The Use of Digital Storytelling as A Strategy to Improve Students' English Speaking Skill at SMKN 1 Wajo

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Abstract :

It is widely agreed that students should place a high priority on developing their speaking skill. Many students still hesitate from communicating in the target language, nevertheless, for a variety of reasons. Due to a monotonous teaching process, many student feel unmotivated to learn the language. For students to develop their speaking abilities, they need a motivating and efficient medium. The teacher should take the students' characteristics into account while selecting the medium, and in this day and age, one of those characteristics is that the students are digital natives. As a result, digital storytelling has been recognized as a promising educational medium. Digital storytelling combines verbal narration with numerous digital images, a music, and cutting-edge technology to tell a tale. Therefore, this research aimed to find out whether digital storytelling is effective to improve English speaking skills of students at SMKN 1 Wajo and what. .are .the .students' perceptions on .the .use .of .digital .storytelling in improving English speaking skills at SMKN 1 Wajo. This study included 27 students from Class X Computer and Network Engineering (Teknik Komputer dan Jaringan) of SMKN 1 Wajo. The research instruments were speaking pre-test and post-test, and questionnaires. To analyse the significance of the difference between the students' pre-test and post-test, the researcher used a paired sample t-test. Pre- and post-test results showed statistically significant progress. The results showed that there was significant improvement from the result of the pre-test and post-test. The mean score of pre-test (17.59) is fewer than the mean score of post-test (21.52). According to the findings, the alternative hypothesis (Ha) that "there is a significant difference in the results of students who are given digital storytelling treatments" is true because the significance value (0.000) is less than the significance level (0.05). Responses to questionnaire indicated that digital storytelling had the potential to boost students' confidence in speaking. In conclusion, the digital storytelling had successfully improved the students' speaking skill. As a recommendation, to teach speaking in engaging and interesting ways, digital storytelling can be used as one of the mediums.

Keywords: *digital storytelling, teaching speaking, speaking skills*

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Introduction

Investing in people's education is one of the best ways to boost the caliber of your workforce. English is one of the subjects taught to Indonesian students from elementary school all the way up to university level. However, both teaching and learning English are notoriously difficult tasks, and this has always been the case. Communicative competence in the target language is the gold standard by which the success of language learning can be evaluated.

Communication and language go hand in hand, and speaking is an integral part of both. Speaking is the primary means by which humans exchange information with one another. Therefore, for effective language learning, it is important for instructors and students alike to be familiar with the rule of speaking competence. It is crucial for students of English as a foreign language (EFL) to work on their oral communication abilities. Some people have trouble picking up a second language. Especially, Indonesian people as an EFL (English as a Foreign Language) learners, who are used to using Indonesian as their daily language, face the difficulty of enriching the excellent speaking standards. Souriyavongsa et al. (2013) observed that students lack confidence in using English because they fear making mistakes and feeling ashamed. Without sufficient training, many English teachers resort to using just their native tongue in class. Students lack English skills. Unsuitable curriculum to increase kids' English.

Learning a foreign language needs a suitable learning strategy to be effective. In this case, the teacher is expected to have several learning strategies that can inspire students to learn with fun. Learning strategies provide direction and help students to increase their knowledge and understanding of the target language. Speculations center on the selection and use of appropriate learning strategies and materials can enhance student interest in language learning and practice both inside and outside the classroom.

In this rapidly changing technology world, the use of technology is essential in the field of education. We are striving in the modern era where many modern technology systems are developing. In addition, technology has been used in the classroom for the past few decades, and many studies show that effectively integrating technology into classroom instruction positively affects motivation, engagement, and interest. student learning. One of the approaches given by the teacher is learning English by utilizing audio-visual media, namely using videos, films, and music. In teaching English material, using this learning media is one of the right study mediums to use.

Based on initial observations at SMKN 1 Wajo which is one of the vocational schools in the district Wajo, not all students can speak English fluently by the end of secondary school. This is because students are using exercises that school normally do which have limited listening and speaking practice, namely answering reading questions and writing essays. Whereas the

use of the right strategy can increase students' motivation in learning English. In addition, students feel less confident and find it difficult to memorize new English vocabulary. This is what makes students less motivated and lazy to learn English subjects.

One strategy to enhance students' speaking skill is to use a digital storytelling. Storytelling is one of the teaching techniques to communicate creatively in English. This can help students enrich vocabulary and acquire new language structures. Through a story, students can express and manifest their desirability, worries, hopes and dreams. Learning strategies are very important to be applied by educators in learning English activity. Because the strategy can improve the quality of student learning, make it effortless for students to learn, along with the quality of teachers improved. With the increase in student learning motivation, it also affects student learning outcomes in learning to speak English.

Present-day, researchers have studied usage of interactive media for language learning; specifically, the case of teaching English as a second language through the medium of digital storytelling. Idayani's (2019) thesis, titled "The Effectiveness of Digital Storytelling on Students Speaking Ability," is the first relevant study to be conducted. The study found that at the 0.05 level of significance, the t-test was superior to the t-table (14.402 > 2.05954), with the t-table utilizing 25 degrees of freedom. The use of Digital Storytelling has an impact on students' linguistic skills, as a result. There are a number of ways in which this study is similar to others in the field. For example, both use speaking tests as a pre- and post-study instrument and employ purposive sampling to determine which students will be included in each group. As for the discrepancies between the studies, researchers employ experimental research, which in this study will include the subject group, the experimental group, and the control group. The researcher choose 5B as experimental class and 5C as control class. While in this study the researcher only used one class as sample.

Sinaga, Sari, and Sembiring (2021) conducted additional research titled "The Use of Digital Storytelling to Enhance the Speaking Skill of the Eleventh Grade Students of SMA Swasta Palapa Medan in the Academic Year of 2020/2021." The purpose of this research was to find out if digital storytelling could help students at SMA Swasta Palapa Medan become better public speakers. The results of this study support the use of digital storytelling as a tool to improve students' oral communication skills at SMA Swasta Palapa Medan. Preliminary test results show a mean score of 55.74, with 11% of students scoring 70; official test results show a mean score of 64.44, with 37% of students scoring 70; and post-test results show a mean score of 81.11, with 93% of students scoring 70. The author draws the conclusion that the students at SMA Swasta Palapa Medan can benefit from using digital storytelling to hone their public speaking skills. On the contrary, more than 80% of the students are motivated, interested, and excited about learning English through the use of digital storytelling, hence the student reaction to the teaching strategy is positive.
In addition, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills" by James, Yong, and Yunus (2019) provides further evidence that using technology to improve public speaking is effective. After making their Scribe videos, students reported feeling more comfortable in public speaking and had a more favorable impression of digital storytelling. Therefore, teachers can incorporate digital storytelling into their existing pedagogical toolkits to increase student engagement and encourage fluency in English communication. The difference between this previous study and recent study are an action research was done based on the

model proposed by Kemmis and McTaggart and the convenience sampling was used. The four steps involved are planning, acting, observing and reflecting. Instead of conducting interviews like the original study did, this one will use a survey to get a feel for how people feel regarding the concept of having students use digital storytelling as a tool to improve their public speaking skills.

Further, "The Use of Digital Storytelling to Improve Students Speaking Skill in Retelling Story" is the title of a study by Rositasari (2017). There was a statistically significant improvement in test scores both before and after the intervention, as shown by this study. The students had an average pre-test score of 79.3. The p value is larger than 0.05, meaning the test is not significant. Consequently, it is reasonable to assume that students' abilities to tell stories orally would be enhanced by engaging in digital storytelling activities. Similarities between this study and a previous one include the use of Digital Storytelling media and the sampling of a single classroom to test its efficacy in enhancing students' public speaking abilities. When comparing results, scholars have relied on Metler's two iterations of classroom action research. Each cycle consists of four phases: preparation, action, growth, and review.

Digital storytelling media using the paired storytelling model to teach public speaking. Ummah et al., 2018. According to the findings, the DST supports have a validity of 89% with very valid criteria. With very practical criteria, DST support was able to reach 89.3 percent. Under strict efficiency criteria, DST-based communication is effective to an astounding 85 percent. As a result, it is safe to say that the researcher's proposed implementation of digital storytelling as a means to enhance the oral communication skills of second-grade students at Annur Surabaya Islamic Elementary School has a high likelihood of success. In contrast to other recent studies, this one focuses on creating digital storytelling (DST) media for paired narratives by applying the Four-D Model proposed by Thiagarajan and Samuel. These phases involve defining, designing, developing, and disseminating. Methods of data collection included conducting tests and surveys orally as well as through participant observation and questionnaires. Descriptive methods were used for data analysis during the development process, while quantitative descriptive methods were utilized to evaluate the quality of the development. While present studies rely on pre- and post-tests and questionnaires.
Based on five preview researches above, digital storytelling is considered as a highly recommended technique to improve speaking skill. Therefore, the author is interested in conducting research with the title "The Use of Digital Storytelling as a Strategy to Improve Students' English Speaking Skills at SMKN 1 Wajo".

Literature Review

Definition of Strategy

The word "strategy" originates from the Greek word "strategia," which refers to the study of warfare and the tactics of warlords. Strategy is often said to be the art of achieving a goal. The understanding of the strategy is applied in various disciplines, including in the context of language learning. In other words, a language learning strategy is a plan that is deliberately and objectively followed out.

Another definition Munazar (2018) found that in essence, “Strategy explains actions about what should be done, not actions about what is done, what should be achieved, not what is

achieved. Learning strategies include grouping students, using approaches, methods, techniques, forms of media, and learning resources."

Author defines strategy as a long-term plan that is structured to lead to the achievement of specific goals and objectives, drawing from the definitions above. In addition, Rokni and Qarajeh (2014, p.256) argued that using digital storytelling as a teaching tool not only improves students' fluency in public speaking, but also has a major impact on their interest in and enthusiasm for the subject. Using digital tools like slides, audio, video, music, and more, students can tell their own stories in their native tongue through the strategy of digital storytelling.

Basic Concept of Speaking

There are numerous definitions of "talking" that can be used. In order to express, state, and convey one's thoughts, ideas, and emotions, one must be able to speak, as defined by Tarigan (2008, p.16).

Successful language acquisition depends heavily on communicative competence. Humans use spoken language to exchange ideas and gather knowledge. Consequently, for pedagogical and linguistic effectiveness, both teachers and students need to be familiar with the law of speech. Indrawari (2019) stated that the ability to speak involves actual communication between two, three, or more people who are both listeners and speakers. All listeners, without exception, should react and respond directly to everything the speaker has to say without giving it too much thought, even if they try to find words or phrases that will manifest as a response to those words. reference the speaker in question. The study's definitions of speech are based on the aforementioned claims, and they describe the act of speaking as the production of words through sound, a process that involves both the speaker and the listener.

Speaking Skill

Speaking English has become a common desire to be mastered. To do this, students need to know what skills it takes to be a good speaker. Syakur (2018) stated that speaking skill consist of several components such as fluency, vocabulary, grammar, pronunciation and comprehension.

Digital Storytelling

The term "digital storytelling" can be understood in a number of ways, but they all center on the fusing of combining traditional forms of storytelling with different types of multimedia expressions such as painting, audio, and video.. "Digital storytelling is a technology application that is well-positioned to take advantage of user contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms," wrote Robin (2018).

Jenkins and Lonsdale (2007) define digital storytelling as the process of making short films with narratives and multimedia elements (such as audio and video) that aim to evoke strong feelings in the viewer. As the name suggests, digital storytelling is images and graphics, text, sound, and web publishing all rolled into one. Digital storytelling aim is to enable students to express their emotional intensity and become more motivated to speak English.

Although multimedia tools are all the rage right now, digital storytelling is not a novel concept. The art of storytelling has been passed down through the ages, and digital storytelling is its contemporary expression.

Types of DST

In 2008, Robin divided digital stories into three main types, personal narratives, documentaries, and inform or instruct discourse. Whilst, Gregori added a fourth category, political digital storytelling, in 2011. That opens the door to a plethora of new classifications. To simplify matters, however, researcher proposes classifying them into one of two categories: (1) in the context of society 2) Instructional, which is without a doubt the overwhelming majority of online fiction.

Difference between Traditional Storytelling and Digital Storytelling

Traditional storytelling, in its broadest sense, encompasses everything from a teacher's written account of a student's illustration to the use of puppets to enact the story of a birthday bash. Students recently have been tasked with acting out a full-length game using only actions that correspond to words in books. Reading, writing, listening, speaking, and viewing are all considered integral parts of the storytelling curriculum, as they represent the six linguistic arts.

The term "digital storytelling" refers to the use of electronic devices like an IW, computer, cell phone, or tablet to tell a story. These technological resources lay the groundwork for teaching with digital storytelling. Digital storytelling is typically defined as the practice of utilizing digital media such as audio, video, web publishing, and graphics to convey a story or experience. What sets digital storytelling apart from more conventional forms of storytelling is the incorporation of interactive media. The storyteller and audience in traditional storytelling; the audience and technology in digital storytelling.

Digital Storytelling in Education

Kasimi (2008) stated that storytelling is the oldest form of education. The passing on of a culture's values, customs, and history to subsequent generations has always been accomplished through the use of stories. It is undeniable that stories have the power to captivate an audience, stir their emotions, and broaden their perspectives. In this way, a story's point, as well as any subsequent instruction, is more likely to stick.

Teaching Speaking using Digital Storytelling

As Frazel (2010, p.20) explained, there are three phases to using digital storytelling to teach language skills: preparation, production, presentation.

Perception

The consciousness sense is the sense of state perception. To put it another way, perception refers to how people interpret their surroundings. The eyes pick up inputs, which triggers physiological reactions that result in perceptions. It is impossible to determine whether an impression is true or false. Everyone is entitled to their own perception as long as it is valid.
According to Suratno and Aydawati (2016, p.181) When a person's senses are activated in response to a stimulus, they enter a state of perception in which they are able to interpret or name the objects they are perceiving. Perception gives things their own special significance

by associating them with external stimuli in accordance with one's own personal history of perceptual experience. Perception is a method of organizing and interpreting stimuli to give perceived objects a new meaning. Because something is considered true only if it is also considered true, perception is closely linked to belief.
Following the definitions provided above, the researcher defines perception as the process by which one makes sense of sensory data in order to construct meaningful mental models of the world.

Method

The researcher in this study employed a pre-experimental strategy with a pre-post and post-test design for a single group of participants, which was designed by Gay, Mill, and Airasian's (2012). The goal of this research is to establish if students' speaking abilities improved after participating in digital storytelling. The following is the planned design of the experiment:

Table 1 **Pre-Experimental Design**

X_1	T	X_2

Description: X1 : Pre-test
T : Treatment
X2 : Post test

(Gay, Mills, Airasian, 2012)

The population in this study were all X-grade students at SMKN 1 Wajo in the 2021/2022 academic year. They were consisted of 270 students. The sample can simply be interpreted as a part that represents the overall nature and character of the population. Using a random sampling technique, 27 students from class X TKJ were chosen as a representative sample for this research. The research instrument was used to gather information and data for the study. Important tools used in this research included: and questionnaire sheets that have been prepared previously to be later developed into a single entity in the form of data and information for research results.

Data collection is the most important thing because it determines the research results. Prior to receiving treatment, students were given a pre-test by the researcher. This pre-test was designed to gauge the students' level of oral proficiency. The researcher then administered a post-test to the class at the final session. Comparing pre- and post-test scores allowed us to determine whether or not the students' speaking skills had improved as a result of the treatments. Finally, the researcher distributes questionnaires to participants in order to quickly amass data. This method is used to collect information about how SMKN 1 Wajo students feel about the effectiveness of Digital Storytelling in boosting their English communication skills. Further, the questionnaire on the use of digital storytelling in teaching speaking was adapted from Rositasari (2017). This questionnaire was modified by the researcher.

Pre-test and post-test results for each student would be presented in a column chart and separately described by the researcher. To test the significance of the difference between the students' mean scores before and after the test, the researcher used a paired sample t-test. To help find the result of the test, the researcher entered all the data into the SPSS software. Then the author analyzed the data using descriptive statistics. Assuming the p-value is less than 0.05, we can say that there was a statistically significant improvement between the pre-

test and post-test. To assess the students' test and classify the students' score, the researcher used listening rubric assessment. Meanwhile, for the analysis of quantitative data with a questionnaire researcher tallied up how many students checked off each statement. Once the total is found, the data from the questionnaire are presented as a percentage.

The operational definition is intended to make it easier to analyze the problems in this activity. The operational definitions for this activity are as follows:

- Speaking skills in English for students can be categorized as fluency, vocabulary, pronunciation, grammar and comprehension. Students need to know what skills it takes to be a good speaker.
- Digital storytelling is combining video, audio, images, and text to convey stories and information.
- Perception is defined as the mental representation and comprehension of external sensory data.

Results

T-Test

The results of the pre-test and post-test had proven the effectiveness of the use of digital storytelling. Then, to analyze how Digital Storytelling in the class affects the students' speaking skill, the researcher examined and compared the results of pre-test and post-test. Below is a comparison table of test results before and after the test, followed by a comparison table of test results in all aspects of speaking.

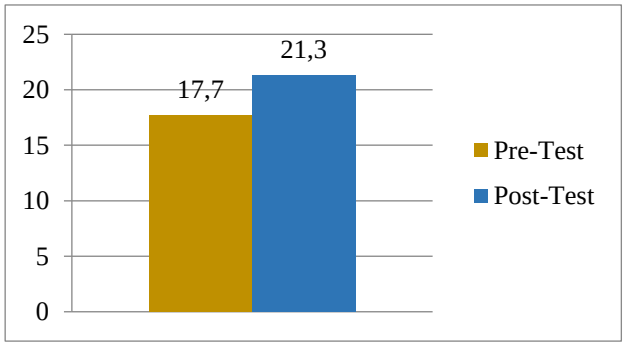


Figure 1. The Comparison of the Results of PreTest and Post-Test

From the figure, the mean score of students' post-test increased from 17.7 to 21.3, that showed that there was a significant difference between the mean gain of the students' pre-test and post-test. In addition, the researcher has yet to determine the improvement of the students' pre-test and post-test across five aspects. Below is a comparison of the students' test on all aspects of speaking.

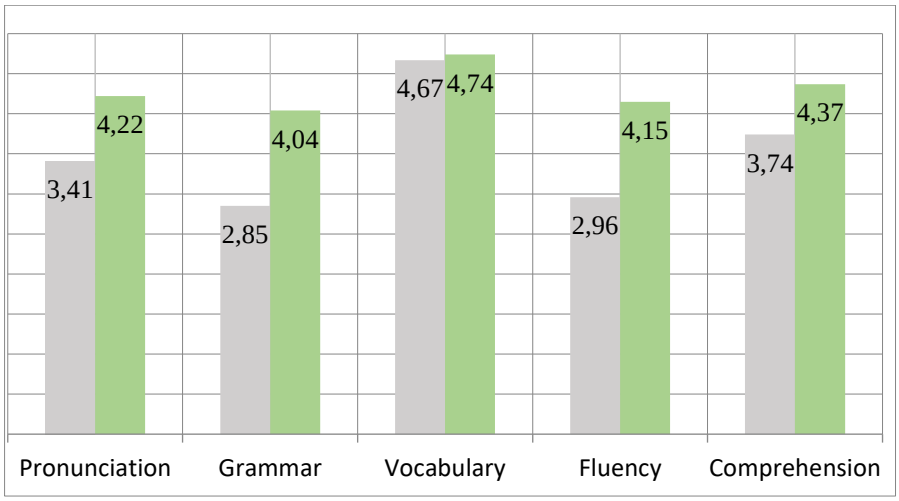


Figure 2. The Comparison of the Results of Pre-Test and Post-Test on All of Speaking Aspects

Next is a comparison of the students' test on all aspects of speaking. The first aspect increased by 0.81, where the students' pronunciation aspect increased from 3.41 to 4.22. Next is grammar aspect, which increased from 2.85 to 4.04. An increase of the mean score of grammar aspect was 1.19. The second least increasement was vocabulary aspect which is 0.7, from 4.67 to 4.74. This slight change was due to the fact that during treatment the students had read many stories and translated them themselves using the shared dictionary and google translate. The students' fluency aspect increased from 2.93 to 4.15. An increase of the mean score of fluency aspect was 1.22. The last aspect was comprehension was also increased from 3.74 to 4.37. An increase of the mean score of comprehension aspect was 0.63. The highest improvement was in fluency aspect, besides, the lowest improvement was in comprehension aspect. Although the comprehension aspects were in the lowest rank, that aspect was already good since in the pre-test.

Although the average comparison of the five aspects of speaking showed that students' performance on the post- test had the best performance compared to students' performance on the pre-test, the researcher attempted to out a statement to support analyze the results using the test significance. A paired sample t-test was performed using IBM SPSS Statistic software to compare students' scores on the pre-test and post-test.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	17.59	27	3.190	.614
	postest	21.52	27	2.651	.510

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - postest	-3.926	1.979	.381	-4.709	-3.143	-10.307	26	.000

Table 2. The Result of Paired Sample-T-Test

By the test result above, tt showed of mean of pre-test (17.59) and post-test (21.52), standard deviation (1.979), standard mean error (0.381), the lower different (4.709), while upper different (3.143). The result of T test is 10.307 with df 26 and the Sig. (2-tailed) is (0.000). It was showed that sig. (2-tailed) was lower than 0.05 (0.000 < 0.05), Therefore, that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) was rejected. Regarding the improvement of students' speaking ability, the researcher can say that it has improved. This has been demonstrated by students' performance in the pre-test and post-test and the paired sample t-test.

Students' Perception

No	Statements	SD(%)	D(%)	U(%)	A(%)	SA(%)
1	Speaking is an important skill in English	0.00	0.00	7.41	18.52	74.07
2	Digital Storytelling helps me to use and pronounce some English vocabulary	0.00	3.70	37.04	48.15	11.11
3	Digital Storytelling is fun and motivates me in improving my speaking skill	0.00	3.70	22.22	55.56	14.81
4	Digital Storytelling enhances my understanding about a story	0.00	14.81	18.52	55.56	11.11
5	Digital Storytelling enhance my grammar	0.00	11.11	44.44	37.04	7.41
6	Digital storytelling enhances my confidence when perform in the front of the audiences to tell a story	14.81	22.22	33.33	22.22	7.41

The fundamental statement was related with their perception towards the speaking skills. None of the students stated that speaking skills were not important skills in English, besides, 36.8% of the students still did not know whether they thought speaking is an important skill in English or not. And there were 7,41% of the students agreed that speaking skills were important. The conclusion from students' perceptions of this statement is that speaking is considered an important skill to be developed.

The second statement was about the students' ability on the use and pronunciation vocabularies. 3.70% of the students had difficulties in using and pronouncing some English vocabularies, besides, 37.04% of the students still didn't see wheter they had problems or not. And 59,6% of the students agreed that digital storytelling helped them in using and pronouncing some English vocabularies.

The third statement was associated with students motivation in improving speaking skill using DST. 3.70% of the students disagreed that Digital Storytelling was fun and motivated in improving speaking skill. Beside, 22.22% of the students were still unsure whether DST was fun and motivated them to improve speaking skill. And there were, 70.37% of the students agreed that using DST was fun and motivated them to improve English speaking skill.

The fourth statement was corresponding with the students' understanding about a story. The 14,81% of the students felt that using DST didn't help them in understanding the story, on the other hand, there were 18.52% of students did not sure about that. And there were 66.65% of the students felt that the use of DST enhanced their understanding about the story that had been told. The fifth statement was related with students' grammar. 11.11% of the students' disagreed that their grammar were enhanced using DST. While 44,44% of the students felt unsure whether the use of DST enhanced their grammar. However, 44.45% of the students agreed that DST could enhance their grammar.

The last statement was related with students' confidence when performed in the front of the audience using DST. 37.03% of the students disagreed that DST enhanced their confidence to perform in front of the audiences to tell a story. While 33.33% of the students still felt unsure whether DST enhanced their confidence or not. While 29.63% of the students agreed that DST enhanced their confidence to perform in front of the audiences to tell a story. Overall, based on students' perceptions, digital storytelling helped them pronouncing new vocabulary, using the past simple, and enhancing their understanding of a given story. Also, it improved students' confidence and motivation.

Discussion

Pronunciation

The students' pronunciation of many terms was very off when they took the pre-test, but by the time they took the post-test, they were able to correctly pronounce a much larger number of words. Many vocabularies appeared in the digital storytelling were minimally mispronounced. Some of the words that were on the pre-test also appeared on the post-test, and some of those words were pronounced correctly.

Grammar

The researcher found that some students still had obstacle in using the correct tenses. Some students continued to use the present simple tense, while others who were already familiar with the simple past tense utilized the incorrect form of the past participle. However, in the end, the result showed that there was still an increase.

Fluency

The students' result increased in this section as explained in the previous section, the description of data collected from students' fluency showed an improvement in students' fluency through this process. Since there was a one point one eight rise in this aspect, it is clear that this was the most improved aspect. In this pre-test, the students were found to be hesitant and fragmented in their speaking, most of them spoke slowly, on the whole, however, the students attempted to explain to the researcher what it was that they were trying to convey. Due to the condition where students' still gave considerable thought to

what they should say made the students speak hesitantly and fragmented, as mean the frequency of filler such as “ehmm” and “eee”. The students' fluency in the post-test increased when the researcher used digital storytelling as a treatment. Despite their hesitation, some students improved their speaking in normal speed, while others improved it in fast speed. It showed that the students improved their fluency while retelling a story because they had a solid memory for it, understood the chronological order of the events, and was able to express it without hesitation or a need to think it out.

Vocabulary

The students’ inability to adapt to new, frequently used English words was the root of the vocabulary issue. For example, “chores”, if it is interpreted in Indonesia, it means “pekerjaan rumah” but students tend to interpret the sentences one by one "rumah=house" "kerja=work". Even though the term “chores” is more commonly used. In addition, some students used the wrong word that is close in meaning to the correct word. In the post test, vocabulary errors had been decreased. This slight change was due to the fact that during treatment the students had read many stories and translated them themselves using the shared dictionary and google translate. Considering the students had previously practiced interpreting and pronouncing some difficult words. Besides, the students found it easier to understand the meaning of words through the actions of every characters and they could guess the meaning of words from the context.

Comprehension

In comprehension aspect, student outcome increased. Because the students had committed all of the words in their script to memory before the pre-test, they were not able to comprehend the story very well. They did not get the essence of the tale, and as a result, they struggle when it comes to telling a story. Because they did not remember the script but instead rearranged the words in their thoughts, the youngsters were able to comprehend the story quite well when they were given the post-test. They had a solid grasp of vocabulary and narrative, which enabled them to deliver stories convincingly.

Conclusion

The researcher draws a conclusion about the effect of digital storytelling on the English communication skills of SMKN 1 Wajo students based on the results and the discussion of the findings presented above. It was established by comparing the students' pre- and post-test mean speaking scores and conducting a t-test. There is a significant difference between the pre- and post-test mean scores: the pre-test mean is lower at 17.59 than the post-test mean of 25. (21.52). The alternative hypothesis (Ha) that "there is a significant difference in the results of students who are given digital storytelling treatments" is accepted because the significant value (0.000) is smaller than the significant level (0.05).

Data from student surveys confirmed the students' impressions of digital storytelling's usefulness. Seventy-three percent of students found using DST to be enjoyable and motivating, and 59 percent said it helped them with using and pronouncing some English vocabulary. Additionally, 66.65% of students reported that they gained a deeper appreciation for the story thanks to DST. In a survey, nearly half (44.45%) of students who took the quiz said they believed DST would improve their grammar. A total of 29.63% of the students polled felt more comfortable sharing their stories in front of an audience after participating in DST. Based on their survey responses, students clearly found digital

storytelling to be an engaging way to increase their interest in and enthusiasm for learning speaking. In addition, the vast majority of students agree with the survey results.

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