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## Implementing Digital Storytelling In Teaching Secondary School Students' Speaking Skills of Narrative Text: A Case Study

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### ABSTRACT

Digital Storytelling is a technology-enabled storytelling learning that facilitates 21st-century learning with effective, interactive, and collaborative learning encouraging learners to speak especially in speaking skills. This research was conducted to explore how technology-supported Digital Storytelling affects students' motivation and participation in speaking activities and find out the challenges and solutions faced when using this technology. The research used a descriptive case study. The participants of this study were 34 vocational high school students in Karawang. The research instruments were observation and interview to collect and the data was then analyzed using thematic analysis. The findings of this study revealed that students responded positively to learning English through Digital Storytelling using technology. However, some challenges were found in this study, such as facility challenges, teamwork, high desire to learn English, technological capabilities, and teacher challenges in teaching. Based on the study results, it can be concluded that despite the challenges, Digital Storytelling can provide positive responses to facilitate students' learning to speak English.

## 1. Introduction

Speaking English is a must-have skill in the current era because it is a world language or international language. Even in some scholarship requirements, internships and the world of work have implemented interview tests in English. But we know that in the environment around us, many students feel afraid and have difficulty speaking English. There are several factors that make English speaking practice not go well, namely from the Teacher and Student factors, such as teachers not using English in learning so that students are not accustomed to being trained in English, teachers using uninteresting teaching styles so that students become bored, and students' limitations related to vocabulary and shyness in communicating in front of others (Elyani et al., 2022).

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The existence of some of these problems is a big problem that we must face and a big challenge for teachers to teach English, especially English speaking skills. Determining the right learning techniques and materials can help students learn the language effectively and it is the responsibility of educators to utilize more innovative teaching and learning approaches (Nair & Md Yunus, 2022). In these problems, teachers must have a system of ideas to develop English language learning, especially English speaking skills, such as having ideas for innovative and interesting learning techniques using new technology so that students are motivated to learn English, especially in learning to speak English and focus on active interaction that involves students in conversation to build self-confidence. To achieve these achievements, teachers are encouraged to reflect as facilitators to potentially help transition a teacher-centered approach to a more student-centered approach equipped with 21<sup>st</sup> century skills (Churchill, 2020). By writing, someone can express a certain goal or intention to other people clearly so that readers can understand the meaning (Inayah, 2024).

21<sup>st</sup> century learning is a learning transition where the curriculum developed directs schools to change the learning approach from teacher-centered to student-centered. 21<sup>st</sup> century learning is learning that provides 21<sup>st</sup> century skills needed in today's life and the future, 21<sup>st</sup> century skills known as 4C, which are Critical thinking, Communication, Collaboration, and Creativity skills (Wulandari, 2021). Learning through Digital Storytelling is one of the right ways to facilitate 21<sup>st</sup> century learning with effective, interactive, and collaborative learning that encourages students to speak especially in English reasoning skills. Based on research conducted by Al-Amri (2020) explains that digital storytelling has a positive impact on English learning activities and improves communication skills.

Then, research conducted by Rahayu et al., (2023) shows that Digital Storytelling is able to provide learning that is fun, and inspiring, and provides positive things that can help students learn languages. Similarly, research conducted by Elyani et al., (2022) explains that Digital Storytelling can improve students' speaking skills compared to telling stories through pictures. The study proved that the use of digital storytelling in English learning is more effective in increasing motivation and speaking ability. Learning English through Digital Storytelling is an effective learning method to build learning motivation and develop students' skills. Language is an important tool to express and communicate with the others (Sari, 2023).

In addition, using Toonastic 3D application, Fu et al., (2022) concluded that storytelling was able to help students communicate and there was significant progress in speaking competence. This is in line with Nair & Md Yunus, (2022) who concluded Toontastic 3D tools can improve speaking skills through digital storytelling facilitating 21<sup>st</sup> century learning with interactive and collaborative learning that can encourage motivation and curiosity. Similarly, research conducted by Puspitaloka et al., (2024) that the learning process of reading interactive digital text using flipped classroom media has two challenges faced by teachers and students, but the results of the study of students were able to provide positive results feeling satisfied and appreciating the results of the learning

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process. This is in accordance with the research Hava (2021) related to several media tools in the learning process to improve students' speaking skills through digital storytelling. It can be said that digital storytelling can be an effective method to improve student's vocabulary knowledge and English speaking skills, as well as gain new experiences in digital skills such as video editing.

Based on the above background, the researcher found a gap in methods and tools in studying the implementation of digital storytelling in teaching English speaking actively using technology, especially through Scratch, a media platform for coding blocks. Students are given project-based learning in creating digital storytelling through Scratch technology in the context of English. Therefore, students will play an active role in learning, such as socializing, discussing, managing time, planning strategies, and evaluating project results. This dynamic role provides understanding and develops the 4C of Critical Thinking, Communication, Collaboration, and Creativity. In this context, it is very important to develop speaking skills that are more relevant for students and the need for innovative and creative teacher-teaching strategies with approaches that involve students, such as learning using technology. This study aims to “explore how technology-supported Digital Storytelling is used in learning speaking skills” and “investigate the challenges and solutions in implementing Digital Storytelling for technology-supported speaking skills”.

## 2. Methodology

This research uses a case study, according to Merriam (1998), it is a description, analysis, holistic, and intensive of a limited phenomenon such as a program, institution, person, process, or social unit. Case studies are case study research that covers all aspects of the research, including the logic of the research design, data collection methods, and specific methods for data analysis (Yin, 2018). This research was conducted in EFL secondary students in Karawang, West Java, Indonesia. The participants in this research were 10<sup>th</sup> grade vocational school students. The selection of the school as the research location was based on considerations is the school being supported by adequate learning facilities. The activities Step Process implementation teaching digital storytelling adapted from (Robin, 2016) following in Table 1.

Table 1. Step Process Implementing Digital Storytelling

<b>Implementing the Digital Storytelling in Teaching Learning: Step by Step</b>	
Step 1	Learn Narrative Text using Digital Storytelling
Step 2	Create a Digital Storytelling Project with a Group
Step 3	Presentation and receive feedback from the Group
Step 4	Publish the Digital Storytelling

(Adapted From Robin, 2016)

### **Step 1: Learn Narrative Text using Digital Storytelling**

Students listen to the teacher providing material related to Digital Storytelling in the form of Narrative text. The students discuss and choose topics in groups to determine the narrative text that will be used as project material.

### **Step 2: Create a Digital Storytelling Project with the Group**

The students created digital storytelling with predetermined narrative text through the Scratch web application. The students were accompanied by the teacher when working on digital storytelling using Scratch media until it became a project.

### **Step 3: Presentation and Receive Feedback with the Group**

Each group presented the results of their work project in front of the class and shared the challenges while working on digital storytelling. When there were groups presenting, other groups also answered some questions and assessed the results of making digital storytelling, especially in English speaking skills.

### **Step 4: Publish The Digital Storytelling Project**

The students in each group reviewed the results of the digital storytelling project. After all is done, each group uploads or publishes the digital storytelling link to social media to be shared.

### ***Data Collection***

The data collection in this study uses an observation checklist as an instrument and a semi-structured interview. The researcher conducted observation to explore every activity that happened in the classroom during the teaching and learning process. According to Patton in Nasution (1998), observation has several advantages, including being able to understand the context of the data in the whole situation as a whole. In the observation researcher documentation activities in the research location and adapted from the teacher learning module (2023). According to Hyman et, al (1954), semi-structured interviews are a commonly used research method in the social sciences. In the research of Mashuri et al., (2022) concluded that semi-structured interviews can provide space for researchers to adjust their research questions if there is a possibility of change but still maintain their directive meaning because the topics to be discussed are predetermined. In this study, the researcher plans to develop interview students and teacher questions that adapted from (Sujarwo, 2022).

### ***Data Analysis***

The data analysis process Clarke & Braun (2017) The thematic Analysis model explains the method for identifying, analyzing, and interpreting patterns of meaning or themes in the data. Data analysis has activity steps that include the following Figure 1.

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Figure 1. Data Analysis Braun & Clarke

Familiarization with the data, the researcher makes sense of the data set by reading it repeatedly to gain a better understanding. Generating Initial codes, the researcher finds and marks interesting patterns or features in the data to engage in the coding process to which the data segments are subject. Searching for themes, the researcher organizes and arranges relevant codes into relevant groups to look for patterns of meaning in the data set. Reviewing Themes, the researcher reviewed and refined the themes by checking their relevance and coherence with the coded quotations and the data set. Defining and naming themes, the researcher defined and clearly described each theme, highlighting its meaning and significance in the context of the research question for the preparation of a clear and concise description of the themes. Writing up, the researcher reports the findings from the thematic analysis, presenting the identified themes to provide an in-depth understanding of the themes and their implications.

### 3. Results and Discussion

The findings of teaching English speaking through digital storytelling to secondary-level students into several themes (1) The process of implementing technology-supported Digital Storytelling in Speaking English (2) The benefits of implementing Digital Storytelling in English speaking (3) The challenges and solutions in the implementation of Digital Storytelling for technology-supported speaking skills.

#### *The process of Implementing Digital Storytelling in Speaking English*

In the observation results during the research, there is a process of implementing Digital Storytelling adapted from (Robin, 2016) dan and adapted from the teacher learning module (2023). The activity stages of the research observation findings in the process of implementing Digital Storytelling using technology are described in Table 2.

Table 2. Process Implementing Digital Storytelling in Speaking English

Meeting	Aims
1	Students learn Narrative Text
2	Students create a Digital Storytelling
3	Students' presentations and receive feedback from each group
4	Students publish or share their final project Digital Storytelling

The process stages in Students' creating Digital Storytelling such as (1) Students log in or sign up to their account as in Figure 3.1, (2) Students perform digital

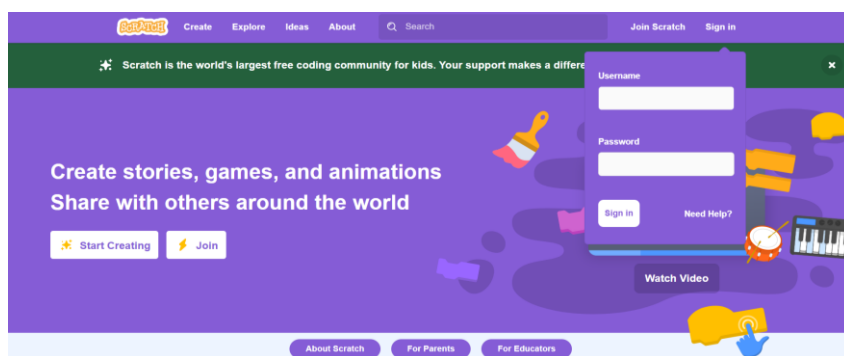


Figure 2. Log in or Sign up for Account

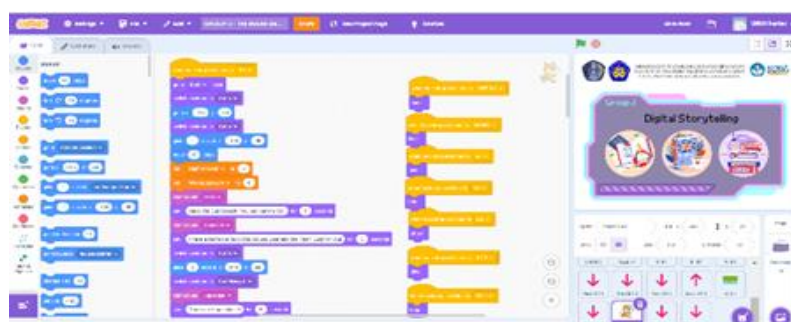


Figure 3. Activities Create Digital Storytelling

storytelling activities according to the teacher's directions, (3) Students creating or searching for backgrounds, and choose to define images, songs, sprites, and others with group colleagues (4) Students record the sound of the narrative text that has been determined in the previous meeting, (5) Students insert backgrounds, images, sprites, songs, voice recordings, and Narrative Text questions that have been made in the previous meeting. And activities create Digital Storytelling as in Figure 2.

The Implementation of Digital Storytelling using Scratch media tools in speaking English can motivate students to learn English, especially in speaking skills. According to Fu et al., (2022) Digital storytelling is a digital image and storyline used to create and tell a story. Scratch Coding Activities have a positive effect on computational thinking skills, motivation, and interest in English Language learning (Lubis et al., 2023). Scratch is a visual block-based programming platform that is widely used among students to learn the basics of programming, as in the procedure for creating scratch materials in Speaking Skills, selecting the topic of material first then clicking the stage on the sprite panel, editing the background and importing sounds and images that match the topic that has been selected (Kumala Sari & Rozami Syaferi, 2013).

The Students' presentations and receive feedback from each Group. The groups presented the results of the Digital Storytelling project and assessed each other's projects that had the same narrative text. In the presentation activity, each group held a discussion and presented the results of the Digital Storytelling project. Students Publish or Share Their Final Project Digital Storytelling. The following are the link project results for each group:

Group 1: <https://scratch.mit.edu/projects/1030873101>

Group 2: <https://scratch.mit.edu/projects/1030873293>

Group 3: <https://scratch.mit.edu/projects/1030873397>

Group 4: <https://scratch.mit.edu/projects/1030873568>

Group 5: <https://scratch.mit.edu/projects/1030873720>

Group 6: <https://scratch.mit.edu/projects/1030873883>

The Students publish and share the results of the Digital Storytelling project through a link and to open the link, internet data is required so that the Digital Storytelling project can open. At the end of the learning process, the teacher rewarded Group 3 is the best group that was actively assessed during learning, discussing, asking questions, giving presentations, group assessments, and the best project results. According to Sujarwo (2022) Digital Storytelling is a place for students to practice in improving presentation skills to the point of grammar, intonation, and pronunciation and developing communicative competence. Digital storytelling is an activity for students to express ideas, practice speaking in the target language, and improve speaking skills (Elyani et al., 2022).

### ***Benefits of Implementing Digital Storytelling in Speaking English***

In the benefits of implementing Digital Storytelling In speaking, researchers report the results of research to find out the responses of students to the benefits of learning to speak by using Digital Storytelling through the Scratch web application for Vocational High School Students. In this research there are several themes of findings identified, the four themes of benefits findings such as (1) Motivation in English Learning, (2) English Speaking Skills, (3) Technology Skills, and (4) Strategies in Teaching and Learning English.

***Motivation in English Learning.*** In the results of these interviews and observations, many stated that the implementation of Digital Storytelling was able to increase students' motivation in learning English, one of which was the findings of an interview with a representative from the Group stated that using media tools was able to motivate in learning English. In relation to the benefits of Digital Storytelling according to Sujarwo, (2022) Digital Storytelling is a place for students to practice improving presentation skills at the point of grammar, intonation, and pronunciation and developing communicative competence.

***English Speaking Skills.*** The implementation of this learning process, students are able to encourage them to continue practicing in speaking English. This statement states that the implementation of Digital Storytelling can encourage English language skills, especially in speaking skills. According to Elyani et al., (2022) Digital storytelling is an activity for students to express ideas, practice speaking in the target language, and improve speaking skills. Digital Storytelling

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in English learning can improve speaking skills, including grammar, vocabulary, and pronunciation competencies (Fu et al., 2022).

**Technology Skills.** Digital Storytelling is not only able to encourage English speaking skills and motivate English learning but can also improve technology skills. According to Yang et al., (2022) states that the application of Digital Storytelling is able to develop students into proficient English speakers and creative thinkers. Digital Storytelling is the best predictor of student engagement and learning outcomes, but developing technological tools must be pedagogically relevant (Niemi & Multisilta, 2016).

**Strategies in Teaching and Learning English.** For English teaching and learning strategies, teachers must understand the characteristics and needs of students in order to adjust the right methods and strategies for learning English. Encouraging English speaking skills can be done not only in the classroom during learning but can be applied outside of learning such as greeting, asking questions, and asking permission from the teacher to practice speaking English. According to Syafryadin et al., (2019) digital stories can improve students' abilities and their drive to learn material as well as a useful pedagogical tool that increases student motivation and provides fun learning activities, active collaboration, and communication.

### ***Challenges and Solutions Faced in Implementing Digital Storytelling in Speaking English***

Findings of the research, the researcher found challenges and solutions faced by students during the implementation of Digital Storytelling in Speaking English. As a result of the observation data and interview transcripts, there were several findings of challenges and solutions identified into five themes. The five themes of challenge findings are such as (1) Facility of implementation of Digital Storytelling in Speaking skills, (2) Teamwork on the Digital Storytelling project in Speaking Skills, (3) High self-confidence and desire to learn to speak English, (4) Technology skills in Implementing Digital Storytelling in Speaking English, (5) Teaching English using Digital Storytelling in Speaking English.

**Facility of Implementation of Digital Storytelling in Speaking Skills.** The findings from the interview data above, each group has the same challenge, such as internet connection, because internet connection is the main access facility for learning Digital Storytelling projects. From these challenges, there are internet interruptions that are less stable. However, the solution given to face these challenges is to use the school's internet facilities or help each other's hotspots. In addition, the challenge of laptop facilities is that it is an important facility for making Digital Storytelling projects. From these challenges, there are solutions that can be faced to overcome challenges, such as laptop facilities can be overcome with facilities at school or one of the group friends. The laptop facility was also replaced with a cellphone, but the cellphone screen is small when compared to a laptop. Similarly, according to (Rahayu et al., 2023) instructors sometimes experience difficulties in technical and digital literacy such as

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incorporating technology in classroom learning and some learners may not have access to the tools needed in digital learning.

***Teamwork on The Digital Storytelling Project in Speaking Skills.*** The findings from the interview data, only a few groups had challenges in working together in learning English using Digital Storytelling. This happened because of the reliance on each other's friends and the lack of communication, making it difficult to collaborate. The solution to overcome these challenges is to work together by dividing tasks to have a sense of responsibility for their duties and helping each other in the learning process to achieve learning objectives.

***High Self-Confidence and Desire to Learn to Speak English.*** In this challenge, some groups have challenges in understanding narrative text in English. Some groups have challenges in presenting and speaking in public. The solution that can be given to overcome the challenge of lack of confidence in speaking English. The challenges related to lack of confidence or shyness in speaking in front of the class as well as the pronunciation of speaking in English. The findings of the results of interviews and observations, to overcome the solution to these challenges, there must be a change within oneself and have a high goal intention to be able to foster self-confidence, especially in speaking skills. One way to train this is by doing presentation activities to foster confidence to get used to speaking English.

***Technology skills in Implementing Digital Storytelling in Speaking English.*** In the observation of the process of making the digital storytelling project described earlier, there was a group of 6 who had difficulty when entering images. According to Puspitaloka et al., (2024) the challenges of the Interactive Digital learning process using flipped classrooms are 2 kinds of challenges, namely the lack of ICT (Information and Communication Technology) literacy and the lack of adequate facilities in the learning process. Challenges in teaching English speaking through Digital Storytelling according to (Tarigan et al., 2024) the application of Digital Storytelling using technology such as AI requires several aspects of implementation such as the need to overcome ethical considerations, data privacy, the digital divide, teacher training, and ensuring the success of the implementation.

***Teaching English Using Digital Storytelling in Speaking English.*** From the findings of observations and interviews, every English teaching and learning must have challenges. In facing these challenges, there is a solution, such as finding out the characteristics and hobbies of students, as is the case in this research class generally has a hobby of playing games. By knowing the characteristics and needs of students, we can find out the right methods and strategies for teaching and learning English. According to (Noviya, 2019) stated that the application of Digital Storytelling has advantages and challenges, namely that it can improve speaking skills through performances in presenting digital storytelling, but the challenges that need to be faced by teachers and students must prepare themselves technically and pedagogy in the teaching and learning process.

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#### 4. Conclusion

Based on the problems and results during the research, the learning process in the implementation of Digital Storytelling is divided into four-step objectives, such as (1) Students learn Narrative Text using Digital Storytelling, (2) Students create Digital Storytelling, (3) Students present and receive feedback from each group, (4) Students publish or share their final project Digital Storytelling. In the findings of the learning process, the implementation of Digital Storytelling provides benefits in English speaking skills, can motivate English learning, benefits in technology skills, and provides benefits in English teaching and learning strategies.

The challenges and solutions faced by learners and teachers during the implementation of Digital Storytelling in English Speaking are divided into five findings of challenges and solutions, namely (1) Facilities in the implementation of Digital Storytelling, (2) Teamwork in the implementation of project creation, (3) Confidence to speak English, (4) Technological skills, and (5) Strategies in learning and teaching English. In overcoming these challenges, there are main solutions that can be faced, namely cooperating with teammates to help each other in the challenges of facilities, technology, self-confidence, and teaching and learning strategies Teachers must be able to know the characteristics and needs of students to be able to know the right methods and strategies in learning activities. It can be concluded that the implementation of digital storytelling in learning English narrative text can encourage positive things in speaking skills, motivation to learn English, technological capabilities, and strategies in English teaching and learning activities.

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