

## THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' PRONUNCIATION SKILL ON NARRATIVE TEXT

(An Experimental Research at the Ninth Grade of SMPN 1 Karang Tanjung)

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### ABSTRACT

The ability to pronounce each word correctly is a basic and important ability to dispel misunderstandings between speaker and listener in oral communication. Pronunciation is very important for EFL students because the success of their speaking skill depends on their ability to pronounce a word correctly. Pronunciation will facilitate the delivery of messages orally or verbally. This ability is very important to communicate well and clearly. The objective of the research is to measure the effect of digital storytelling to enhance students' pronunciation skill on narrative text at the Ninth Grade of SMPN 1 Karang Tanjung. The method in this study was quasi-experimental research. The population is grade 9 at SMPN 1 Karang Tanjung which consists of 11 classes. The sample consisted of two classes, namely class IX E as the experimental group and IX D as the control group. Each group consists of 31 students. This research was conducted through the following procedures: giving a pre-test, treatment, and giving a post-test. The data obtained by performance test. The data were analyzed using the t-test formula. The results show that at a significance level of 5%,  $t_0 > t_t$ , or  $5.62 > 1.66$ . The results of this study are that students' pronunciation is better than before, students become more confident to pronounce words, and students' motivation to learn English increases. It can be concluded that using digital storytelling was effective in enhancing students' pronunciation skill.

**Key Words:** digital storytelling, pronunciation skill, narrative text

### ABSTRAK

*Kemampuan mengucapkan setiap kata dengan benar merupakan kemampuan dasar dan penting untuk menghilangkan kesalahpahaman antara pembicara dan pendengar dalam komunikasi lisan. Pengucapan sangat penting bagi siswa EFL karena keberhasilan keterampilan berbicara mereka bergantung pada kemampuan mereka untuk mengucapkan kata dengan benar. Pengucapan akan memudahkan penyampaian pesan secara lisan atau verbal. Kemampuan ini sangat penting untuk berkomunikasi dengan baik dan jelas. Tujuan dari penelitian ini adalah untuk mengukur pengaruh digital storytelling untuk meningkatkan kemampuan pengucapan siswa pada teks naratif di kelas sembilan SMPN 1 Karang Tanjung. Metode dalam penelitian ini adalah penelitian eksperimen semu. Populasinya adalah siswa kelas 9 SMPN 1 Karang Tanjung yang terdiri dari 11 kelas. Sampel terdiri dari dua kelas yaitu kelas IX E sebagai kelompok eksperimen dan kelas IX D sebagai kelompok kontrol. Setiap kelompok terdiri dari 31 siswa. Penelitian ini dilakukan melalui prosedur sebagai berikut: pemberian pre-test, treatment, dan pemberian post-test. Data diperoleh dengan uji kinerja. Data dianalisis dengan menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa pada tingkat signifikansi 5%,  $t_0 > t_t$ , atau  $5,62 > 1,66$ . Hasil dari penelitian ini adalah pengucapan siswa lebih baik dari sebelumnya, siswa menjadi lebih percaya diri untuk mengucapkan kata-kata, dan motivasi siswa untuk belajar bahasa Inggris meningkat. Dapat disimpulkan bahwa penggunaan digital storytelling efektif dalam meningkatkan kemampuan pengucapan siswa.*

**Kata Kunci:** digital storytelling, keterampilan pengucapan, teks naratif

### INTRODUCTION

English is one of the international languages that must be mastered by people from various countries to communicate. Smith in Kim defines English as an international language as one that people from different countries use to communicate with each other. (Tan, 2019)

English is used to communicate ideas and culture with others. Many people in the world try to master English because they think that mastering English can make their life better and wider, due to the fact today that English is an international language.

Basically, in learning English, there are 4 skills that must be mastered, namely listening, speaking, reading and writing. And also have to learn aspects of language, such as pronunciation, grammar, vocabulary, fluency, and etc. to communicate with other people. The ability to pronounce each word correctly is a basic and important ability to dispel misunderstandings between speakers and listeners in oral communication. Pronunciation is one component of speaking ability. According to Hornby, pronunciation is the way a word is pronounced and the way a person pronounces the words of a language (Hornby, 1995) According to Gilner in Afshari, an important component of communicative competence is pronunciation, which has an impact on how language is used as well as the quantity and quality of input and output that is produced. (Afshari & Ketabi, 2016) In line, according to Wiley Blackwell, pronunciation is crucial to the use of language in social and interactive contexts because it represents the way listeners and speakers collaborate to establish and preserve a shared language for speaking and comprehending one another. (Blackwell, 2015) When communicating with native speakers, pronunciation becomes the first impression and guarantees their ability to speak in English. Consequently, wrong pronunciation can create misunderstandings between two speakers and poor pronunciation is one of the big problems in oral communication. Jones in Nguyen said that pronunciation is an important component of oral communication. (Nguyen, 2020) Of course, to communicate well, the pronunciation of a word must be correct. If the pronunciation is good then the message between the 2 speakers can be conveyed. But in practice, students experience many difficulties in pronunciation. In addition, teaching pronunciation, especially at the secondary level is also not easy and requires extra effort and patience because teaching at the secondary level is different from teaching adults.

Based on the result of classroom observation and interview, students experienced various obstacles in pronunciation. First, students have difficulty in pronouncing a word since there is a difference between symbols and sounds. Second, students have difficulty in pronouncing words when the sound is not too difficult but is misled by the spelling is not pronounced as written. So learning pronunciation is not easy for them. Third, many students lack confidence when starting to pronounce words. They are afraid to make mistakes in pronunciation. Fourth, Students are unable to develop their abilities due to a lack of time. Lastly, students lack of motivation in learning English.

To solve the previous problems, the English teacher needs to find the effective instructional media to increase students' awareness and ability in English, especially pronunciation. Teachers are expected to create creative teaching media to make learning English more interesting. And the most important aspect of teaching English is to build students' motivation to learn the language. In other words, the teacher must make students feel that they need English, and make them that English is a very interesting subject to learn. One way to raise students' enthusiasm is the use of digital storytelling media. According to Robin, digital storytelling combines the art of storytelling with a mixture of digital media, including text, recorded audio narration, music and video. (Smeda et al., 2014) Digital storytelling, according to McLellan, is the practice of leveraging various media and software tools to tell stories in innovative and efficient ways. (Even Krauss et al., 2020) Banaszewski in Juan defines digital storytelling as the process of creating a short film by fusing human stories with various forms of multimedia (such as photos, audio, and text). (Arroba & Acosta, 2021) In line, according to Miller, digital storytelling is entertainment that reaches its audience through technology and digital media such as microprocessors, Web, DVD, wireless

signals, and so on.(Miller, 2004) According to Bou-Franch Digital storytelling, namely multimedia digital narratives, is increasingly being employed in higher education.(Tahriri et al., 2015) For teaching concepts and information, digital storytelling is deemed brief and crucial. Digital storytelling aims to utilize digital stories as a means to integrate technology into the classroom to support various learning processes, especially when it comes to improving students' pronunciation. Students' pronunciation can be improved through digital storytelling because of their ability to facilitate and support the language learning process, the ability to facilitate discussion, and most importantly, the ability to utilize technology to enhance the learning process with higher speed and efficiency.

Narrative texts are fictional stories that are meant to entertain. According to the English dictionary, the term "narrative" refers to (1) a spoken or written account of related events, (2) as opposed to dialogue, the narrative part of a literary work, (3) the art or practice of narrative.(Eliyawati, 2020) According to Samidi, a narrative is a text that tells a story and informs or entertains the reader or listener.(Febriyanti & Susanto, 2017) The purpose of narrative texts is to amuse or entertain readers through experiences, whether they will be actual or imagined.(Smalley, 1986) According to Zumaksin, narrative texts follow the following generic structures: Orientation, Complication, Resolution, and Reorientation.(Febriyanti & Susanto, 2017)

There are several previous researchers who used digital storytelling as the solution of students' English problem(Azmi Zakaria & Aziz, 2019; Leong et al., 2019; Liu et al., 2018; Sudarmaji et al., 2020; Syafryadin, Haryani, Salniwati, 2019). From the previous studies, there are both similarities and differences with this study. The similarity of the five previous studies above with this research is that they used digital storytelling. The difference between the first study and this research is in the first study concentrate on examining the effects of digital storytelling on content, grammar, vocabulary, and overall performance. The second researcher investigated how Second Language (ESL) learners learned vocabulary through digital storytelling. The third study focus on enhancing pupils' writing and visual memory skills and A free-space digital storytelling technique that encourages autonomy and creativity was the subject of the fourth research focus, which examined how it might be applied and how it might impact students' motivation for and performance in language acquisition. The last researcher focused in implementation digital storytelling to enhance student speaking ability in various texts. In this research, the researcher focuses on examining the effect of digital storytelling on students' pronunciation skill. Therefore, the title of this research is "The Effect of Digital Storytelling on Students' Pronunciation Skill on Narrative Text." (An Experimental Research at the Ninth Grade of SMPN 1 Karang Tanjung)

Based on the problems identified and the media used to address them, this study intends to examine the effect of digital storytelling on students' pronunciation skill on narrative text.

## RESEARCH METHODOLOGY

In this study, the researcher used a quasi-experiment research to measure the effectiveness of using digital storytelling to enhance students' pronunciation on narrative text. The dependent variable for this study is pronunciation, whereas the independent variable is digital storytelling. The experimental group and control group were the two groups employed by the researcher as samples. Pre- and post-tests were given to both classes. However, only the experimental group received treatment.

## Population and Sample

In this research, the population are the ninth grade students of SMPN 1 Karang Tanjung, which consists of 11 class, namely; IX A, IX B, IX C, IX D, IX E, IX F, IX G, IX H, IX I, IX J, and IX K. The total population of grade ninth at SMPN 1 Karang Tanjung is 418. It consists of 168 male students and 250 female students. Based on the researcher's observation, the population almost have the same characteristics and English fluencies especially on pronunciation.

The sample is part of the population to be observed. In this study, researcher used cluster sampling technique. SMPN 1 Karang Tanjung consists of 11 classes for grade 9, namely grades A-K. The researcher took 2 classes, namely class E and class D. The researcher took classes E and D because based on the test results at this school, these two classes obtained the same average achievement. Each class consists of 31 people. Class E was chosen as the experimental group to be taught using digital storytelling media, while class D was the control class that would be taught without using digital storytelling media.

## Research Procedure

### 1. Pretest

In the pre-test, student were given a performance-test for the experimental class and the control class before the treatment to measure the students' ability in pronunciation before the researcher applied the media, this was aimed at knowing the students' previous ability. In this test, students are given a test in the form of telling a narrative story.

### 2. Treatment

Treatment was given the experimental class. The control group does not use digital storytelling, whereas the experimental class does. Treatment was carried out for 4 meetings. The steps of treatment can be described as follows:

#### a. Preparation

This stage is carried out at the beginning before the learning activity. This stage includes the preparation of materials, teaching tools and materials, and student worksheets that will be used in learning.

#### b. Pre-activities

This activity is carried out at the beginning of learning activity. At this stage, the researcher provides a stimulus for narrative text material.

#### c. While activities

- In the first step, students are asked to observe a digital story telling video about narrative text. This activity aims to stimulate students about how a word is pronounced through what they see and hear, add new vocabulary, understand storylines, and build an understanding of general concepts of narrative text which include social functions, text structure, linguistic features and examples.
- In the second step, students ask questions or are asked about digital story telling videos that have been observed regarding information that is not understood or ambiguous. The purpose of this phase is to increase students' curiosity, courage to speak and think critically.
- In the third step, the teacher distributes worksheets in the form of various questions about the story in the digital story telling video that has been presented. Students were asked to fill out the worksheet independently according to their own abilities. This phase aims to test his memory about vocabulary and pronunciation of a word, the title of the story, the characters in the story, the storyline, and moral values. In addition,

this phase aims to develop students' ideas and thoughts as well as their honesty towards their own abilities.

- In the fourth step, students were asked to process based on the information gathered, both constrained to the outcomes of information gathering and experimental activities as well as those outcomes of observational activities that provide depth and breadth to the information processing. In this phase the teacher and students discuss about the worksheets in the form of story titles, story characters, plots, vocabulary, and story moral messages. The goal of this step is to help student become more accountable, disciplined, rule-abiding, diligent, capable of using procedures, and capable of both inductive and deductive thinking.
- The last step, the teacher repeats the story with the correct pronunciation and is followed by the students. Students then have the chance to tell a story in front of the class after the teacher. This step aims to train students' courage in expressing opinions, practice pronunciation accuracy, intonation and help understand the alignment of the storyline.

d. Post-activities

- The researcher and students draw conclusions.
- The researcher gives scores on students' worksheet.

### 3. Post-test

To measure the effectiveness of employing digital storytelling in improving students' pronunciation after the learning process and those who did not, both experimental and control groups received a post-test in the form of a performance-test after 4 treatment meetings. The test given is the same as the test given during the pretest, which is to tell a narrative story.

## RESULTS AND DISCUSSION

First of all, in conducting this study, the researcher gave pre-test. The experiment group and the control group are given a pre-test before the study begins. After being given the pre-test, the researcher processed the data by calculating the mean score of the two classes.

The Calculating Scores of Experiment and Control Group

No	X1	X2	X1	X2	X1 <sup>2</sup>	X2 <sup>2</sup>
1	80	55	-0.9	14.32	0.81	205.06
2	75	58	-5.9	11.32	34.81	128.14
3	81	60	0.1	-9.32	0.01	86.86
4	67	85	-	13.9	15.68	193.21
5	85	60	4.1	-9.32	16.81	86.86
6	83	70	2.1	0.68	4.41	0.46
7	64	74	-	16.9	4.68	285.61
8	78	68	-2.9	-1.32	8.41	1.74
9	81	60	0.1	-9.32	0.01	86.86
10	74	65	-6.9	-4.32	47.61	18.66
11	89	74	8.1	4.68	65.61	21.90
12	80	70	-0.9	0.68	0.81	0.46



13	85	68	4.1	-1.32	16.81	1.74
14	95	80	14.1	10.68	198.81	114.06
15	93	72	12.1	2.68	146.41	7.18
16	77	70	-3.9	0.68	15.21	0.46
17	81	70	0.1	0.68	0.01	0.46
18	75	58	-5.9	11.32	34.81	128.14
19	83	58	2.1	11.32	4.41	128.14
20	87	60	6.1	-9.32	37.21	86.86
21	80	65	-0.9	-4.32	0.81	18.66
22	74	72	-6.9	2.68	47.61	7.18
23	88	65	7.1	-4.32	50.41	18.66
24	80	70	-0.9	0.68	0.81	0.46
25	92	67	11.1	-2.32	123.21	5.38
26	92	80	11.1	10.68	123.21	114.06
27	87	88	6.1	18.68	37.21	348.94
28	67	67	13.9	-2.32	193.21	5.38
29	74	74	-6.9	4.68	47.61	21.90
30	81	72	0.1	2.68	0.01	7.18
31	80	94	-0.9	24.68	0.81	609.10
	<b>ΣX1</b> = <b>2508</b>	<b>ΣX2</b> = <b>2149</b>	<b>X1=</b> <b>0</b>	<b>X2=</b> <b>0</b>	<b>X1<sup>2</sup></b> = <b>1736.71</b>	<b>X2<sup>2</sup></b> = <b>2528.77</b>

From the table 4.6, the researcher obtained data as follows  $\Sigma X_1 = 2508$ ,  $\Sigma X_2 = 2149$ ,  $\Sigma X_1^2 = 1736.71$ , and  $\Sigma X_2^2 = 2528.77$ . Moreover, the researcher compared the result of post-test from experimental group and control group by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_{12} + \Sigma x_{22}}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t_0 = \frac{80.9 - 69.32}{\sqrt{\left(\frac{1736.71 + 2528.77}{31 + 31 - 2}\right) \left(\frac{31 + 31}{31 \cdot 31}\right)}}$$

$$t_0 = \frac{11.58}{\sqrt{(71.09)(0.06)}}$$

$$t_0 = \frac{11.58}{\sqrt{4.26}}$$

$$t_0 = \frac{11.58}{2.06} = 5.62$$

According to the t-test results, after the t-test was completed, the researcher contrasted  $t_t$  with  $t_0$  at a significance level of 5%, or 1.66. As a result  $t_0 > t_t$ , or  $5.62 > 1.66$ .

At the beginning of the study, the researcher conducted a preliminary study and conducted a pretest to determine the students' pronunciation before the treatment. In the pretest, the average score of students in the experimental group and control group did not

reach the Minimum Completeness Criteria. This is because students have some problems in pronunciation. Based on class observations, this problem is caused by several factors such as: First, students have difficulty in pronouncing a word since there is a difference between symbols and sounds. For examples: carrying, advise, other, without, accumulated and etc. Second, students have difficulty in pronouncing words when the sound is not too difficult but is misled by the spelling. For examples: cup, but, up is not pronounced as written. So learning pronunciation is not easy for them. Third, many students lack confidence when starting to pronounce words. They are afraid to make mistakes in pronunciation. Fourth, students are unable to develop their abilities due to a lack of time. Most students don't study anymore outside of school so they only get English lessons at school with very limited time. And lastly, students' motivation in learning English is very low. Based on the classroom observation, some students looked confused and ignored the teacher's instructions because they did not understand. Based on the researcher's interview with some students, they said that they don't like English and English is a difficult subject. Based on the classroom observation, some students looked confused and ignored the teacher's instructions because they did not understand.

To overcome these student problems, the researcher tried to propose one of the effective media to teach pronunciation, namely digital storytelling. According to Ghasemi & Hashemi in Juan, using digital storytelling in foreign/second language classes boosts student motivation, aids in the development of learning skills, and allows for interaction with native speakers by allowing them to use the language for real-world purposes and in real-world situations. (Arroba & Acosta, 2021) The students have to watch the digital storytelling video to find out correct word pronunciation, add new vocabulary, the characters, plot, and moral value. This media is very appropriate to improve pronunciation skill.

Digital storytelling media helps students in pronunciation. By watching digital storytelling videos, students know how to pronounce a word correctly. This media makes students understand a plot in a story just by watching it, without knowing the overall meaning. This is because students identify characters, plots and story messages. In addition, students identify new vocabulary, pronunciation, and grammar in the story, which will increase their knowledge and improve their pronunciation. Therefore, the researcher believes that this media will be useful and work well in treatment.

After being given treatment, the researcher also noted that there were several advantages and disadvantages of using digital storytelling media in teaching pronunciation in narrative text in grade 9 SMPN 1 Karang Tanjung, as follows:

1) Digital storytelling media can help students pronounce words that they do not know how to pronounce in narrative text. Such as: summer, corn, rather, other, and etc. Students can listen to how a word is pronounced correctly in a digital storytelling video so that they can know how to pronounce the word and can correct previous pronunciations.

2) Students become confident to pronounce a word. This can be seen when discussing between teachers and students, students dare to answer and respond to what the teacher says. Although some of them are still shy, when their friends dare to speak, they are also triggered to speak and respond. When students slowly begin to dare to pronounce a word, they are not afraid to make a mistake in pronouncing a word, because they believe the teacher will help them if they are wrong. This means that digital storytelling is also able to make students' self-confidence increases

3) Students easily understand the storyline in narrative text. This is because in the digital storytelling video there are images and sound. So that students are able to retell a story with the correct pronunciation after observing a digital storytelling video.

4) Students were motivated to learn. With the provision of self-confidence, students will continue to practice so that their abilities will increase. This can be seen when students start asking questions about "how is this words pronounced, miss?", and then they asked again about how the other words are pronounced. In addition, students are enthusiastic in receiving lessons. This can be seen when students begin to ask questions about what stories will be studied next. Besides, they are also motivated to look for digital storytelling videos on the youtube application to learn English at home, and even make their own digital storytelling videos, using the video maker application that they have and understand. So they can use digital storytelling media even outside the classroom.

However, in providing treatment, researcher also faced several obstacles. This obstacle became the disadvantages of digital storytelling media in teaching pronunciation on narrative text at SMPN 1 Karang Tanjung. The disadvantages can be described as follows: 1) students sometimes still forget the correct pronunciations because they are fooled by the pronunciation of other words 2) students who do not know the vocabulary have difficulty in tell the story. Then to overcome these obstacles, the researcher took several alternative way, such us 1) replay a digital storytelling video for better understanding, 2) asking students to open a dictionary if they did not know the words in the narrative text.

Then, to measure the effectiveness of digital storytelling in improving pronunciation on narrative text in grade 9 SMPN 1 Karang Tanjung, the researcher used the t-test formula. After obtaining the data in the form of post-test and normality test as a complement to the t-test, the researcher did a t-test and the results of the statistical test showed that the  $t_t$  was 5.62 while  $t_0$  on degree of significance 5% was 1.66. In short the statistical test shows that  $t_t > t_0$  or  $5.62 > 1.66$ .

This shows that the positive impact of digital storytelling media in the classroom is quite a lot such us: 1) Students' pronunciation is better than before 2) students become more confident in pronounce a word, 3) Students easily understand the story and 4) students' motivation to learn English increases along with their enthusiasm in carrying out learning.

This result is in congruence with a number of other similar studies. As it was mentioned in the literature review, Syafryadin found that students confidence increases because to digital storytelling.(Syafryadin, Haryani, Salniwati, 2019) Additionally, this media offered various actions that call for students to use critical thinking. It increases students' curiosity and motivation to pick up new skills in unconventional ways. According to Amelia Chew's research, the usage of digital storytelling can enhance vocabulary development as well as the acquisition of English language skills like reading, listening, writing, and speaking.(Leong et al., 2019) The students are motivated to learn and improve their pronunciation skill by utilizing digital technology. The findings reveal that the use of digital storytelling can improve overall English learning. Digital storytelling helps learning English to be more interesting and new. In addition, the results of the present study are in line with Karsiah research that the use of digital storytelling increased students' learning motivation and produced a positive learning environment.(Sudarmaji et al., 2020) The findings demonstrate that digital storytelling may be a significant and useful technique that may be applied in educational settings to assist the development of students' linguistic and digital skills. Digital storytelling can be used by teachers as a means to facilitate material to make it easier to understand. The use of multimedia in teaching will help students retain new information as well as assist in understanding difficult material.

Furthermore, the results of the t-test show that  $H_a$  or the alternative hypothesis is accepted and  $H_0$  or the null hypothesis is rejected. In other words, this research can be concluded that there is a significant effect of digital storytelling in improving students' pronunciation skill on narrative text at the ninth grade of SMPN 1 Karang Tanjung.

## CONCLUSION

Based on the research findings, the pronunciation skill of students at the ninth grade of SMPN 1 Karang Tanjung before treatment is low and after the treatment showed that the students' scores increased. Teaching pronunciation using digital storytelling has a positive impact on learning. The results showed that students' pronunciation was better than before, students became more confident in pronounce a word, students easily understand the story, and students' motivation to learn English increased.

Based on research at the ninth grade of SMPN 1 Karang Tanjung, the researcher concluded that the results of the statistical test showed that the  $t_t$  was 5.62 while  $t_0$  on degree of significance 5% was 1.66. In short the statistical test shows that  $t_t > t_0$  or  $5.62 > 1.66$ . The results of the t-test show that  $H_a$  or the alternative hypothesis is accepted and  $H_0$  or the null hypothesis is rejected. In other words, this research can be concluded that there is a significant effect of digital storytelling to enhance students' pronunciation skill on narrative text in grade 9 SMPN 1 Karang Tanjung.

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