



Students' Perception on the Use of Digital Storytelling as Media in Teaching English Speaking at Anuban Chumchon Phukradueng School, Thailand

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ABSTRACT

This study aimed to investigate the students' perception of the use of digital storytelling as a medium in learning to speak English 3rd-grade students at Anuban Chumchon Phukradueng School, one of the junior high schools in Loei, Thailand. The method used in this study is qualitative. A descriptive qualitative design was employed as a research design in this study. The subject of this study was 35 students. The instrument used in this study was an adapted questionnaire and interview from the other researcher. According to the findings of this study, using digital storytelling can help students develop their speaking abilities. It could be seen from the result of the questionnaire most of the students find digital storytelling helps them improve their speaking skills. Furthermore, students gave positive responses during interviews. Digital storytelling is an engaging and enjoyable method for students studying English. Because as a media, digital storytelling provides a video that contains a combination of pictures, animation, text and sound to convey a story to the audience. The students find it easy to understand the lesson by using digital storytelling.

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INTRODUCTION

Speaking is regarded as the most difficult of the four macro skills in language learning because it requires a complicated process of conveying meaning (Celce-Murcia & Olshtain, 2000). Despite its complexity, speaking is a skill that language teachers must teach to their students (Bahrum Kamil et al., 2017). This is because the ability to speak is needed in terms of expressing one's ideas and thoughts when interacting with someone. In addition, speaking ability is considered an indicator of language

mastery. Speaking skills are very important for language learners (Ur, 2012). Speaking refers to the distinctive human use of oral language in exchanging and sharing opinions, information, and feelings (Fisher, 2007). To speak fluently in English as a foreign language, students need to have a lot of vocabulary, pronunciation, and grammar knowledge. So that students have the skills to compose the proper words in the correct order with the appropriate pronunciation and function (Mohamed Salama Eissa, 2019). For that reason, the ability to speak English is very important for students.

English lessons have been taught to students for several years in Thailand schools, but they have low English proficiency. It is due to the lack of opportunities to use English in their daily activities, which causes them to speak English without confidence, accuracy, and fluency (Somdee, 2012). Even though speaking English is an important skill, in reality, many students have difficulties speaking English, such as a lack of vocabulary and fear of using incorrect sentence structure. (Boonkit, 2010) also revealed that Thai students are afraid of making mistakes when speaking English. They don't have the confidence to speak. On the other side, Somdee (2012) stated one of the reasons Thai students lack confidence while speaking English with teachers and friends is interference from their mother tongue, particularly in pronunciation. In addition, Punthumasen (2007) found that most students find that English subject matter monotonous and that the teaching approach used in the classroom is uninteresting. Thus the students do not want to learn English. It is the teacher's responsibility to encourage students to participate in learning and speaking activities. Harmer (2008) claimed that storytelling is one of the most effective activities to improve English-speaking skills.

Storytelling is a social interaction tool often used in education for learning, explaining, and entertaining (Li & Hew, 2017). As technology has developed, traditional storytelling has changed, too, in the form of digital storytelling. It uses various combinations of narration and multimedia components, such as texts, images, animations, and videos, to convey information to audiences (Li & Hew, 2017). Armstrong in Garrety & Schmidt (2008) defines digital storytelling as sharing a story through multimedia such as digital images, music, video clips and voice narration. Digital storytelling is not just a simple picture slideshow to which music is added. Rather, it uses an interactive medium representing a new dimension in storytelling (Wei et al., 2018).

Meanwhile, Robin (2011) defined digital storytelling simply as using digital tools to tell stories. There are many definitions of digital storytelling, but in general, they are all based on combining storytelling skills with various digital components, such as images, audio, and video, that aim to convey story information to listeners. Digital Storytelling can assist teachers and students in retelling a story using technological media such as smartphones, laptops, and computers. Teachers can create their digital storytelling and can even use digital storytelling that already exists on online platforms such as YouTube. Teachers can use digital storytelling as a language-learning medium to improve students' English-speaking skills.

One of the English topics that can be used for storytelling is recounting text. Anderson & Anderson (1997) defined recount as part of the text that retells past events according to the order in which they happened. Telling stories with recount is convenient for students because every student must have experienced events in the past. In teaching recount texts, digital storytelling helps teachers interest students in learning and engage them in learning because it contains moving and interesting animations. Besides that, it does not only contain pictures, digital storytelling also has audio and story subtitles that can make students understand the contents of the story itself. This will make students more interested and comfortable following the learning process. By using this media, students can be more creative in expressing their ideas through speaking. They will know the pronunciation and increase their vocabulary. This can be an alternative medium for teaching spoken recount texts and can trigger students to be enthusiastic about learning to speak English, especially telling stories.

Few previous research studies investigate the use of digital storytelling in teaching speaking English. The research study by Nampaktai (2018) shows that using digital storytelling can increase students' confidence in speaking English. Specifically, digital storytelling consists of images, video, and audio. Therefore, when they watch the digital storytelling provided by the teachers, they will

understand and imitate how to pronounce and use sentences in their conversations. Similarly, Yuksel et al. (2011) showed digital storytelling helps students enhance their language abilities, particularly their written and spoken speaking and narrative skills, as well as their foreign language pronunciation.

Furthermore, Idayani (2019) shows that teachers can use digital storytelling as a medium to improve students' speaking abilities, especially in terms of vocabulary, pronunciation, grammar, comprehension, and fluency. The use of digital storytelling can increase students' motivation to speak English. This can encourage the students to participate fully in class activities with confidence and without fear of making errors. Besides that, Syafryadin et al. (2019) in his research indicate that the digital storytelling approach has a significant impact on students' speaking abilities in various text genres (i.e., narrative, recount, procedural, analytical). Nair & Md Yunus (2022) utilize online platforms to create digital storytelling. The findings indicate that by immersing students in the process of speaking through digital storytelling, their learning experiences become more engaging and motivating, allowing them to freely communicate their opinions and experiences.

The previous research studies above aim to develop students' speaking skills and increase their confidence in speaking English. Yet, no previous research has focused on students' perceptions of using digital storytelling in teaching English speaking. The researcher wants to conduct research on students' perceptions of the use of digital storytelling as a media in teaching English speaking regarding recount text in this study. According to the research background mentioned above, the research question in this study is how students perceive the use of digital storytelling as a media in learning to speak English?

METHODS

Research Design

A descriptive qualitative research design was utilized to carry out this study. Descriptive qualitative research describes phenomena and interprets what is present. This method was selected because the study would describe the student's perceptions of the use of digital storytelling as a media in learning to speak English, followed by the development of a conclusion based on the data obtained. The participants' behaviour patterns surrounding perceptions of digital storytelling as a medium for learning to speak English were explored in this research study, which was done in a natural context. In addition, Creswell & Clark (2017) considers descriptive research strategies for gathering information about present conditions and evaluating hypotheses or questions concerning the current study situation. Furthermore, the researcher used a qualitative study technique by conducting interviews to establish student perceptions of the use of digital storytelling as a medium, to get information from participants' ideas and feelings and produce reliable findings.

Research Subjects

According to McMillan & Schumacher (2001), the sample might be drawn from a wider group of people known as the population, or it can simply refer to the group or individuals from whose data is taken (even though the subjects are not selected for the population). The participants in this study were third-grade students at Anuban Chumchon Phukradueng School, a junior high school in Loei, Thailand. This study's sample was 35 students during the academic year 2022-2023.

Research Procedure

In this study, the researcher used a digital storytelling strategy in three stages adopted by Bhakti (2020). The first step was pre-digital storytelling. In this stage, the researcher exposes students to digital storytelling. The researcher uses zoom to show a digital storytelling video about past events (recount text). In class, the students watch together and pay attention to the video. Following this, the researcher examines some of the vocabularies that students can collect through digital storytelling by asking

simple and easy questions. Post-digital storytelling is the final phase. At this point, the researcher asked that students create simple recount texts on their past activities in oral texts.

Instruments

In collecting the data, the researchers used a questionnaire and interview adapted from Gusnita (2018) in her research. This questionnaire was designed to gather information regarding students' perceptions of their experience using digital storytelling in class. The questionnaire contains 15 items consisting of three aspects: perception of the use of storytelling media, the perception of the benefit of digital storytelling to speaking, and perception of the teaching and learning process regarding recounting text. The interviews were employed to collect supporting data for the study regarding student perceptions. Students in the third grade of junior high school at Anuban Chumchon Phukradueng School were interviewed.

Data Analysis

To determine how deep the findings of this study are, the data analysis in this qualitative research employs narrative discussion, which involves discussing in detail the findings or conclusions of the research and summarizing them. A questionnaire is a form used in the design of a survey that respondents in the study complete and return to the writer. The responder selects responses to questions and provides basic personal or demographic information. Using statistics %, process the records by creating tables in columns. Then, interviews were conducted after all students answered the questionnaire. This was done to determine students' perceptions of using digital storytelling as a medium in teaching speaking. According to Alwasilah (2002), the interviews were conducted to gain a deeper understanding of the research topic. Using digital storytelling media, researchers will conduct in-depth interviews to learn more about the issue being studied. The interview questions were adapted from Gusnita's (2018) research.

FINDINGS AND DISCUSSION

Findings

The questionnaire was administered to 35 students of 3rd-grade junior high schools to investigate the students' perception of the use of digital storytelling as a medium in learning to speak English. The students were asked to rate 15 items on a five-point Likert scale (i.e. 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). The questionnaire consists of three parts: the perception of the use of storytelling media, the perception of the benefit of digital storytelling to speaking, and the perception of the teaching-learning process regarding recounting text. Each part of the questionnaire contains five questions. The first part of the questionnaire is about students' perceptions of the use of storytelling media in learning to speak English. The questions in this section are divided into five questions. The results of the questionnaire are presented in Table 1.

Table 1. Perception on the use of storytelling media.

Number	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I enjoy learning English using digital storytelling media.	57.2%	40%	2.85%		

2.	I am more motivated to learn English by using digital storytelling media.	48.57%	42.85%	8.57%	
3.	My English language skills have improved by using digital storytelling.	31.42%	42.85%	25.71%	
4.	Digital storytelling is one of the media that makes it easier for me to understand English lessons.	45.71%	40%	8.57%	5.71%
5.	The use of digital storytelling can support the situation of learning activities in the classroom to be more enjoyable.	57.14%	28.57%	14.28%	

According to table 1, the first question obtained a positive outcome from students, with 57.2% strongly agreeing, 40% agreeing, and 2.85% neutral, meaning that the student finds learning English using digital storytelling media enjoyable. Then, for question two, students answered 48.6% strongly agree, 42.85% agree, and 8.5% answered neutrally. It can be said that they feel motivated to learn English by using digital storytelling media. Then question number three got answers of 31.42% strongly agree, 42.85% agree, and 25.71% neutral, which means they did not choose either in agreement or disagreement. They feel that their English language skills have improved by using digital storytelling. Question four received 45.71% strongly agree, 40% agree, 8.57% neutral, and 5.71% disagree. From the results, two students feel less understanding of English using digital storytelling. However, most students feel easily understand English lessons by using digital storytelling. Then, in question number five, the students answered 57.14% strongly agree, 28.57% agree, and 14.28% neutral, which means the use of digital storytelling can support the situation of learning activities in the classroom to be more enjoyable. So, it can be said that the use of digital storytelling received a good response regarding the students' perception at Anuban Chumchon Phukradueng School.

The second section of the questionnaire is the perception of the benefit of digital storytelling to speaking. This part discusses learning to speak through digital storytelling. All students responded well, and most felt that digital storytelling is suitable media for learning speaking.

Table 2. Perception toward the benefit of digital storytelling in speaking

Number	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.	The use of digital storytelling makes me bolder in speaking English.	34.28%	28.57%	31.42%	5.71%	
9.	The use of digital storytelling can help me improve my vocabulary mastery.	51.42%	28.57%	20%		
10.	The use of digital storytelling can help me improve my pronunciation when speaking English.	42.85%	34.28%	20%	2.85%	
11.	Using digital storytelling can help me improve my grammar knowledge in English when speaking English.	20%	45.71%	31.42%	2.85%	
12.	The use of digital storytelling can help me in expressing my ideas.	40%	34.28%	22.85%	2.85%	

From table two above, question eight obtained 34.28% strongly agree, 28.57% agree, 31.42% neutral, and 5.71% disagree. Based on the result, two students feel less bold about speaking English. But most students feel that digital storytelling makes them bolder in speaking English. Then question number nine, students answered 51.42% strongly agree, 28.57% agree, and 20% neutral, which means digital storytelling can help students to improve their vocabulary. Furthermore, question ten received

42.85% strongly agree, 34.28% agree, 20% neutral, and 2.85% disagree. This means there is one student who feels that digital storytelling less help in improving pronunciation. However, most students feel their pronunciation is improved by using digital storytelling. For question number eleven got answers 20% strongly agree, 45.71% agree, 31.42% are neutral, and 2.85% disagree. Most students feel digital storytelling can help them in improving grammar knowledge, but there is one student who stated that their grammar knowledge couldn't improve. Then, question number twelve received 40% strongly agree, 34.28% agree, 22.85% neutral, and 2.85% disagree. In this result, there is one student who finds it difficult to express their idea, but most of the students feel helped in expressing their ideas. The result was that students said digital storytelling help them in improving their micro skill, for example, vocabulary, pronunciation, and grammar. Digital storytelling also makes students more confident and improves their speaking skills, especially when expressing ideas. The last part of the questionnaire is a perception of the teaching-learning process regarding recount text. This part discusses student responses about digital storytelling regarding recount text. Overall, students liked learning with this media, especially in learning to recount text. Digital storytelling help students to tell about their experiences in the past. The results of the questionnaire are presented in the table below.

Table 3. Perception of the teaching-learning process regarding recounting the text

Number	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.	Using digital storytelling in lessons can increase my interest in deeply studying recount texts.	48.57%	25.71%	25.71%		
7.	The use of digital storytelling is a suitable learning method.	40%	37.14%	22.85%		
13.	The use of digital storytelling can make it easier for me to tell about my experiences in the past.	37.14%	34.28%	22.85%	5.71%	
14.	My teacher has a more interesting digital storytelling method in teaching recount text.	45.71%	40%	14.28%		
15.	My teacher often uses digital storytelling media to make it easier for students to improve their English speaking skills.	42.85%	37.14%	20%		

From table 3 above, question six obtained 48.57% strongly agree, 25.71% agree, and 25.71% neutral. This means students find it digital can increase their interest in deeply studying recount texts. For question seven, students answered 40% strongly agree, 37.14% agree, and 22.85% neutral. They stated that digital storytelling is a suitable learning method, especially for recounting text. Moreover, question thirteen received 37.14% strongly agree, 34.28% agree, 22.85% neutral, and 5.71% disagree. Most students stated that digital storytelling could make it easier to tell about experiences in the past. However, two students find it difficult to tell about experiences in the past.

Furthermore, question number fourteen revealed 45.71% strongly agree, 40% agree, and 14.28% are neutral. This indicates that digital storytelling is an interesting method of teaching recount text. Finally, in the last question, students answered 42.85% strongly agreed, 37.14% agreed and 20% neutral. Based on the result, digital storytelling media make it easier for studentsier to improve their English-speaking ski,lls, particularly in recounting text. The use of digital storytelling can make it easier for the students to tell about their experiences in the past.

To obtain more detailed information, the researcher developed interview questions and conducted one-on-one interviews with all students in the third grade at Anuban Chumchon Phukradueng School through virtual meetings via Zoom. However, out of 35 students, only 27 students were able to be interviewed. Other students were absent during the interview. The questions were employed to reveal

students' perceptions about digital storytelling as a medium for learning to speak English. The interview results are summarized below.

Do you like English lessons using digital storytelling media? Based on the interviews obtained, most of the students said that they like digital storytelling because they have the opportunity to learn languages in a fun way. Learning to use digital storytelling affects almost all English skills, but the focus is more on speaking. While studying with digital storytelling, the students saw pictures, read a text and listened to the audio, significantly improving their pronunciation and vocabulary. They watch digital storytelling videos with moving pictures and animations that make it easier for them to understand the story or other information conveyed. The students said that digital storytelling made their speaking ability improve. Furthermore, students have the opportunity to build their own stories. Of course, teachers are also helping students openly. As a result, students' creativity, critical thinking, and self-confidence will also develop in addition to increased speaking ability. Those are some benefits of learning to speak English through digital storytelling. So, students don't get bored easily, like they are stuck in books. They are free to express their ideas.

The following is an example of a student excerpt.

Yes, affected my understanding more understand in the lesson more when used digital storytelling.

Yes, it can improve their speaking skill.

Are there any difficulties in learning English using digital storytelling media? Digital storytelling is a new medium for the 3rd grade of Anuban Chumchon Phukradueng School, so the level of adaptation to this media is very different for each student. Most students do not experience difficulties when learning English using digital storytelling media. They find it enjoys learning using digital storytelling. But few students answered that they have problems while learning digital storytelling. The problems include difficult vocabulary that is hard to understand and students don't know how to read the vocabulary. To overcome that problem, the student will ask their teacher or friends to explain how to read the word or explain the meaning of the sentence. So that they will understand the lesson word by word

The following is an example of a student excerpt.

There are some problems, like the vocabulary that's too hard to understand, and I don't know how to read it.

Try to practice and keep doing it by myself, like practice to read it and trying to understand more.

What do you think about learning English using digital storytelling media? Based on the interviews obtained, digital storytelling is an interesting and fun medium for students learning to speak English. Because as digital media storytelling provides a video that contains a combination of pictures, animation, text and sound to convey the story to the audience. The students find it easy to understand the lesson by using digital storytelling. The more they practice to make stories, the more they had opportunities to speak English. This shows that digital storytelling motivates them to create more stories, and they can learn English in stories that make them always enthusiastic about learning the target language.

The following is an example of a student excerpt.

It's kinda funny, and it makes me know more about English

It can make easy to understand than in the book,

Discussion

The finding of the research question revealed that Digital Storytelling offered the students a positive perspective on improving their abilities in speaking English. According to the students' perceptions, the use of digital storytelling as media can enhance their learning of (i) vocabulary, (ii) pronunciation, (iii) grammar and help them in expressing their ideas. The finding agrees with Idayani's (2019) finding, which indicated that Digital Storytelling helps students improve their speaking skills, particularly pronunciation, vocabulary, grammar, comprehension, and fluency. Moreover, the students feel motivated to learn English after using digital storytelling as media. According to Dogan & Robin (2009), digital storytelling can improve students' learning performance, high interest and eagerness to

learn. This is in line with Razmi et al. (2014) finding, which indicated that digital storytelling increased students' enthusiasm to learn a language and their confidence.

The result from the interview found that students enjoyed learning to speak English with digital storytelling. The students said they like digital storytelling because they can learn languages in a fun way. They are presented with videos with pictures and text, which easily for them to understand the story or other information conveyed. They also listened to the audio, which enhanced their pronunciation and vocabulary. The finding is supported by Modality Principle (Mayer, 2001), which states that students would learn more effectively when visual and verbal aids are used together rather than just visual aids. In addition, students have the opportunity to build their own stories. In that way, they can practice speaking to tell stories in English because continuing to practice improves their speaking skills. So, students don't get bored easily, like they are fixated on books. They are free to express their ideas. As a result of being exposed to digital storytelling, the students can develop their speaking skills.

CONCLUSION

According to the research findings, it can be summarized that using digital storytelling as a media has positive effects on the students' English-speaking learning. In other words, using digital storytelling as a medium is effective for learning to speak the English language among Thai students at Anuban Chumchon Phukradueng School. Moreover, digital storytelling can attract students' interest and enthusiasm for learning to speak English. Students feel motivated to learn using this media. This can develop students' motivation to learn English because motivation can determine the effectiveness and achievement of their learning. In conclusion, using digital storytelling as media in teaching English is pleasant, effective, and motivational in English language learning.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest

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