

The Effectiveness of Using Digital Storytelling Towards Students' Speaking Ability Based on Gender Classification

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Abstract

The purpose of this study is to find out the effectiveness of using digital storytelling towards students' speaking ability based on gender classification. The samples of this study were two classes of class IX students from MTs N 1 Kediri. The experimental group was Class IX-G, and the control group was Class IX-I. Both pretest and posttest set were used as the research instrument. To determine the effectiveness of the media utilized, ANCOVA analysis was used, and an independent sample T-test was used to determine gender differences. The study's findings revealed the effectiveness of digital storytelling to teach speaking as evidenced by $\text{sig}=.0000<.05$. Further analysis proceeded to the effectiveness of digital storytelling based on gender classification. As evidenced by $\text{sig}=.003.05$, digital storytelling was effective in teaching speaking to female students. Meanwhile, male students were not empowered. By $\text{sig}=.416 >.05$, there was no statistically significant difference between male students taught using digital storytelling and those taught using printed text evidence. It means that both teaching media are equally effective for teaching speaking to male students.

Keywords: *digital storytelling, teaching speaking, gender, effectiveness, experimental study, teaching media*

INTRODUCTION

Speaking is one of the most crucial indicators of a student's success in learning English (Ratnawati, 2018). By mastering good speaking skill, students can express their ideas, are able to communicate with others and so on. Students, nevertheless, still have some difficulties in speaking. Most English-speaking learners still find speaking to be the most difficult skill to master, and many are still unable to communicate in English (Zhang, 2009). There are some reasons that make students hard to communicate in English. The first reason, they have less self-confidence when asked to speak English in class. Next, they are afraid of committing grammatical errors. Furthermore, students' vocabulary mastery is still low. As a result, it is difficult for students to express themselves verbally in class. It causes them become less interested and motivated in the class. Meanwhile, sex differences are also a factor that cannot be neglected in language acquisition. Sex differences influence students' competency and progress. According to Poynton (1985), there is a considerable difference between male and female in language acquisition. Females talk "better" than males. In teaching-learning process, male and female students react differently towards certain teaching media. Suki& Suki(2017) stated that female students display a more positive attitude toward a certain teaching media.

One aim of most English teachers is to enable their students to be able to communicate effectively and convey information in English verbally. According to Brown & Yule (1989), teachers should create an active learning environment and improve their teaching media. Hamalik (1994) stated that utilizing media in teaching and learning can stimulate new desires and interests, motivate and simulate learning activities, as well as it has psychological effects on students. There are various teaching media, and one of them that might be used is Digital Storytelling. Digital storytelling is a new method of telling stories. Digital storytelling is the process of mixing images, sound, text, and video to tell something (Frazel, 2010; Nair & Yunus, 2021). Muhyadi et al. (2010) stated that in the context of teaching and learning activities, digital storytelling is a learning approach that aims to combine different abilities, including listening, speaking, writing, and the ability to operate a computer and technology-based applications. Furthermore, Heriyana (2014) stated that learning through digital storytelling can increase a variety of student skills, including research, writing, technical skills, presenting skills, interviewing skills, interpersonal skills, problem-solving skills, and judgment skills.

Several previous studies using digital storytelling in speaking classes have been carried out by several previous studies to serve as guidelines for enriching research. According to some of the study's findings, digital storytelling is a highly effective teaching tool to improve students' speaking skills (Gurrieri & Drenten, 2018; Jessica & Yunus, 2018; Thuruvan & Yunus, 2018). Besides improving students' speaking skills, the implementation of digital storytelling also has advantages in improving students' confidence (Alkamel & Chouthaiwale, 2020; Kim & Li, 2021; Putri & Ardi, 2013; Schrum et al., 2017; Nicoli et al., 2021; Zuana, 2018), creativity (Chien et al., 2017; Tahriri et al., 2017; Thuruvan & Yunus, 2018), collaboration (Shelton et al., 2017; Thuruvan & Yunus, 2018) and digital literacy (Alkamel & Chouthaiwale, 2020; Kim & Li, 2021; Poshka & Poposka, 2017; Rahimi & Yadollahi, 2017; Schrum et al., 2017)

Some studies also investigated the comparison between female and male students in their speaking ability. A study conducted by Rahayu (2016) investigated the oral communication skills between male and female students. This research was presented using a qualitative approach and a comparative method in order to determine the differences in speaking ability between male and female students. According to the findings of the research, there was a discernible gap in terms of the level of speaking ability between the male and female students. To summarize, the speaking ability of male students is significantly lower than that of the speaking ability of female students of the same grade.

Based on some previous studies above, there have no studies yet that investigate the effectiveness of digital storytelling across gender differences. Thus, this current study wants to fill this void by applying digital storytelling to the the ninth-grade students of Islamic Junior High School. In light of this voice, the researcher formulates some research questions. First, "Is the Digital Storytelling effective in teaching speaking for the ninth grade of MTsN 1 Kediri?". Second, "Is digital story telling effective in teaching speaking achievement for male students?". Third, "Is digital story telling effective in teaching speaking achievement for female students?". From the research questions, the research objectives are as follows: 1) to investigate whether Digital Storytelling is effective in teaching speaking for the ninth grade of MTsN 1 Kediri, 2) to investigate whether digital story telling is effective in teaching speaking achievement for

male students, and 3) to investigate whether digital story telling is effective in teaching speaking achievement for female students.

METHOD

The researchers used the quantitative method for this present study. The specific design of this research was quasi-experimental. This research design was chosen because the researchers were not allowed to choose the sample at random, so two existing classes were chosen. In this research, the researcher used three variables, namely the independent, dependent, and moderator variables. The independent variable was digital storytelling, the dependent variable was students' speaking ability in the narrative text, and the moderator variable was gender. The population of this research was the ninth graders of MTsN 1 Kediri in the academic year of 2021/2022. As control and experimental group, two classes were chosen. They were class IX-G and IX-I. Then the researcher chose IX-G as the experimental group, and Class IX-I as the control group. In conducting the research, there was a series of treatments. In this research the treatments were conducted in three meetings. As the research instrument, a set of pre-test and post test of speaking was given before and after treatments.

The data obtained from the pre-test and post-test results. The scoring rubric takes four categories into account: fluency, vocabulary, pronunciation, and grammar. Each factor was rated on a scale of 1 to 5. SPSS 25.0 was used for the data analysis. The consistency of the two raters who evaluate the students' speaking performance during the pre-test and post-test for both the experimental and control classes was verified using Pearson Product Moment before beginning data analysis. The data was then further analyzed using ANCOVA to determine the effectiveness of the digital storytelling for teaching speaking and using independent sample T-test for testing the effectiveness of the digital storytelling in teaching speaking for female and male students.

RESULTS AND DISCUSSION

RESULTS

To avoid bias in this study, pre-test and post-test results are assessed by two raters who had agreed to the same scoring system. After collecting the test scores from the experimental group and the control group, the researcher then looked for the correlation between the scores given by the two raters using Pearson product-moment correlation with SPSS. The correlation of the two assessments can be seen in Table 1 below.

Table 1. Reliability Test

		Correlation	Sig.
Pre-test	Experiment Group	0.748	0.000
	Control Group	0.870	0.000
Post-test	Experiment Group	0.788	0.000
	Control Group	0.738	0.000

Table 1 shows that the correlation coefficient is almost perfect between rater 1 and rater 2 in pre-test and also post-test of control group and experimental group. Thus, it can be concluded that there is almost no bias in this study, so this research can be said to be reliable.

a. The Effectiveness of Digital Storytelling in Teaching Speaking

To know the effectiveness of digital story telling in teaching speaking, ANCOVA was utilized to calculate it. The result of the test can be seen in Table2 below.

Table 2. The Result of ANCOVA

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1852.615 ^a	2	926.307	16.471	.000	.370
Intercept	744.309	1	744.309	13.235	.001	.191
Pretes	1143.064	1	1143.064	20.326	.000	.266
Group	771.066	1	771.066	13.711	.000	.197
Error	3149.292	56	56.237			
Total	290612.500	59				
Corrected Total	5001.907	58				

a. R Squared = ,370 (Adjusted R Squared = ,348)

Based on Table 2, it can be seen that the result of significant value is 0.000. The result of F-obtained is 13.711 which is higher than F-table (n= 58; 4.01). So, it can be concluded that there is a significant difference in speaking achievement between students who were taught by using digital storytelling and students taught by using printed text. Hence, it can be stated that digital storytelling is effective in teaching speaking for the ninth grade of students.

Table 2. The Comparison of Mean Score

Dependent Variable: Posttest

Group	Mean	Std. Deviation	N
Exp	73.10	7.460	29
Control	66.17	9.710	30
Total	69.58	9.287	59

Table 2 illustrates the comparison of mean score between experimental and control group. The students taught using digital story telling perform better rather to students who were not taught using digital storytelling. The mean score of the experimental class is 73.10 which is significantly better than mean score of the control group, 66.17.

b. The Effectiveness of Digital Storytelling in Teaching Speaking for male students

The next step is to find out the effectiveness of digital story telling in teaching speaking for male students. The result can be seen in Table 3.

Table 3. The Result of Independent Samples Test of Male Students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Score	Equal variances assumed	.829	.371	.826	25	.416	2.500	3.025	-3.730	8.730
	Equal variances not assumed			.853	24.953	.402	2.500	2.932	-3.540	8.540

Based on Table 3 above, the result of t-test showed .416. Based on the criteria and the hypotheses tested, if p-value was > 0.05, then, Ho is accepted. It means that there is no significant difference between those two groups (male students in control group and experimental group).

Table 4. The Comparison Mean Score of Male Students

Male		N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	M-Exp	12	70.00	6.571	1.897
	M-Control	15	67.50	8.660	2.236

The mean scores of those two groups also prove the difference (see Table 4), the mean of the experimental group is 70 while the mean of the control group is 67.5. The comparison between the male students' mean score of experimental group and control group is not significant.

c. The Effectiveness of Digital Storytelling in Teaching Speaking for female students

The next is testing hypothesis for the third research problem to find out whether the digital storytelling is effective in teaching speaking for female students. The result can be seen in Table 5.

Table 5. The Result of Independent Samples Test of Female Students

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking Score	Equal variances assumed	2.310	.139	-3.224	30	.003	-10.461	3.245	-17.087	-3.834
	Equal variances not assumed			-3.151	24.445	.004	-10.461	3.320	-17.307	-3.615

Table 5 describes the result of t-test which showed .003. Based on the criteria and the hypotheses tested, if p-value was < 0.05, then, Ho is rejected. This leads to the conclusion that the digital storytelling is effective in teaching speaking for female students since there is a substantial divide between those two categories of people (female students in experimental group and control group).

Table 6. The Comparison of Mean Score

	Female	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	F-control	15	64.83	10.793	2.787
	F-exp	17	75.29	7.442	1.805

The mean scores of those two groups also proves the difference (see Table 6), the mean of experimental group is 75.29, and then, the mean of control group was 64.83. The comparison between the female students' mean score of experimental group and control group is significant since "the mean difference" between the two groups is 10.461.

DISCUSSION

The Effectiveness of Digital Storytelling in Teaching Speaking

Students who are taught using digital storytelling had significantly higher levels of speaking achievement compared to students who were not taught using digital storytelling (printed text). It has been demonstrated that group=1 (the experimental group), which is educated through the use of digital storytelling, has a significant value of .000, which is less than .05. This conclusion can be drawn from the table of parameter estimates that was presented earlier.

This result of the study is in line with previous study conducted by Sinaga et.al (2021), which found that digital story telling can improve students' speaking skill.

According to that earlier study, it is because the use of this media gives more opportunity for the students to be more active and creative in explaining the content orally. Idayani (2019), who also carried out their own research, came to the same conclusion. Students have the opportunity to enhance their communication abilities by using digital storytelling as a tool to do so. This can help students with their pronunciation, vocabulary, fluency, grammar, and comprehension.

Students require incentive in order to develop their speaking abilities. The use of digital storytelling is very important to attract the students' intention and boost their motivation. The students' interest influences the outcome of the learning, which is why motivation is so crucial for them. As a result, it is critical to employ interactive educational media such as digital storytelling. Students are attentive to the teaching-learning process and grow more engaged, energetic, and self-assured. They also love the material and always respond positively, such as when they comment on the video digital storytelling, discuss it with a friend, or simply laugh. According to Budiasih (2017), in the classroom implementation, when students work together to answer questions and guess the pictures described, they are more eager and enthusiastic in their speaking. It has the important to raise their vocabulary, fluency, comprehension, pronunciation, and grammar. Furthermore, Eissa (2019) stated that digital story telling assists pupils in distinguishing between vocabulary drill and proper grammar; this is in contrast to traditional teaching media, which rely solely on memorizing and receiving information without any engagement. Students not only gain a significant advantage from digital story telling in terms of their comprehension of the English language, but also in terms of their ability to overcome any psychological barriers that had previously prevented them from speaking English as a foreign language. It enables people to express themselves, overcome hesitation, be energized, communicate effectively, explain their opinions, use their imagination, perform well, and maintain eye contact. In the production process of story creation, digital storytelling makes it easier to give an oral presentation and use proper vocabulary. Because comprehension of the narrative schema has improved, it aids in the development of writing and oral communication skills.

The students' attention toward digital storytelling video is contradictive to the implementation of traditional technique such as printed text to improve students speaking. It is because the characteristic of the students that tends to feel bored reading the text. Moreover, there is no contextualization how to re-explain the story orally. The oral presentation is not related to how they pronounce the sentences, but also how they use their expression. Therefore, the examples of expression and tone are important to figure to make them feel the story.

According to Loertscher(2009), since students have the opportunity to communicate effectively and use new vocabularies, a cooperative learning strategy such as Digital video storytelling is one of the most beneficial techniques in the educational process. The digital storytelling has visual and aural components; the material improves their capacity to choose and listen properly. The storyteller gathers rich material to maintain their ideas and feelings; students carefully select the appropriate tone and music to aid them in describing the story's characters. The author or storyteller is expected to master a variety of principles connected to language abilities, such as grammar, pronunciation, spelling, and vocabulary. As a result, the storyteller must be able to use movement, tone, stress, and intonation to convey the current mood.

Researchers Alcantud-Diaz et al. (2014) found that students' level of teamwork, critical thinking, self-management, comprehension, reflection, and fluency improved

when they are engaged in digital storytelling. Implementing digital storytelling pedagogy will aid the improvement of students' speaking abilities. A proper speech involves several elements, including the language of speaking, profanity in vocabulary, voice tone, syntax, and self-development advice. So, it is strongly suggested to use the digital storytelling as a teaching media in teaching speaking.

The Effectiveness of Digital Storytelling in Teaching Speaking for Male Students

According to the findings of this research, there are no significant differences between male students and female students when it comes to digital storytelling and printed text. The average for the control group was 67.5, whereas the average for the experimental group was 70. Due to the fact that "the mean difference" between the two groups is 2.5, the comparison of the mean scores of the male students in the experimental group and the control group does not produce significant results. Therefore, those two groups are not significantly different from one another (male students in control group and experimental group).

This study reflects the learning style preference of male students whom prefer to have visual learning style. This assertion is consistent with the findings of a study carried out by Syahrir (2019), which found that majority of male students are visual learners. Visual learners are those who learn best when the instructional process involves visual media such as a picture, chart, table, or movie. This assertion is supported by the aforementioned study. It is also supported by Shuib and Azizan (2015) that found a strong visual learning preference of male students.

In consideration of this research, it can be known that male students tend to prefer visual learning style. By watching digital storytelling, it engages their visual senses, and visual students find it easier to mentally organize the scene or plot of the video. Anggraeny (2015) stated that visual learners learn best by looking at material in the form of documents, images, or diagrams. Visual learners can be divided into two categories. The first is visual linguistic, which learns through the written word. Visual spatial is another form that is taught through looking at pictures and watching movies or videos.

The use of digital story telling in this context is one of the representations of second visual learning media which shows the video and sound related to the story that they want to explain orally. Visual learning style is more suitable to the digital storytelling because it involves the sense of watching the video. The visual students will be easier in reconstructing the plots using their imagination toward digital storytelling video which has been watched. In the process of speaking, they can recall their visualization in terms of the plot of the story, emotion, and tone toward the video and arrange the pictures in their mind like a puzzle.

The use of printed text is also included in the first visual learning because they use their sense of visual in terms of reading the story from the text. However, it is one of the conventional ways which obliges the students to read the whole text then they have to retell the story from what they read. The characteristic of printed text is static, in which the students have to accept the font or the color in anyways it is printed. When it comes to the speaking performance, the students have to find suitable expression, rhythm, and tone by themselves because reading the text depends on how someone

interprets it. Therefore, it is sometimes hard for the male students, even though they are categorized into visual learners to only read the text and retell it.

In contrast to the previous statement, the use of digital storytelling seems to be more interesting to the male students because they do not only read the text, but also watch the video of the story. It is also easier for visual students to comprehend what they have seen because they have good creativity and planning, it will be easier for them to re-organize what they have seen into other forms such as speaking. It is critical for visual students to perceive the teacher's emotion when explaining and reading the text in normal learning. However, in this technique, it is replaced by digital storytelling that explains the plot of the text then they retell it to their friends. Therefore, with this treatment, the digital storytelling will give them the story of the text visually and it will fulfill this demand.

Besides learning style, the characteristic of male students can be known by their learning motivation. Abdullah&Yunus (2019) stated that male students have lower reading motivation than female, especially for reading English book. In this context, sticking on printed text in teaching speaking is possibly risky because of the boredom of the students since they can only read and retell the story. It is because they need to think more to contextualize what they have read in which they re-arrange the plot based on the paragraphs they have read, or in other words, there is no concrete visualization that encourages them to recognize the story better. However, the use of digital video that makes the students re-arrange the plot based on the motion pictures they have watched. It seems easier for them because they can use their imagination to arrange it. Moreover, in terms of speaking components, the use of it can assist them to produce better pronunciation, grammar, fluency, and vocabulary because they can adjust and adopt the audio from the digital storytelling to their speaking.

The Effectiveness of Digital Storytelling in Teaching Speaking for Female Students

According to the findings of this study, there is a discernible divide between the two categories (female students in digital storytelling and printed text). The difference between the experimental group's mean score of 75.29 and the control group's mean score of 64.83 is demonstrated by the fact that the experimental group's mean score is higher. The significance of the comparison between the experimental group and the control group in terms of the female students' mean score is demonstrated by the fact that "the mean difference" between the two groups is 10.461. Therefore, female students taught using digital storytelling achieved higher level of success in their ability to communicate orally compared to female students taught using printed text.

The different result between experiment and control groups is possibly caused by the female students' learning style preference. Syahrir (2019) claims that the majority of female students are auditory learners, which simply means that they learn best through listening. They talk more than the average person, are very social, enjoy hearing stories and jokes, comprehend things better by talking about them, and may excel in music and the arts. Moreover, if male students preferred to learn through their tactile sense, then female students preferred to learn through their kinesthetic sense and use their auditory sense, in greater detail. There are two classifications of the learning modals that students employ: single style and multimodal style. Students who utilized multiple learning styles were part of the multimodal style group, whereas students who relied on a single strategy were part of the single style group. Male students were more tactile

than female students, but female students preferred a kinesthetic learning approach. Male students preferred multimodal learning styles like visual learning. But female students, on the other hand, preferred multimodal learning habits such as the combination of kinesthetic and auditory or visual learning.

The use of digital video seems to have more combination that accommodates students learning style. It can be the visual because the students are required to watch the video that consists of the pictures or motion pictures. In the same time, they also have to involve their sense of auditory by listening to the story teller or narrator that explains the story itself. This technique is more likely preferable to the female students because they are not only watching the video and recognize the plot of the story, but also listening to the audio and notice the expression, intonation, tone, and even enrich their vocabulary. By this input, it will be beneficial toward their speaking performance.

On the other hand, the printed text is more likely involved students visual by reading the text and retelling it. In other words, the multimodal style is not well-represented. The female students will possibly harder to understand the story without any genuine examples of what they will retell. Moreover, BintiHamidon (2015) stated that the type of the text is narrative text in which the plot and the characterization of the story must be explained clearly. It is because when the students are required to retell the story, they have to make their friends or audiences understand about the storyline. Therefore, it should be sequential and clear. Moreover, sometimes it is hard for the students to sequence the event without any real object or figure that can depict the events. Therefore, it does not represent the multimodal learning the female students demand for.

Another reason that may cause different result in this study is the female emotion. Chen et al. (2018) stated that they are more sensitive to emotional expressions in real interpersonal interactions. This involvement of feeling and emotion is also supported by the environment, particularly when they see the event visually. In this context, the use of digital storytelling is more supportive of female students' emotion because they can watch the event through the video. It is not only related to the feeling in the narrative text such as sad, happy, disappointed, anxiety, etc., but also related to how the expression or language used to describe the emotion. The expression and the emotion can also be the key points for them to notice the sequence or the plot of the story when they retell it orally. On the other hand, when they only read the text, they may difficult to feel the emotion except they are really interested in the story. It is because there is no real figure from the printed text that can depict the emotions from the story visually, so there is no input to their speaking performance regarding how to express or retell the story better.

CONCLUSION

Some conclusions can be drawn from the research findings. To begin, the use of digital storytelling in teaching speaking is statistically effective, especially for female students. Those who participated in digital storytelling perform better in speaking. Regrettably, this does not apply to male students because there is no discernible difference in male students' performance between control and experimental group.

It is anticipated that the outcome of this study will assist students in identifying their preferred method of learning and minimizing any weaknesses they may have. Students

need to be aware of their preferred modes of information and knowledge acquisition in the classroom, as well as their preferred learning styles. In order to ensure that they will take pleasure in the process of learning, that it will make them feel comfortable and easier for them to comprehend the material. Then, with regard to the educators, they should be aware of the various learning approaches utilized by their pupils, and as a result, they should apply a variety of teaching methods to provide their pupils with the opportunity to modify their own approaches to learning. As a result, their proficiency in English will increase significantly. The final point is for the next researcher. It is anticipated that the results of this study will be used by them as a point of consideration or a preview when conducting a research in the same field but using a different object of research and a different set of skills.

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