	40
S19	1	2	2	2	1	32	2	2	3	2	2	44
Mean	1.47	1.79	2.16	1.73	1.84	36	2.21	2.21	2.89	2.16	2.26	47.16

G: Grammar

V: Vocabulary

C: Comprehension

F: Fluency

P: Pronunciation

In the table 1, it can be seen that the highest increase is in the grammar section. Next is the comprehension section, then in the fluency section, and in the last section, vocabulary and pronunciation. From the results above, it can be concluded that students are able to organize word structures correctly and they are able to capture ideas from the questions or stories they receive. Furthermore, they are also able to express the ideas they will convey even though they are still stammering. At the end, students still have to learn and add to their English vocabulary and they must practice often so that the words they say are right so that in delivering sentences it is easy to understand.

Based on the results of the pre-test post-test cycle I above, it shows an increase in the percentage of speaking scores of students in class IX SMP Muhammadiyah 3

Karangpandan but, it has not reached the target value in the achievement of speaking assessment. The target success rate of this research is 75% of students achieved improvement in the pre-test post-test. The minimum target score for completeness is 75. Therefore, cycle 2 action is needed so that the target value of the research can be achieved.

Table 2 The result of pretest and posttest cycle II

Student	Pretest						Posttest					
	G	V	C	F	P	Total	G	V	C	F	P	Total
S1	3	3	4	3	3	64	5	4	4	4	5	88
S2	3	3	3	3	2	56	4	4	4	3	3	72
S3	4	3	4	3	4	72	5	4	5	5	4	92
S4	4	4	4	3	3	72	5	4	5	5	4	92
S5	3	3	4	3	2	60	4	4	4	4	4	80
S6	3	3	4	3	3	64	4	4	4	5	4	84
S7	3	3	4	3	3	64	4	4	4	3	4	76
S8	4	3	3	3	3	64	4	5	4	3	4	80
S9	3	3	4	3	4	68	4	4	4	5	4	84
S10	3	3	3	3	3	60	4	4	4	4	3	76
S11	3	4	3	3	4	68	5	4	5	3	4	84
S12	3	3	3	3	2	56	4	4	4	3	3	72
S13	4	4	4	4	4	80	5	4	5	5	4	92
S14	3	3	3	3	4	64	4	4	5	3	3	76
S15	3	3	3	3	3	60	4	4	3	4	4	76
S16	3	3	3	3	3	60	4	4	4	4	3	76
S17	3	3	3	3	3	60	4	3	4	4	3	72
S18	3	2	3	3	2	52	4	4	4	3	3	72
S19	3	3	4	3	3	64	4	4	4	4	4	80
Mean	3.21	3.11	3.47	3.05	3.05	63.4	4.26	4	4.21	3.89	3.68	80.2

In the table 2, it is still the same as cycle I that the highest increase is in the grammar section, and then in the vocabulary, fluency, comprehension and lowest in the pronunciation section. These results show that students are able to construct sentences and through digital storytelling their vocabulary increases. In addition, they are also able and understand the ideas they express. In the lowest part, there are similarities between cycle 1 and 2, namely in the pronunciation part. Therefore, students must continue to practice so that their accuracy in pronunciation is getting better.

Table 3 The result of posttest cycle I and II

Students speaking level	Post-test 1		Post-test 2	
	Total number of students	Percentage of result	Total number of students	Percentage of result
Upper score	75-100	0	0%	15
Middle score	60-74	2	10,5%	4

Lower score	31-59	17	89,5%	0	0%
Poor score	0-30	0	0%	0	0%

Based on the results of the pre-test post-test cycle II above, it shows an increase in the percentage of speaking scores of students in class IX SMP Muhammadiyah 3 Karangpandan and the results show that the target score was achieved. 75% of 19 students are 14 people and we can see that there are 15 students who have scores above the minimum score achievement. It can be said that cycle II was successfully conducted smoothly and well.

From the results of pretest posttest in cycles I and II that have been carried out, with a total of 4 meetings on English learning for students in class IX of SMP Muhammadiyah 3 Karangpandan, it can be seen that digital storytelling is well applied as a media for learning English. According to Nair & Yunus (2021) Digital storytelling is one of the media that can be used to improve students' speaking skills because digital storytelling provides facilities and supports the learning process by utilizing existing technology. This can be seen from the results of the pretest posttest which showed an increase in grades in cycles I and II.

The difference between cycles I and II is the implementation of the action. The implementation in cycle I, teacher uses digital storytelling media and the material is advertisement. In the first cycle action, the teacher uses material that is not in line with the pretest posttest question material, where the pretest and posttest material is a review story and it is not in accordance with the advertising material. From there, the teacher is more focused on the material presented and ignores the material used in the test. It affects students on their understanding and their test scores, so cycle 2 is carried out as an improvement. In cycle 2, teachers apply material that is in line with the pretest posttest question material, namely narrative text material. In addition to explaining the narrative text, the teacher also explained the review story which is linked in the narrative text material. The alignment of the material with test questions greatly affects the results of students' learning scores.

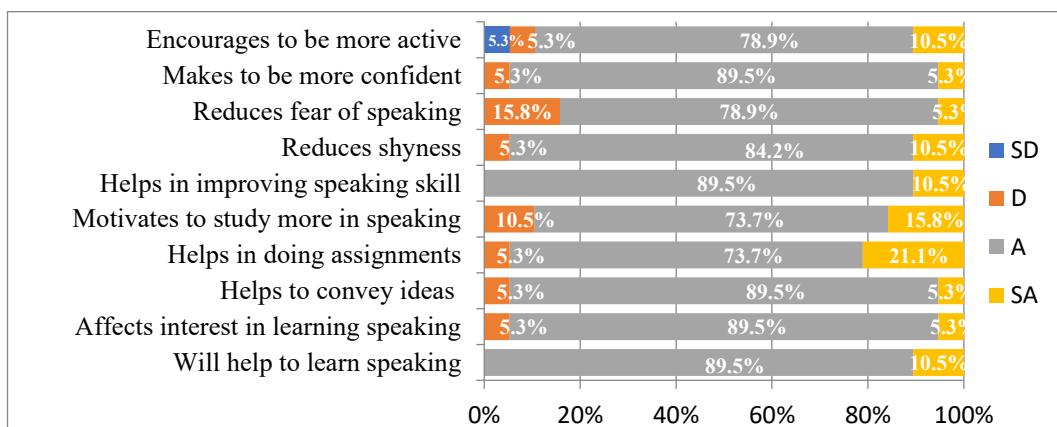
In addition, the difference between cycle I and II lies in the speaking technique used during the learning process. In cycle I, the technique used was the imitative technique. This technique emphasizes students to be willing to say words in English and the activity carried out is repeat after me activity. In general, this technique is quite helpful, but during the practice process not all students imitate what the teacher says. Therefore, in cycle II the speaking technique used is intensive speaking. This technique focuses more on activities that show the students' speaking process in a longer duration of time and done one by one. The activity carried out is reading aloud activity. Students read aloud in turn through the worksheets that the teacher has distributed. from there students become more courageous to speak in front of their friends, and if there are mistakes in reading the teacher will correct it, so students do not need to feel embarrassed to be laughed at by their friends if

their pronunciation is not correct, because previously the teacher has provided motivation that mistakes in reading English stories are normal. Therefore, students do not need to be afraid or embarrassed. Through this technique, there are changes in students. They were more active in the second cycle and there was also an increase in scores this cycle.

The alignment of the material with test questions and the use of appropriate speaking learning techniques greatly affect the results of students' learning scores. Therefore, after cycle II there was an increase in students' scores and 75% of students achieved scores above the minimum score and it can be said that in cycle II digital storytelling media was successfully implemented. From the results of the pretest posttest in cycles I and II, it can be concluded that the implementation of digital storytelling as a learning media to enhance students' speaking achievement in SMP Muhammadiyah 3 Karangpandan runs smoothly.

The Students' Responses about the Use of Digital Storytelling

The first question starts with the question "Digital storytelling encourages me to be more active in speaking." 78.9% of students answered agree, 10.5% of students answered strongly agree, and 5.3% answered disagree and strongly disagree. This is also shown when the learning process uses digital storytelling media, besides during the learning process they become more active, when doing group assignments they also actively participate. Therefore, it can be concluded that digital storytelling encourages students to be more active in the English learning process, especially when speaking.



SD: Strongly Disagree

D : Disagree

A : Agree

SA: Strongly Agree

Chart 1 Students' responses

The second question is "Digital storytelling makes me more confident when speaking." out of a total of 19 students, 89.5% answered agree, 5.3% answered strongly agree and disagree. When the learning process takes place, the teacher



gives short questions about the material that is broadcast through digital storytelling. From there students are asked to answer using English and students dare to answer even though sometimes there are wrong answers but the teacher still gives appreciation to students. From there students become more confident when speaking English. Thus, it can be concluded that the majority of students agree that digital storytelling makes them more confident when speaking.

The third question asked about “Digital storytelling reduces my fear of speaking.” 78.9% of the students answered agree, 15.8% answered disagree, and 5.3% answered strongly agree. This can be seen when they present the results of their group assignments, they appear confident. Although, there are still some students who are afraid to speak English, especially in front of their friends, it can be overcome because during the presentation they are with their group members. It can be concluded that digital storytelling helps them in reducing their fear of speaking. Although 15.8% of the students answered disagree but the majority of students agreed with it.

The fourth question asked about “Digital storytelling reduces my shyness when speaking.” 84.2% of students agreed with it. 10.5% students answered strongly agree and 5.3% students answered disagree. This is still related to the third question which through grub presentations in addition to helping students in reducing fear, through digital storytelling also helps students in reducing their shyness when speaking English. When speaking in front of class and in front of their friends, it helps them in getting used to speaking English and reduces their shyness when speaking. It can be said that digital storytelling helps students in reducing their shyness when speaking because the majority of students agree with it.

The fifth question is “Digital storytelling helps me in improving my speaking skill.” out of 19 students, 89.5% students answered agree and 10.5% students answered strongly agree. Through digital storytelling, it helps students in improving their speaking skills and that can be proven through the improvement of their pretest posttest scores. From the results of the increase in pretest posttest scores, it can be seen that it has increased. It can be concluded that, digital storytelling helps them in improving their speaking skill. It is proven by the results above that all students agree and no one chose to disagree.

The sixth question asked “Digital storytelling motivates me to study more in speaking.” 73.7% of students answered agree, 15.8% of students answered strongly agree, and 10.5% of students answered disagree. Through digital storytelling motivates students in learning, it can be seen that during the learning process many students look enthusiastic. Although some students are not enthusiastic, when doing assignments, they are willing to do it and actively ask questions if they do not understand. From the above results, it can be concluded that digital storytelling motivates students to study more especially in speaking.

The seventh question was “Digital storytelling helps me and my friends in doing assignments.” 73.7% of students answered agree, 21.1% of students answered strongly agree, and 5.3% of students answered disagree. This is proven that when



doing their assignments, they are helped by using digital storytelling. In addition to the teacher's explanation, when there is an assignment that they do not understand, they can also access digital storytelling through their mobile phones. From these results, it can be concluded that students agree that digital storytelling helps them and their friends in doing English assignments.

The eighth question was related to "Digital storytelling helps me convey ideas when speaking." A total of 89.5% of the students answered agree and 5.3% of the students answered strongly agree and disagree. Through digital storytelling, it also helps students in conveying their ideas. They were helped by the digital storytelling that was displayed. In addition to finding ideas, they are also helped by increasing their vocabulary. It can be concluded that digital storytelling helps them to explore ideas and convey the ideas they want to convey when speaking.

The ninth question was "Digital storytelling affects my interest in learning speaking." Of all students, 89.5% agreed and 5.3% strongly agreed and disagreed. Digital storytelling gives students an influence in learning and they are interested in it because digital storytelling is one of the media that uses images, audio, etc. It attracts the attention of students and they are interested in learning because it uses interactive media. There is a balance between strongly agree and disagree, but the majority of students still answered agree which means they agree that digital storytelling affects their interest in learning, especially in learning speaking.

The tenth question was "I will choose digital storytelling to accompany me in learning speaking." Out of 19 students, 89.5% answered agree and the remaining 10.5% students answered strongly agree. It can be concluded that the students agree that they will choose digital storytelling as a media to accompany them in learning English especially in speaking, which means they recommend digital storytelling as a learning media. It is proven that all students agree and no one disagrees.

Based on the questionnaire results, it can be seen that digital storytelling encourages them to be more active in speaking, makes them more confident in speaking. It can be seen from the results which show that the majority of students agree. During the learning process, they were encouraged to be more active by doing the tasks given by the teacher. As in the presentation part, they were asked to explain the results of their group work in front of other friends. This makes them more confident when speaking in front of the class or in front of many people.

Furthermore, digital storytelling also motivates students and affects students' interest in learning, especially in speaking. Through digital storytelling, students are more enthusiastic in learning. This can be proven because the majority of students agree with this. Digital storytelling also helps them in doing assignments and conveying ideas when speaking. Besides making students excited to learn, another reason is because using digital storytelling helps students in doing assignments and helps them in exploring ideas so that they can convey their ideas clearly.



From a total of 19 students, they all agree that using digital storytelling helps students improve their speaking skills. In the learning process using digital storytelling they are helped and indirectly through learning using digital storytelling, familiarize them in speaking English. In addition, from the total students they all also agree that they choose digital storytelling as the right learning media especially in learning speaking and indirectly they recommend it to be used as a learning media for others.

Conclusion

It is known that the implementation of digital storytelling in English language learning can run smoothly and well. This is evidenced by the results of observations that run smoothly. Starting from the introduction part which is almost all done, then in the main activity part which runs smoothly. Furthermore, in the closing section and the reflection section which can be carried out all during the meeting. In addition to the observation section, it can also be seen from the results of the posttest pretest which shows an increase in value. From the observation results and the results of the pretest posttest, it is proven that the implementation of digital storytelling in the English learning process in class IX of SMP Muhammadiyah 3 Karangpandan is very well implemented.

There are several questions related to students' responses about the implementation of digital storytelling as a learning media in English. Related to student activeness, student confidence, improvement of student speaking skills, and all agreed that it all improved with digital storytelling. They also agreed that the problem can be resolved with digital storytelling. In addition, digital storytelling also motivates them, makes them interested, help them in doing assignments, finding or delivering their ideas and thought. Therefore, it can be concluded that digital storytelling is appropriate to be used as learning media especially in speaking, and all students agree with it.

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