



DAILY ACTIVITY IN DIGITAL STORYTELLING TO IMPROVE SPEAKING SKILL IN SECONDARY SCHOOL

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ABSTRACT

Speaking is a vital yet challenging skill for EFL students, especially in secondary schools, due to limited practice, low confidence, and classroom anxiety. Traditional teacher-centered methods often fail to offer meaningful speaking opportunities. This study, conducted at SMK Sritanjung Banyuwangi using a qualitative descriptive method, explores how Digital Storytelling (DST) based on students' daily routines can enhance speaking skills, motivation, engagement, and digital literacy. Six tenth-grade students created English video blogs (vlogs) about their daily activities. Data were collected through speaking assessments, open-ended questionnaires, observations, and documentation, then analyzed using Miles and Huberman's interactive model. The results showed notable improvements in pronunciation, fluency, grammar, and vocabulary. DST also boosted students' creativity, confidence, and motivation while reducing anxiety. Despite initial nervousness and technical challenges, students responded positively, finding DST enjoyable and supportive. Overall, DST provided an engaging, low-pressure environment that encouraged autonomous learning and effective communication.

Keywords: *Digital Storytelling, Speaking Skill, Daily Activity, Student Perception, EFL Classroom, Students Engagement*

1. INTRODUCTION

In the digital era, digital storytelling (DST) has emerged as a powerful educational tool that integrates multimedia elements such as images, videos, and audio to create engaging narratives that support language learning (Wattpad Corporation, 2023). DST fosters creativity, enhances student engagement, and provides a learner-centered approach that is particularly effective in developing speaking skills (Robin, 2019). For secondary school students, speaking proficiency is crucial not only for effective communication but also for building

self-confidence and developing critical thinking skills. However, in many traditional classroom settings, students often face significant challenges in speaking English, including limited practice opportunities, high levels of anxiety, and monotonous instructional methods (Jaya et al., 2025; Putri et al., 2023). This study was conducted in a senior high school in Banyuwangi, where students reportedly struggle with English-speaking skills due to several persistent issues. Preliminary observations and data collection revealed that students had limited opportunities to practice speaking in meaningful

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contexts, experienced anxiety when required to speak in front of others, and often felt disengaged with conventional teaching approaches (Eissa, 2019; Jenks & Lee, 2020; Saptiany & Prabowo, 2024).

These challenges call for innovative teaching strategies that not only address linguistic development but also enhance student motivation, engagement, and confidence. According to Handayani and Pradana (2025), The use of daily activity-focused digital storytelling not only improved students' speaking abilities but also cultivated a feeling of creative empowerment. This discovery corresponds with earlier studies on Photovoice, highlighting how participatory visual methods allow learners to meaningfully reflect on and express their personal experiences. Through documenting and sharing their daily activities, students were provided an opportunity to voice their opinions, fostering confidence and promoting greater involvement with the educational material. This artistic expression encourages autonomy, which is crucial for nurturing motivation and a feeling of ownership in learning a language.

Although the present study concentrated on enhancing speaking skills, it also inadvertently bolstered students' visual literacy. According to Handayani and Pradana (2025), processes in digital storytelling like choosing, structuring, and showcasing visual content enhanced learners' capacity to critically assess and derive meaning from images. Cultivating this type of visual literacy is essential in communication of the 21st century, where meaning is more often expressed through multimedia rather than just text. By integrating visual

and verbal components, students not only acquired speaking skills but also learned to “observe and display” more efficiently.

Fitriana (2020) further emphasizes that DST helps improve pronunciation, vocabulary, and fluency when incorporated into daily learning activities. By creating and presenting digital stories, students become more active participants in the learning process, contributing to a more dynamic and supportive classroom atmosphere (Budianto, 2023; Larsari et al., 2024; Jaya et al., 2025b).

Despite the proven benefits of DST, its implementation in senior high schools particularly in Banyuwangi remains limited. This study addresses this gap by applying digital storytelling to enhance speaking skills through structured daily activities. These include the use of short storytelling videos, descriptive text topics, and collaborative group performances. By offering students a new and engaging learning experience, this study seeks to improve speaking fluency, build confidence, and foster enthusiasm for English language learning. The researchers believe that DST can serve as a transformative pedagogical strategy to overcome the speaking challenges faced by students, making language learning more meaningful, enjoyable, and effective.

2. LITERATURE REVIEW

Storytelling

Storytelling is the ability to narrate stories, events, and scenes. According to Arroba and Acosta (2021), digital storytelling involves presenting traditional stories in a digital

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format in a way that engages listeners. Hien and Phuong (2023) emphasize that storytelling is vital in indigenous community-based research and should be valued for sharing life experiences and exploring beliefs. It enhances cultural understanding by allowing exploration of different cultures and improves language teaching. Storytelling fosters literacy, moral values, and children's speaking skills. Some suggest it may even be an innate mechanism that helped early humans survive. Narratives engage listeners more effectively than mere data, connecting people through shared experiences.

Daily Activity

Daily activity is an activity or routine that a person does in everyday life. Ada et al. (2021) This activity covers various aspects such as work, education, personal habits, sports, recreation, and household tasks. Daily activity an English term that refers to daily activities. Stories about daily activities can be written in the form of long and systematic text or paragraphs. In the context of health and care, this term is often associated with Activities of Daily Living (ADL), namely basic activities such as eating, bathing, dressing, mobility, and others that reflect a person's independence in everyday life.

Digital Storytelling

Digital Story Telling an innovative tool for improving students speaking skills. However, students can get more opportunities to use digital storytelling in learning speaking skills. Students not only learn language but can also increase their knowledge of technology. Merta et al. (2023) mention

that, the use of one particular type of technology, digital storytelling as a viable means for teachers to create a platform for meaningful, real world communication and for learners to engage purposefully with technology and language. According to Larsari et al. (2024), Digital storytelling is one way for someone to convey a message to others more easily.

Storytelling using digital media can also motivate students to be more active in learning. Besides being able to motivate students in learning English, storytelling using digital media can also increase student vocabulary. Delaney (2021) added that these students differed in the opinion of the photo as a rich source of information, a tool for ideas generation, a platform for visual interpretive information, expressive and visual mediation, and recording of visual experiences. This positive perception can be built student motivation to engage with compilation photography is what they do about visual documentation they met. According to Nur et al. (2024), Digital storytelling (DST) combines narrative with digital media like images, audio, video, and text to share messages or personal stories. In learning English, DST is both a language activity and a creative project that engages students cognitively, emotionally, and socially. Using ICT tools, students can express thoughts meaningfully. This research applied DST through students' daily activity stories, promoting language skills and learner involvement.

Daily Activity in Digital Storytelling

Daily Activities in Digital Storytelling is a storytelling process that uses digital media such as images,

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videos, audio, and text to convey messages or stories. In the process of making it, there are various daily activities that must be done to maximize the results. The first stage is planning, where the creator determines the theme, compiles ideas, and creates a script or storyboard. This step is important to ensure the storyline is clear and interesting to the audience (Ziyadin et al., 2019). In addition, recording narration or dialogue is also done to support the story.

The effect of daily activity in digital storytelling

The effect of daily activity in digital storytelling can be analyzed from multiple perspectives, including language learning, cognitive development, creativity, and student engagement. Here are some key effects, Rao (2019) enhancing speaking skills (Digital storytelling combined with daily activity narration encourages students to practice speaking regularly and It helps improve pronunciation, fluency, and confidence in expressing ideas). Improving Writing and Narrative Skills, Students practice structuring stories logically by documenting their daily activities in a storytelling format, Helps in the correct usage of grammar, sentence structure, and coherence in writing. Wulan et al. (2022), Boosting Creativity and Critical Thinking (Digital storytelling allows students to use multimedia elements (images, voice, videos, and text) to create engaging stories.) Encourages them to think critically about how to present their daily experiences in an interesting way.

Increasing Engagement and Motivation, (Using technology in storytelling makes learning more interactive and enjoyable compared to traditional methods.).

The process of narrating daily experiences through DST also naturally fostered linguistic competence and intercultural sensitivity. According to Handayani and Pradana (2025), Photovoice encourages learners to engage with diverse cultural perspectives, cultivating empathy and critical thinking. Although this study was conducted in a relatively homogeneous context, the act of sharing personal stories allowed students to reflect on cultural practices, daily habits, and social roles, subtly supporting intercultural awareness alongside fluency development.

3. METHODS

This study was conducted at SMK Sritanjung Banyuwangi using purposive sampling to select six 10th-grade students with relevant experience in digital storytelling. The school and class were chosen based on the teacher's recommendation and the researcher's ease of access. The participants attended 90-minute English classes twice a week, and the study took place over four meetings at the beginning of the first semester. Each student completed the tasks individually to provide diverse and in-depth insights aligned with the research objectives.

Research Design

This study employed a qualitative type of this design is descriptive case study (Patton, 2020; Tisdell et al., 2025). Data were gathered through observation, open-ended

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questionnaires, speaking tests, and documentation, and analyzed using Miles and Huberman's interactive model, which aligns with qualitative descriptive research (Miles & Huberman, 2019). The speaking test involved students creating vlog videos in English about their daily routines, allowing for individual performance assessment. This approach enabled the researcher to evaluate the impact of DST on speaking improvement while also gaining insights into students' and teachers' experiences, perceptions, and challenges during the implementation process (Ummah, 2019).

Research Instrument

The main instrument was a speaking test using video vlogs, assessed based on pronunciation, fluency, grammar, and vocabulary with a rubric adapted from (Nation & Newton, 2020). Additional instruments included open-ended questionnaires to explore students' perceptions, and documentation of student-created videos and classroom observations. The test content was validated by aligning it with the curriculum's basic competencies and indicators, and reviewed by the English teacher to ensure content validity.

Data Collection

This study collected data through open-ended questionnaires, speaking tests, and documentation at SMK Sritanjung Banyuwangi. The open-ended questionnaire was given to six tenth-grade students to explore their perceptions of confidence, motivation, and experiences with digital storytelling, based on (Anggraini et al., 2018). The speaking test was the primary tool to

assess students' oral skills through English vlogs about their daily activities. Lastly, documentation involved collecting students' digital product videos, images, and narratives to analyze how they represented their daily lives. This method follows Sugiyono (2021), who emphasizes documentation as a way to gather data from various written or visual records.

Data Analysis Techniques

The data analysis in this study employs the interactive model proposed by Miles and Huberman (2019), which consists of three concurrent components: data condensation, data display, and conclusion drawing/verification. This model is well-suited for qualitative research and enables the researcher to interpret the data systematically and meaningfully.

4. RESULTS AND DISCUSSION**The Results of Questionnaire****Students' Engagement in Speaking Through Digital Storytelling**

Speaking is a key productive skill in English, involving fluency, intonation, and confidence not just pronunciation. Richards and Schmidt (2017) explains that daily activities like waking up, going to school, and studying can be useful themes for speaking practice. Munawaroh (2020) highlights that students prefer digital media for its flexibility and engaging atmosphere. Although digital storytelling is enjoyable, students often face challenges when using it for speaking tasks. However, feedback indicates that using daily

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routines in digital storytelling helps enhance speaking skills through its multimedia and interactive features, making the learning process more enjoyable and motivating. For example, one student commented on the platform's creative flexibility, stating:

"Honestly, for my first impression about Daily Activities in Digital Storytelling. I think this activity is quite good, I can grow my confidence and motivate me in speaking English and to improve speaking skills. This activity is very exciting, not boring because it uses digital media." (Student C, answer question on May 15, 2025).

Student C noted that using daily activities in digital storytelling helped boost his confidence and creativity in speaking through vlog creation, describing the experience as fun and engaging. This suggests that the multimedia elements in digital storytelling can effectively enhance students' interest and motivation in practicing speaking skills. Supporting this, Munawaroh (2020) found that most students felt more confident and motivated when using digital storytelling in English classes. Similarly, Students B, D, and E also viewed the platform as enjoyable and motivating. Another student appreciated the creative freedom to personalize their posts, despite initial difficulties in navigating the platform. Meanwhile, student F highlighted the benefits of Digital storytelling, especially the tool using the daily vlog method, which helped them visualize and describe:

Q: "In what ways do you think recording a daily vlog helped you improve your speaking skills, such as organizing ideas or choosing vocabulary?"

S: Recording daily vlogs helps me learn to organize ideas coherently because I have to convey the story from beginning to end clearly.

Using daily vlog-based digital storytelling (DST) has been found to boost students' confidence in speaking English. This method allows students to express themselves freely in a low-pressure environment. The recording process lets them practice until they are satisfied, reducing speaking anxiety. Many students reported feeling more confident as they could use their own words and style. They felt proud of their vlogs and appreciated positive feedback from peers. DST fosters creativity, control over learning, and enhances independence, further increasing students' confidence in oral communication. Some students shared their perspectives on this statement:

Q: Can you describe your first impressions when you recorded daily video vlogs? What stood out to you?"

S: My first impression was that it was fun and enjoyable! What stood out the most was when I started to enjoy the process—speaking, expressing myself, and being myself in front of the camera. (Students A, answer question questionnaire on May 15 2025)

Students found recording daily vlog videos to be an enjoyable and meaningful activity that helped them express themselves more confidently in English. One student shared that the most memorable part was becoming comfortable speaking freely in front of the camera, which improved both speaking skills and self-confidence. This aligns with Sugandi (2020), who states that digital media like vlogs offer a

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flexible, low-pressure environment for communication practice. Through digital storytelling (DST), students not only practice verbal skills but also enhance creativity and critical thinking by designing, recording, and editing their own content. DST promotes active learning by combining narrative with visual and audio elements, it fosters emotional engagement and creativity, making it an effective tool for improving speaking performance. Some students shared their perspectives on this statement:

Q: How did the daily video vlogs enhance your engagement and creativity in speaking?

S: I am practicing my speaking skills. I am more confident in expressing my opinions, and learning to arrange words more neatly and clearly and I am also more creative in expressing ideas, choosing settings, and arranging storylines so that my vlogs are not boring. (Students B, answer question questionnaire on May 15 2025)

Based on student responses, creating daily vlog videos has a significant positive impact on both speaking skills and creativity. Regularly speaking in front of the camera helps students organize their thoughts coherently while boosting their confidence in verbal expression. The process also fosters creativity as students must think innovatively—choosing visuals, building narratives, and presenting content in engaging ways. This confirms that vlogs serve not only as a medium for self-expression but also as a learning tool that combines communication, critical thinking, and creativity. Moreover, digital storytelling (DST) through vlogs enhances students'

motivation to learn, especially in English speaking. Many students prefer this method over traditional ones, as it feels more personal and enjoyable. Stating that DST increases student engagement through visual and experience-based learning, improving both technical skills and intrinsic motivation. Some students shared their perspectives on this statement:

Q: How did you feel about presenting your daily vlog with your classmates? Can you share specific moments that felt impactful?

S: It made me a little nervous but after seeing the positive responses from my friends, I became more confident and proud of my work. The most memorable moment was when they laughed or gave me applause—it made me feel appreciated and more confident to create the next content.

(Students C, answer question questionnaire on May 15 2025)

Students A, B, and C agreed that digital storytelling positively influenced their English speaking by helping them visualize and organize ideas, enhancing both clarity and creativity. Overall, digital storytelling proved to be an effective, engaging platform for students of all levels, supporting pronunciation, grammar, and creative expression. According to Putri & Sari (2021), it significantly improved students' pronunciation, vocabulary, and fluency, with multimedia features motivating them to practice more confidently and creatively. This confirms digital storytelling's role as a valuable tool in enhancing speaking skills.

Vol 8, No 2 (2025): ESTEEM***Students' Perception of Learning Speaking Through Digital Storytelling***

This sub-chapter highlights students' positive perceptions of learning to speak English through digital storytelling. Most felt more motivated and engaged due to the interactive and creative nature of activities like vlogs and podcasts, which made learning feel enjoyable and meaningful. As Robin (2019) stated, digital storytelling blends cognitive and emotional engagement to enhance motivation. Many students also experienced increased speaking confidence, as the ability to re-record reduced anxiety aligning with Dash (2022) view that digital media offers a safer space for practice. Additionally, the process fostered critical thinking, scripting, and technical skills (Thornhill-Miller et al., 2023; Mahesti et al., 2025). Despite these benefits, some students faced obstacles such as limited access to technology and initial discomfort on camera. Susanto et al. (2020) highlighted the need for support and training to overcome these obstacles. Some students shared their perspectives on this statement:

Q: What do you think about the use of digital media, such as vlogs and videos, in helping the English learning process?

S: I feel that using digital media such as vlogs and videos is very helpful in learning English because it makes the learning process more interesting and interactive. With these media, I can more easily understand the material, practice speaking independently, and express ideas creatively. In addition, I become more confident because I can record and improve myself before speaking directly in front of others.

In general, students viewed the The activity of recording daily vlogs is seen as both fun and challenging. Initially, students felt nervous, but gradually became more confident and expressive in front of the camera. This aligns with (Dash, 2022), who found that digital storytelling reduces anxiety and boosts confidence. Vlogging also enhances vocabulary, idea organization, and creative expression, supporting Robin's (2006) view that digital media increases motivation and creativity. While students faced challenges like technical issues and low confidence, these were overcome through preparation (Susanto et al., 2020). Positive peer feedback further encouraged students, highlighting the social benefits of digital learning (Thornhill-Miller et al., 2023). Overall, vlogging effectively improves speaking skills, creativity, and interpersonal confidence.

Students' Difficulty in Practicing Speaking Through

The questionnaire results revealed that students encountered several challenges when practicing speaking through daily vlogs, primarily nervousness, lack of confidence, and difficulty organizing ideas and vocabulary. Early recording stages often felt awkward, impacting fluency. Technical issues like poor lighting, low sound quality, and limited editing skills also posed obstacles. Language-wise, students struggled with sentence structure and fluency but coped by preparing scripts, practicing, and seeking help from peers and teachers. These efforts, along with repeated practice and gradual

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mastery of editing tools, helped improve their skills. Overall, despite the challenges, daily vlogs provided a valuable medium for enhancing speaking abilities, creativity, and self-confidence. This aligns with the goals of digital storytelling (DST), which connects language learning to students' real-life experiences and fosters engagement, expression, and skill development through multimedia integration.

The Results of Speaking Test

This study revealed that Digital Storytelling (DST) based on students' daily activities had a positive influence on their English speaking skills, particularly in pronunciation, fluency, grammar, and vocabulary. In pronunciation, repeated recording allowed students to recognize and correct errors by listening to themselves or imitating native speakers. Fluency improved as students gained confidence speaking in a stress-free setting, supported by the ability to script and revise their speech. Grammar awareness increased through the process of scriptwriting and peer or teacher feedback, prompting students to use proper sentence structures. Meanwhile, vocabulary development was evident as students sought more varied and precise words to make their vlogs engaging. These improvements demonstrate how DST effectively enhances students' speaking competence by combining practice, reflection, and creativity.

The Results of Documentation

This study utilized documentation vlog videos, storyboards, photos, and observation notes—to capture students'

engagement and speaking development through Digital Storytelling (DST). Students submitted 2–4 minute English vlogs on topics like Healthy Food and Exercise. Observations showed that most followed a clear narrative structure, spoke without reading scripts directly (showing preparation), used visual aids effectively, and applied basic but supportive editing techniques.



Figure 1. Visual Nature of DST

The visual aspect of DST encourages students to tell stories creatively using body movements, expressions, fitting backgrounds, music, and transitions. Documentation shows high student involvement, a strong sense of project ownership, and increased motivation due to the relatable daily activity topics. Students were enthusiastic to present their vlogs in class.



Figure 2. Recording

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This picture shows their difficulties when Feeling nervous and lacking in confidence, Most students feel nervous when recording a video for the first time, they are not used to hearing their own voice or appearing in front of the camera, this causes hesitant pronunciation, too long pauses, and flat intonation. Limited understanding and sentence structure, some students have difficulty choosing the right understanding to explain their activities, this causes them to use too many common and simple words, when constructing sentences, grammatical structures are often wrong.



Figure 3. Technical constraints (editing & recording)

Students faced technical (editing, devices), psychological (shyness), and linguistic (grammar, pronunciation) challenges in using Digital Storytelling. However, with teacher support and practice, they gradually gained confidence, adapted to the process, and enjoyed learning through DST.

Discussion

The findings of this study demonstrate that Digital Storytelling (DST), particularly when rooted in students' daily experiences, effectively improves key aspects of their English-speaking skills, including pronunciation, grammar, fluency, and vocabulary. This method fosters a fun, interactive, and low-anxiety learning environment that boosts motivation, confidence, and active participation (Sari et al., 2025). Students appreciated DST's flexibility, such as the ability to re-record and personalize their speaking content, which helped them engage more deeply and relate classroom tasks to real-life situations. These findings align with Pambayun et al. (2024), who found that culturally grounded and relatable learning contexts reduce speaking anxiety and enhance learner confidence. Furthermore, DST's integration of multiple ICT tools like Flipgrid, YouTube, and mobile editing apps supports learner autonomy, creative thinking, and digital literacy, as also emphasized by Nur et al. (2024). Despite some initial challenges, such as limited technical skills and nervousness in front of the camera, these barriers were gradually overcome through repeated practice and teacher guidance. In conclusion, DST emerges as an effective, innovative, and learner-centered approach that supports 21st-century language learning by combining speaking development with creativity, autonomy, and technological proficiency.

5. CONCLUSION

This study concludes that Digital Storytelling (DST) significantly improves

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tenth-grade students' English-speaking skills, particularly in pronunciation, fluency, grammar, vocabulary, and confidence. By integrating multimedia elements, DST creates a more engaging, student-centered learning environment that enhances motivation, creativity, and digital literacy. The findings imply that DST supports both language development and reflective learning. Despite challenges such as technical limitations and lack of confidence, students benefit from practice and teacher support. Future research should involve larger and more diverse samples, especially in under-resourced schools, and explore long-term impacts. Teacher training in digital tools and visual literacy is also essential to ensure DST can be effectively and sustainably implemented in language education.

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