

The Use of Digital Storytelling in Improving Teenagers' Speaking Skills

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ABSTRACT

Creative stories always pique the interest of the listeners as all time and the novice mind can apply and learn challenging concepts in various domains. Stories have a “social-related” form that is known as human art form, which teaches about human experiences, weaves into the fabric of our lives in a meaningful and connected way. That is storytelling. On the other hand, the application of technology in education is not new but the appropriateness and efficiency aspects of using technology is still in argumentation. This is because of the never-ending improvement of the application and the varied of them. After recruiting, examining, and learning about some of technological applications which are used for the improvement of teaching English or teaching a major in English, the most appropriate tools were identified to be easy and applicable for all Vietnamese students in every part of the country are power point slides, videos, and voice recording. Thus, the combining of storytelling and technology definitely converted to positive outcomes to encourage students learn to speak a foreign language with interesting and proactiveness attitude. The findings also showed that the group of students have got applying digital storytelling in their learning truthfully gained better results than the group was having traditional method of teaching. Such preliminary findings are hoped to shed light on the enhancement of learner speaking skills by integrating technology into English language teaching and learning.

Key words: teaching speaking skills, storytelling, effective speaking skills (ESS), task-based teaching (TBT)

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I. INTRODUCTION

Due to globalization at the beginning of the 21st Era, English has been adopted as a second language in many countries. Vietnam appears as in the top list of seeing the crucial features of English. Children go to schools and learn English. Students go to universities and learn English, and after their graduation, they go to work and use English since most companies ask them to speak English. As a result, there is the answer for the reason for learning English, especially speaking skill is significantly needed in the modern context. As the consequence of the importance of having an international language like English as mentioned above, it is always necessary for Vietnamese people to use it effectively. As it can be seen, the ministry of education has realized this issue about the importance of English in Vietnam in the future. Therefore, English is a subject that has been applied in all national schools for more than 20 years. However, there are still many limitations that prevent students from using English fluently.

This study will illustrate general issues of learning speaking skills in English and the dramatic innovations that changing the ways of learning and teaching as applying digital literacy skills in obtaining speaking skills in language learning. Also, answering the question: “Are they really the panacea to solve some of the difficulties of our educational system which are caused by far-reaching educational paradigm shift?”. This paper might not indicate the achievements of technology in the fields of information and communication, but it does focus on teachers' viewpoint in a pedagogical system and find out the didactic possibilities, opportunities and foreseeable disadvantages in teaching and learning language in Vung Tau City.

II. LITERATURE REVIEW

2.2. Digital Storytelling

2.2.1. Storytelling

Stories are well-known as the oldest literacy forms of mankind. Through stories, many societies have been preserved with their cultural heritage and history. The analysis of the content and structure of these stories can enrich our knowledge of many cultures or understanding the cross-cultural differences, where values and ethics of social interactions are shown (Stein, 1982). As time passed, stories were used as a method of

instructing others. In fact, stories were told to describe natural phenomena, to convey the influential social class or even implement moral codes of a society. For example, some stories are told to introduce children or adults to the ways of thinking about values, expressing points of view and so on. Especially, some educational organizations use stories to instruct children about the lessons of life and give them insight into the motives for different modes of behaviors.

2.2.2. Story Elements

“Developing a solid understanding of the elements of a story is essential for our students to follow and fully comprehend the stories they read” (Donnchaidh, 2021) (cited in Hamies-Korn et al., 2021). Understanding elements of a story is crucial for students to access the highest level of story comprehension. Moreover, providing students with a frame of references that significantly assists to evoke. Further, when the examination is conducted, the implications are apparent outside the classroom. Naturally, the combining of all understanding elements can help students in their writing. In detail, the students can organize their thoughts and competently weave together the various threads of their own stories.

2.2.3. Technology integration

From the early 21st Century, computer-assisted language learning (CALL) has been a critical subject of how technologies can motivate learners in learning a language (Glenn Stockwell, 2013). The growing use of technology inside and outside the classroom is a significant example of increasing the potential for enhanced motivation. Using the Internet to apply digital teaching materials and achieving the objective of national competitiveness would replace traditional teaching (Hung et al, 2017). Digital learning (E-Learning) was first introduced by Jay Cross in 1999 and appeared with different explanations and terminology such as Internet-based training, Web-based training or online learning, network learning, and distance learning (Yoon et al., 2012). According to Doris Holzberger et al. (2013), digital learning is defined as delivery with digital forms of media through the Internet, also provided the content of learning and the methods of teaching, which able to enhance teaching effectiveness and promote personal knowledge and skills (as cited Tarigana, et al., 2021). Virtually, the application of computers and network technology media toward learning situations including synchronous and asynchronous network learning, could break through the restrictions of time, location and schedule, and achieve learner-centered individualized learning (Kaklamanoi et al., 2012) (as cited in Lin & Chen, 2017)..

2.2.4. The use of technology in English language learning

According to Act, E. S. S. (2015), digital learning is defined as any instructional practice that strengthens a students' learning experiences in using technology effectively, besides, it brings to the wide spectrum of tools and practices. As details, digital learning includes:

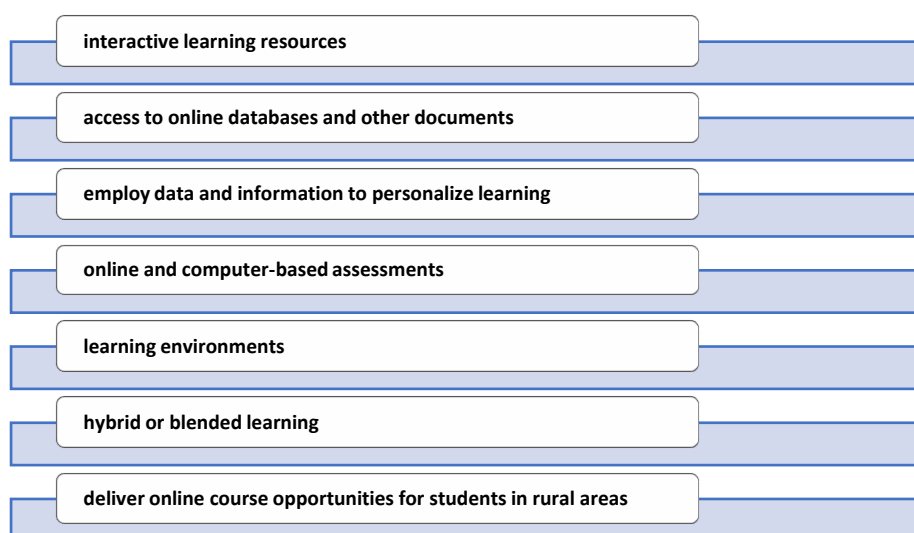


Figure 1: Digital Learning Features

As stated above, digital learning resources are shown as computers or mobile devices and broadband internet, which are mainly factors of engaging students in digital learning (KewalRamani, 2018). Generally, 94 % of

children had a computer at home and 61 percent of them had internet access as indicated in 2015 by American Community Survey (KewalRamani, 2018). Furthermore, the two locations that had the highest levels of internet access were at home and at school (86 percent and 65 percent respectively).

Besides, the use of the Internet can boost learners' motivation and the use of stories helps learners to realize the topic with enthusiasm and develop their knowledge in teaching. Especially, learners can learn meaningfully when technology is employed through using computer and the Internet in the process of learning as stated in the study by Arifah (2014) (as cited in Ahmadi & Reza, 2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125. Additionally, Kulkarni, et al (2013) emphasized that online environment helped to develop learning skills because it provided consistent feedback for learners' assignments. Using an online environment to learn a full language course through task-based instructions (TBI) would find out the learner opinion of TBI, factors effect learners when learning through TBI; and how teachers could support students in their individually and collaboratively learning. Apart from the above forms of using technologies in learning language, there are many other technology-based approaches to attracting learners' attention towards English language learning.

On the one hand, CALL is defined as "any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty (2013, p. 7). This term is seen as quite extensive, but it covers a wide range of activities that constitute CALL. In addition, CALL has been pointed out that not only being regarded solely as a technological tool but also understood as including a range of elements that relate to theoretical frameworks, pedagogical theories, technological tools, and design of learning materials (Beatty, 2013). For context-sensitive support, the CALL-based methodology can offer several methods and ensure that students can learn by their own area, also with time and place that suit them (Levy, Hubbard & Stockwell, 2015). Moreover, students need to be instructed about the way of employing different learning strategies appropriately with the support of CALL (Asrifan et al., 2020).

On the other hand, mobile-assisted language learning (MALL) is seen as the implementation of learning theories and approaches, which delivers English language learning via mobile technology. Moreover, according to Kukulska-Hulme (2021), MALL also promotes language skills, and helps support a student-centered approach. As a result, MALL can be more effective if learners are equipped with certain tools by getting support from technologies and materials. According to the study by Almakhafy (2016), mobile social networking could maintain an effective learning environment and create meaningful learning opportunities. The research by Al-Shehri (2011) concludes that mobile Facebook would enhance educators' instruction methods which help students become more collaborative and enjoyable.

2.3. Task-based learning

2.3.1. Definition of task

The definition of "task" is the first crucial component of Task-based learning/teaching. It is an element of a range of research agendas and influences educational policies in ESL and EFL settings. A target task, written by Long (2014), was defined as "a piece of work undertaken for oneself or for others, freely or for some reward", as the very first definition of "task" which was non-technical and non-linguistic as sorts of things that a person would say when someone else asked. One year later, Richards (1986) transformed "the target task" to the classroom and becomes a pedagogical task: "... an activity or an action which is carried out as the result of processing or understanding language (i.e. as a response)". For example, drawing a map while listening to a tape, listening to an instruction, and performing a command may be referred to as tasks. Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative ... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake."

2.3.2. An overview of task-based learning

Task-based learning offers an alternative for language teachers and students is an approach to second language situation. In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happened as the students complete it. Willis (1996) suggested three basic stages: Pre-tasks, Task-Cycle (Task, Planning and Report) and the last one is Language Focus.

As the researcher, the teacher will provide a teaching learning activity to solve the problems found in the previous teaching learning process. The students' problems were usually afraid of making mistakes, reluctance to participate and incorrect pronunciation, which made it difficult for them to speak fluently and they also had problems in correcting their grammar while speaking. To investigate those problems, teachers will prepare

things before coming to the classroom, including the completed lesson plan, audio recorder, observation sheet, field notes, student's scoring sheet and interview sheet.

2.3.3. Task-Based Approach in teaching

2.3.3.1. A framework for Task-based Language Teaching (TBLT)

Nunan (2004) described pedagogical tasks as a part of classroom work and it engages learners in comprehending, manipulating, producing, and interacting in a target language. Besides, the learners have their attention into mobilizing the knowledge of grammar to express meaning. Thus, the task should embrace a sense of completeness and could be seen as a communicative act in its own with the whole process, from the beginning to the middle and an end. The research was based on three macro functions, including the ideational or referential function, the interpersonal function, and the textual function. With Nunan's model, learners can practice their grammar structure and mostly focus on grammar and form. According to Nunan (2004), Task-based learning can be divided into six stages:

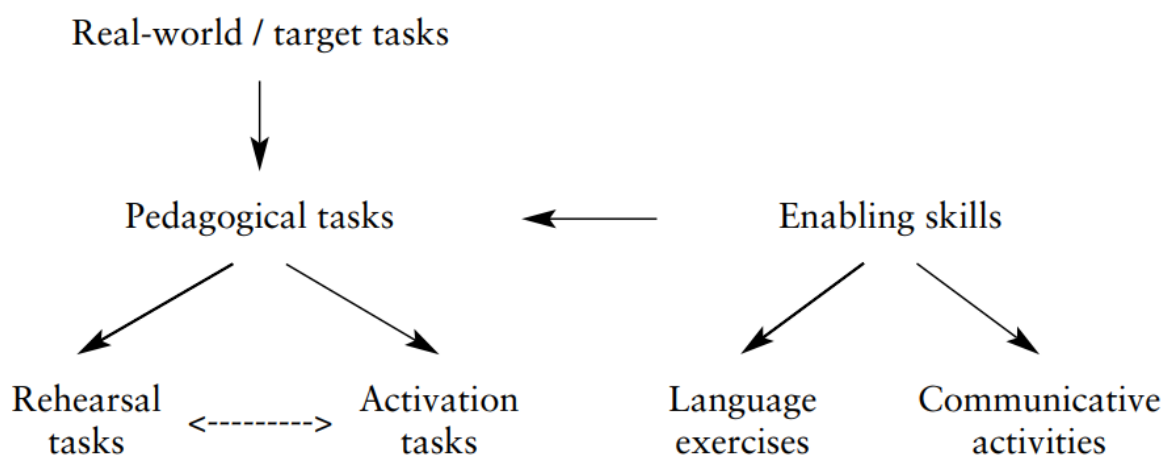


Figure 2: Six stages of Task-based learning

REHEARSAL TASKS: A rehearsal task presents an implicit and obvious relationship to its corresponding real-world counterpart. This kind of task reproduces a language use to creative language use in a real-world practical task. For example: seeing the Doctor.

ACTIVATION TASKS: Helping and encouraging students to stimulate the range of language functions and structures such as: creating suggestions, stating agree or disagree, speaking out about quality or how many/how much, using WH-questions and so on. In this context, the tasks might not necessarily be real. For example: building a public park in a city with a limited financial budget.

LANGUAGE EXERCISES: Starting in many shapes and forms, which can focus on lexical, phonological, or grammatical systems.

COMMUNICATIVE ACTIVITIES: A half-way house between language exercises and pedagogical tasks:

- Language exercises can manipulate practice of a restricted set of language items.
- Pedagogical tasks add an element of meaningful communication.

2.3.3.2 TBL in learning English Speaking Skills

Task based learning is an application in teaching second language informed using the most recent research findings on second language acquisition. TBL usually provides the learner with an active role in participating and creating the activities and consequently increases their motivation for learning. According to Willis and Willis (2013), a task-based lesson offers more opportunities for the students to display their thinking through their actions. Teachers can also be more open to the needs of students. TBL allows students to use the knowledge they have learned and apply it productively in the task context. This practical experience helps learners to realize the importance of grammar and new words to complete their idea in speaking.

2.4. Perspectives on speaking skills

Speaking is a process of interaction between two or more people that produces good mutual understanding. As Byrne (1986) posits that, oral communication requires efficient speech and receptive understanding skill between speakers and listeners. The speakers, as well as the listeners, have a positive function to perform. The speakers have encoded the message to be conveyed and the appropriate language while the listeners (no less active in decoding or interpreting) must decode the message.

Burns (2006) mentioned speaking is a means of expressing thoughts, knowledge, and feelings for others through oral communication. It is the most important way for the speaker to be able to express themselves through a language. Thinking activities of students at secondary school have some changes: Thinking in general and abstract thinking, thriving in particular, are basic features of adolescent thinking. But the component of figurative thinking - specifically, continues to develop, it still plays an important role in the structure of thinking. They understand the nature signs of the object, but they are not always distinguishable and that effected in any case. When grasping concepts, they sometimes narrow or expand concepts which are not proper. At this age, their thinking is also developed, and they know how to solve the problems reasonably at this age. They have learned how to apply reasoning to practice getting their own observations and experiences to illustrate their knowledge. Above characteristics, teachers should show students how to practice critical and independent thinking skills.

2.4.1. Teaching speaking skills

The English language is increasingly become dominant because of globalization. Especially in non-English speaking countries as it has been involved in many fields of people's life including education, business, medicine, fashion, or even manufacturing (Schneider, 2013). That is the reason why international communication has become so necessary. Communication skills are an undervalued skill because we almost speak and we take it too much for granted (Zyoud, 2016). It is also seen as a popular form of expression and could be a negative aspect of behaviorist teaching techniques. In both first and second languages, speaking deserves attention as much as literacy skills. Our learners are often required to speak independently and be able to carry out many of their basic transactions (Allwright et al., 1991). It becomes an effective vehicle of social solidarity, business, professional advancement, and social ranking. Thus, the teaching of speaking gained more thought.

Teaching speaking could be defined as teaching students to create English speech sounds and sound patterns (Jeremy, 2007). Guide students to use word and sentence stress, intonation patterns, and the rhythm of the language and let them express their values and judgments in the way of independence and fluency. Moreover, teaching speaking aims to support students to organize their thoughts in a logical sequence as well as meaningful thoughts. Especially, choosing proper words and sentences to a social setting, audience or situation are all important (Nunan, 2003).

Teaching English in our country – Vietnam depends much on grammar and does not focus much on four basic skills include speaking, listening, reading, and writing. In fact, a lot of English students spent six to seven years learning English, but they are unable to pronounce correctly and not confident enough to communicate with others in English (Trung Hieu, 2011). The students always think deeply about how they will speak and worry about making mistakes when they try to communicate. Moreover, the big class size also becomes a key issue of teaching and learning English, the teacher could not pay attention to every member of a class, and they just go through the assigned lesson (Nguyen & Dang, 2020). Besides, the heavy syllabus put in the time-limited, the teacher might not be able to help students in producing speaking environment or practicing more on listening. The method of teaching in Vietnam is teacher-centered as the teacher prepares everything for the lesson and does not much assign what the student should prepare for the class. It has been a habit for teachers and students for a long time, and it will be hard to change and take a lot of time.

On the other hand, Vietnamese English teachers also feel uncomfortable and not enough confident in teaching pronunciation in English class due to their inadequate training. The study of Phuong (2021) indicated that local teachers also thought about the low esteem of speaking English compare with native English teachers although students still believe that the local or non-native English teachers are the key to their comfort in speaking. According to the data collected by VNExpress (2020), Vietnam is stood at number 10 in between 25 countries as in speaking proficiency terms.

Teaching speaking skills is not simple at all because no one can become a better speaker in a day. It takes a lot

of experience, hard work and patience to improve and observe the art of speaking (Goonj, 2020). There are 6 components of an effective speaker include confidence, authenticity, voice modulations, connection, body language and learning from your recordings of speech (Goonj, 2020).

2.5. Previous Study

Levy et al. (2015) investigated the relationship between three constructs: sense of responsibility, engagement in learning activities, and perceived ability and motivation. In this research, 150 first-year university students who were non-English majors enrolled in a regular private university in Central Taiwan took part in a survey. Results indicated that students had a sense of responsibility for their own learning. The researcher also suggested that it was necessary for teachers to provide students with more encouragement and more task-based activities so that students could become proactive learners.

Another research focusing on the context of Asia, and in particular Japan, was that of Smith and Craig (2013). They evaluated the effectiveness of a CALL based course to develop undergraduate EFL students at Meisei University. Three learning supports were trialed: a learner passport, an e-language learning portfolio, and an e-learner self-direction diary. The findings showed that the identification helped students to evaluate what they could and could not do. The portfolio helped the learners follow the study schedule. The self-reflection diary showed what students were doing including the software or websites they were exploring. The researchers concluded that learners' abilities to plan, organize, track, and evaluate their autonomous use of CALL resources improved. Smith and Craig also emphasized that the "regular and critical learner self-reflection was a key factor that made a positive shift in culture study" (p. 252). This study is significant for my research in the area of technology-based learning strategies.

Speaking strategies research in the TELL context, Hung (2016) conducted a project over the duration of a semester among 60 EFL learners in Taiwan. The project required students to post a 3-minute video presentation on Facebook for questions and discussions that occurred in class, then two 2-minute video-mediated oral feedback. The researcher investigated learners' strategic behaviors in the process of developing video-mediated peer feedback and explored the strategies employed by learners when giving video mediated oral feedback. Hung's findings revealed that the most frequently used strategy was modifying language for accuracy and constant practices, along with watching others' oral comments, jotting down comments for future improvements, and discussing with classmates.

To focus on strategies for language learning skill areas in MALL, many researchers found that MALL (Smart phones and mobile apps) have greatly contributed to the development of learning by collecting different types of learning styles, including problem-based and collaborative learning (Ramamurthy et al. 2014). Leinonen et al. (2016) carried out research aimed at finding out how certain mobile apps can assist the components of the above model in the autonomous learning environment. Specifically, the researchers focused on reflection styles while students are learning either individually or collaboratively. The mobile apps used in the study were ReFlex (used to study individual reflections) and TeamUp (used for group work reflections). Reflection is important for learners, because it can be used as an indicator to measure his/her own capacity for individual learning (Leinonen et al. 2016). The study showed three methods for undertaking reflection. First, the authors proposed a documentary approach, such as a video, for students to observe their own methods of learning. Second, they suggested that students maintain a reflective journal, to reflect on their learning behavior in their own words. Third, the researchers proposed to identify the strategies and values in the learning process that can be applied to later situations. The ReFlex app is able to record sixty seconds of the learning process, and stores this to a timeline. The app also has the function to share with teachers, peers, and parents. Students can follow their own style of learning with the app, as well as being capable of collecting and viewing the feedback that is given by teachers, peers, or parents. The TeamUp app is also able to record audio-visual clips of group learning and can share this clip with teachers and members of different groups. Students share answers for the questions "what we did?", "what will we do?" and "any problem?" through this app, which are then shared to help to students learn from each other. This research found that both ReFlex and TeamUp helped to integrate daily reflection into students' learning, and the ability to provide feedback, and facilities for self-criticism and self-evaluation, succeeded in encouraging students to learn independently.

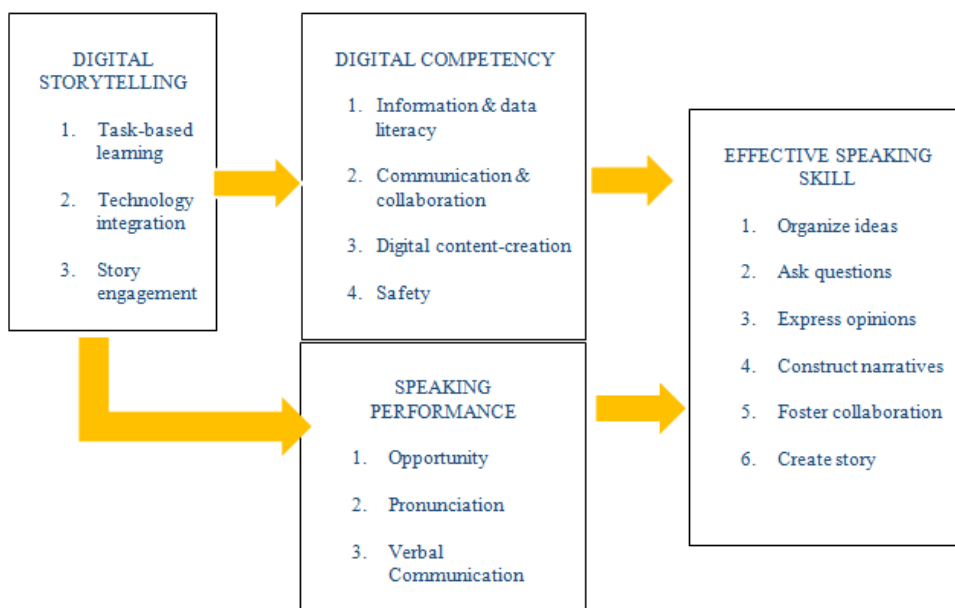
Like some other Asian countries, Vietnamese education is also struggling to renovate the teaching style from cramming knowledge to activating curiosity and interest for students to explore knowledge and express themselves. Thus, the learner-centered approach is adopted to replace that of the teacher-centered approach. In the learner-centered approach, the teacher's main job is as a facilitator; with the expectation that the students will become independent learners. However, for most Asian students, including Vietnamese, the tendency is to favor

a dependent learning style (Liu & Littlewood, 1997). According to Hershberger et al. (1986), Japanese and Korean students are often quiet, shy and reticent in a language classroom. Chinese students likewise name "listening to teacher" as their most frequent activity in senior school English class (Liu & Littlewood, 1997). In addition, Vietnamese students are not an exception to the case. It is their personality traits, preferred learning styles, and cultural attitudes that set limits to the development of autonomic learning strategies. As Scharle (2000) points out, individual students or the community where they come from may have a strong aversion to individualism and a preference for collectivism, so they may be unwilling to take personal initiative.

One of the challenges for an ESL teacher is to get their students to use all of the opportunities that they have and to assume greater responsibility for their own learning. While learning is a dynamic action, Vietnamese students are known to be passive in the learning process. Instead of going out and discovering things for themselves, Vietnamese students tend to expect their teachers to give them knowledge. While the communicative approach and learning-centeredness are being introduced and applied into pedagogy of institutions in Vietnam as well as in some other Asian countries, little attention is paid to the idea of raising the learner's awareness of a more independent learning style using technology. Technology will give learners new opportunities for the learning of the language; it secures a life-long learning process for those who know how to take advantage of all that is brought about by technology. There is much literature discussing how technology is integrated into language teaching and learning, its great effectiveness on English teaching and also its positive impact on student learning and student autonomous learning. The truth is that technology has become a primary "globalizing force" that should be considered as a significant tool in the process of education. It could make learning more motivational and help students get better results. Additionally, the most important is that technology can help boost learner autonomy.

In the context of Vietnam, technology has been used to teach English in several high schools and universities in recent years. The development and application of Information and Communication Technology (ICT) had a considerable impact on language learner autonomy in Vietnam. The increasing use of ICT in Vietnam has clearly changed the English learning methodologies. Through using technology to learn English language better and faster, English learners in Vietnam can control their own learning process and access to many useful information such as English online resources, English study software, online dictionaries. At the context of English Centre in Vung Tau City, there are many students who use technological tools outside classroom in frequent time; their English language proficiency has remarkable improvement. However, to know its real effectiveness, it is necessary to have a serious study to see the pictures and then to provide solutions for Star Edu students to integrate into the training program and learning plan better and better. Teaching speaking is a vital part of any language learning; it is not only the spoken language that offers "affordances" for learning, but it is also a crucial component of syllabus content and learning outcomes (Jeremy, 2007). Currently, the unsatisfactory communicative performance of Vietnamese learners has led educators to find methods of improving their speaking skills.

2.6. Conceptual framework



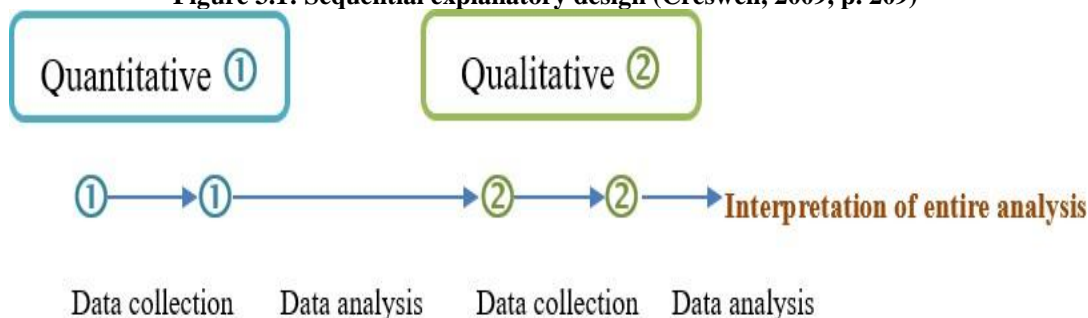
Model 1. The framework of effective speaking through digital storytelling

III. RESEARCH METHODOLOGY

3.1. Research design

This study employed a mixed methods design including qualitative and quantitative methods. In this study, a questionnaire was conducted in order to get information about IELTS students' cognitive attitude, their behavior in class and their emotional attitude. The collection of data using mixed methods research provided a more robust analysis of the interest and gained new insights that could illuminate the knowledge of language use and technology. This study has adapted the model of sequential explanatory design developed by Creswell (2009) for the process of data collection as illustrated in Figure 3.1 below.

Figure 3.1: Sequential explanatory design (Creswell, 2009, p. 209)



In this current study, quantitative data was collected first through a questionnaire on two components of learner autonomy, namely attitudes towards the use of technology for autonomous learning and the strategies for autonomous technology-based language learning.

3.2. Research site

Star-Edu English Center is under control by SIEC International Education Limited Company, set up on November 21st, 2014. Since then, the Company has expanded into a headquarters and 3 branches around Vung Tau City center and 1 branch in Ba Ria City. The first official office of the English Center is on Nguyen Huu Canh St, the second floor of PVC-MS building, Thang Nhat Ward, Vung Tau City. The second and third English centers were opened in March 2018 at 3K3 and 155 Nguyen Thai Hoc St, Ward 7, Vung Tau City. The last one is in operation in Ba Ria City, twenty kilometers from Vung Tau City, which is located at 502, Cach Mang Thang Tam St, Phuoc Trung Ward. The total number of students here is over two thousand students. The programs that are applied at all the centers are Cambridge Starters, Movers, Flyers, KET, PET, FCE, IELTS, and Business English. Star-Edu English Center is also having a partnership with British Council, which sometimes organizes the IELTS test examination. It obviously illustrates the quality of the brand and its

reputation in a small city. Hence, the participants that I chose were representatives.

3.3. Samples and sampling procedures

In this research, quantitative data was collected via a self-assessment survey and questionnaire to students at the beginning and the end of the research duration. Besides, the interview was randomly conducted to find out if students (N=18) were aware of digital storytelling technique in learning speaking skills. Moreover, A speaking test was also delivered to assess learners' speaking capability at the end of the learning duration. Sixty teenage students (N=60) were chosen from 110 students at the age of 13 to 17 learning at 10 intermediate English level classes. They need to take the IELTS examination (Band 4.0 – 5.5) when the academic school year finishes. The participants were chosen by simple random sampling. As a result, the students at the center had the same opportunity to be selected. The participants were divided into 2 groups (control group and experimental group), with 30 participants for each group. The control group learned with the conventional teaching methodology. The experimental group were introduced to digital storytelling for their learning speaking skills. The participants involved in this research study also consisted of the researcher as an English teacher; the other two teachers act as raters and observers, and the students as the subjects of the research.

3.4 . Research instruments

In this study, a questionnaire was used as a form of survey to collect information. The participants in the questionnaire completed the form then returned that form to the researcher. The questionnaire in this survey included personal, attitudinal, behavioral, and closed-ended questions. The survey experiment as a self-assessment survey before and after learning the duration of digital storytelling was employed for collecting the quantitative data. An interview in the form of a questionnaire was also used as a qualitative method for observing students' attitudes and motivation about learning digital storytelling and its effect. The interview was randomly conducted twice for the two groups before and after the learning duration of digital storytelling. A speaking test was delivered to all the students at the end of the academic term.

3.4.1. Self-Assessment Survey & Questionnaire

The self-assessment survey was conducted in the third week of the research. (See Appendix 1). The survey aimed to investigate students' attitudes towards speaking skill, their self-assessment of their speaking performance and the problems they faced. Since questionnaires save time and effort for both researchers and participants, in the scope of this research, the questionnaire for students was employed as one of the primary instruments for data collection. The questionnaire (See Appendix 1) was chosen because it allows large amounts of data in a relatively short time. The results from the questionnaire, in cooperation with self-assessment survey results, may help the researcher identify possible issues for students' speaking skills.

3.4.2. Speaking skill tests

The rubric was designed to evaluate the speaking skills of students. Teachers gave questions and students gave answers. Moreover, teachers also could send the student a topic proposed for the term to prepare and answer in a few minutes. Besides, the teacher could also create a discussion with a student to assess their speaking skills. Along with asking-answering between teacher-student, the rubric was used to see the level and scale of students' speaking skills.

In the study, the use of post-test was considered as one of the main instruments to collect data of the students' English speaking proficiency. The post-test design (see Appendix 3) was used to assess the students' English speaking proficiency. The speaking test was structured in accordance with the format of the IELTS test with three main parts. Firstly, in the introduction section in which students give some of their personal information, such as name, lifestyle, personality, or future expectations. Secondly, the topic section required students to express their ideas on a particular subject related to real life. Finally, in the last section of questions and responses, the teacher aimed at testing learners' level of flexibility and their communicating skills. The students' speaking proficiency was assessed in relation to the IELTS band score based on four oral test criteria, including fluency and coherence, vocabulary, grammar, and pronunciation, with a maximum score of 2.5 for each criterion. The purpose of the post-test was to measure the students' speaking proficiency after the action, from which the researcher could see whether there were any significant improvements after implementing the action.

3.4.3. Semi-structured Interview

Semi-structured interviews are conventionally conducted with one respondent at a time. This is a combining of open-ended questions to discover students' thoughts, feelings, and beliefs about their ability in English speaking and close-ended questions. Semi-structured in-depth interviews are used in qualitative research, instructed by a flexible protocol, and supplemented by follow-up questions, probes, and comments (DeJonckheere & Vaughn,

2019).

The semi-structured interview in this study was employed to get information more in- depth and cross-check the data gained from the questionnaire. The semi-structured interview was chosen to prepare questions on each strategy in advance to cover the target aspects of the interview. These were designed based on the research aims. The semi-structured interview was chosen for this study because it allowed the respondents to express their views in their words so that the data were more natural and reliable. The interview was conducted at the end of the research targeting more insights into the influence of TBL activities on the students' speaking performance. As suggested by Nielson (As cited in Johnson, 2008), sample sizes as small as five participants can provide enough information for making an inference. Therefore, nine students in this study were invited to join the interview with five questions and the appropriate length of time for the interview was within forty minutes. The interview was recorded for later analysis (See Appendix 4).

In this study, the researchers decided to use this data collection instrument to further explore the opinions of students on task-based approach and collect more spontaneous responses beyond the scope of the questionnaire. These semi-structured interviews were used to clarify the results of the survey about students' attitudes towards the use of task-based approach after several weeks of using this approach in learning, and how task-based approach improved their learning skills, as well as how task-based approach helped them develop their speaking skills. Only nine students (N=9) from the experimental group who had the highest score, the lowest score and the average one in the post-test were chosen to be interviewed. These students best reflected the learning process that used task-based approach.

3.5. Data collection procedures

The procedures of data collection follow the process as below:

Step 1: Getting approval from the Star-Edu English Center to collect data.

Step 2: Creating the list of students who went through the learning process and take the survey, questionnaire, test.

Step 3: Teaching a controlled group with digital storytelling and a comparative group as normal of English speaking.

Step 4: Giving the questionnaire and survey to students to collect the first data.

Step 5: Following the syllabus of a 3-month term of teaching speaking with conventional method and digital storytelling.

Step 6: Taking a speaking test and taking the results.

Step 7: Giving the questionnaire and survey to students to collect the second data of those instruments.

Step 8: Choosing students for an interview and recording their voices carefully.

All the information collected from the participants was analyzed using SPSS software 26. In the analysis of all the collected data, the validity and reliability were examined to receive the most accurate results.

3.6. Data analysis

This section characterizes the data analysis procedures on the collected data in order to answer the research questions. The researcher employed the questionnaire instruments and SPSS to analyze the qualitative and quantitative data to explore the results. SPSS software is considered as a useful statistical analysis tool that provides researchers with accurate results (Pham, 2015). Quantitative data from the questionnaires were analyzed by Statistical Package for the Social Sciences (SPSS) Version 26 for Windows 10 to find out the values. Descriptive statistics, including frequencies, means, standard deviations, and percentages were then conducted to analyze quantitative data. The meaning of the interval mean scores is interpreted as follows (Suvarnatemee, 2009):

- 1-1.80: strongly disagree / never or almost never true
- 1.81-2.60: disagree / occasionally true
- 2.61-3.40: neutral / sometimes true
- 3.41-4.20: agree / usually true
- 4.21 – 5.00: strongly agree / always or almost always true

Qualitative data were collected and analyzed from semi-structured interview questions. The researcher adopted thematic analysis to analyze the qualitative data. Thematic analysis is a technique to identify, analyze, and report themes within qualitative data (Braun & Clarke, 2006).

3.7. Validity and Reliability

Validity and reliability have been considered the most important issues concerning the quantitative measurement

of a research design (Silverman, 2005). Validity of the research refers to the match between the construct and the measurement. It was meant to address the “question of how well the social reality being measured through research matches with the constructs researchers use to understand it” (Nueman, 2003, p.179). The statistical results indicated an acceptable level of construct validity of the quantitative instrument.

Cronbach alpha coefficients were used to determine the validity and reliability of student questionnaire. Descriptive statistics, including frequencies, means, standard deviations, and percentages were then conducted to analyze the use of technology-based language learning strategies. According to Salvucci et al (1997), Cronbach's Alpha coefficients were measured as follows:

Range: below 0.500:	poor reliability
Range: Within 0.500-0.800:	moderate reliability
Range: 0.80 or above:	good reliability

Added to this, Darren and Mallery (2003) itemized the Cronbach's Alpha coefficients as follows.

-Ranging from 0.900 or above:	excellent
-Ranging from 0.800 to 0.899:	good
-Ranging from 0.700 to 0.799:	acceptable
-Ranging from 0.600 to 0.699:	questionable
-Ranging from 0.500 to 0.599:	poor
-Less than 0.500:	unacceptable

The data obtained through the questionnaires were analyzed using SPSS 26. As for the semi-structured interviews, the data were transcribed and analyzed using pattern coding (Bogdan and Biklen, 1994) and then, compared by two researchers for the inter-rater to make sure that qualitative data analysis reliable and valid. To find out whether the outcomes of the interviews and questionnaires were consistent with each other, the questions were grouped under the same categories.

IV. RESULTS AND DISCUSSIONS

4.1. Difficulties of teenagers in leaning speaking skills

Speaking efficiency is the purpose of every language learner. Getting that proficiency with someone is an easy skill to get but it is also getting so many difficulties with others. Therefore, the reasons for the first question of this research are the concern of all instructors of language learning. Gaining the right reasons, the teachers are confident and able to find the appropriate teaching methods that could help students to improve speaking skills. Failure to get the reasons why most students are having difficulties in speaking a language will bring back many awful experiences for both instructors and learners. Because of that, my study begun in with the scanning of communication skills of all the students I chose for the research by letting the students did their self-assessment survey – getting their voice in the paper so that I could finding my way to help them improve their English speaking skills. To analyze the results of my students, I range the scores into 6 groups as below.

Table 4.1.1. Score arrangement of communication skills

SCORE	EXPLANATION
50 – 60	Were you totally honest? If so, you are an exceptionally effective communicator to lend yourself to misunderstanding.
40 – 49	You are an effective communicator who only occasionally causes communication failure. The goal of this survey is to move you up to this level
30 – 39	You are an above-average communicator worth intermittent gap. You cause some misunderstandings but less than your share
20 – 29	Many people (at least those who are honest) fall into this category. While things could be worse, there is much room for perfection in your communication grace. The goal of this survey is to move you to a higher category.
10 – 19	You are a frequent source of communication difficulties. Work on communication exercises and consider how they impact you personally.
LESS THAN 9	Your honesty is admirable, but it will take more than honesty to improve your communication effectiveness. Consider talking to the Speech teacher for pointers!

Table 4.1.2: Communication skills score range of students

Statistics

Score_group		
N	Valid	60
	Missing	0

Score_group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30 – 39	11	18.3	18.3	18.3
40 – 49	21	35.0	35.0	53.3
50 – 60	28	46.7	46.7	100.0
Total	60	100.0	100.0	

The score group showed that almost half of the candidates (28 students out of 60 students) got the highest range of communication skills score 50 – 60 points and got 46.7%. Following the influence of the most crowded group, the second prize was the second highest of the score range with 21 students and took 35% of the whole. Especially, the lowest score was range from 30 – 39 got 11 students and had 18.3% of all. This could be seen that the group of my chosen students have the intermediate level of speaking skills and can deliver a validity result of my research.

Table 4.1.3. Communication skills score from students

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q1	60	2	4	3.27	.733
q2	60	2	4	3.42	.619
q3	60	2	4	3.38	.613
q4	60	1	4	3.27	.710
q5	60	1	4	2.70	.889
q6	60	1	4	2.97	.823
q7	60	2	4	3.18	.701
q8	60	1	4	3.12	.715
q9	60	1	4	2.97	.712
q10	60	1	4	3.12	.783
q11	60	2	4	3.03	.637
q12	60	2	4	3.12	.761
q13	60	1	4	3.12	.715
q14	60	1	4	3.12	.739
q15	60	2	4	3.23	.673
Valid N (listwise)	60				

As can be seen in the table, the minimum score is 1 and the maximum is 4, the mean value ranges from 2.7 to 3.42. Questions 1, 2, 3, 7, 11, 12, 15 had the same minimum score were 2, and the maximum score was 4, which might lead to the mean values having a super small distance. Especially, question 3 got the mean value was 3.38 but got the Std Deviation was lowest (.613). Besides, the data of questionnaire was collected in week 6 of teaching include the attitudes of students toward speaking skill and digital literacy skill.

4.2 Current level of Speaking Skills

Table 4.2.1. Participating in class activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	4	6.7	6.7	6.7

Okay	16	26.7	26.7	33.3
Hard	25	41.7	41.7	75.0
Very hard	15	25.0	25.0	100.0
Total	60	100.0	100.0	

In terms of general participation, it was a high percentage of feeling difficulty in class activity, which was over 66 % and only 20 % of them actively. The lowest rate was 6.7 % and it is the percentage of students who found it was in participation in classwork. Next, the percentage of students found Okay in joining in activity was 26.7 %, which also the proportion of student found that it was very hard (25 %). However, almost 42 % of students found hard with working in class.

Table 4.2.2: Participation in small-group activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	3	5.0	5.0	5.0
Okay	18	30.0	30.0	35.0
Hard	27	45.0	45.0	80.0
Very hard	12	20.0	20.0	100.0
Total	60	100.0	100.0	

In small-group activity, it was terrible in which a total of 65% of students found difficulties in group working. As per group activity, there was only sharing the information within the group and told the others about the idea. Only 35% of students found acceptable in group work. On top of that, only 3% saw that was easy and 4 times of those students found it hard as unable to cope with it.

Table 4.2.3. Presentation with little pauses and hesitation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	2	3.3	3.3	3.3
Okay	17	28.3	28.3	31.7
Hard	29	48.3	48.3	80.0
Very hard	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Furthermore, the questions about pauses and hesitation in speaking were made to discover the ability of students. Significantly, almost 70% of students found difficulties in free speaking as having some pauses and hesitation in their talk. Only 3% of them felt it is easy to conduct a talk with pauses and hesitation.

Table 4.2.4. Fluency in Presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	1	1.7	1.7	1.7
Okay	21	35.0	35.0	36.7
Hard	32	53.3	53.3	90.0
Very hard	6	10.0	10.0	100.0
Total	60	100.0	100.0	

In the question about Fluency in Presentation, it is clearly seen that 53 % students cannot speak perfectly. Furthermore, 10% of them said that it was extremely difficult to talk freely. Thirty-five percent of student have good speaking skill and only 1 student is good at Presentation.

Table 4.2.5. Confident in speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very easy	1	1.7	1.7	1.7
Easy	12	20.0	20.0	21.7
Okay	21	35.0	35.0	56.7
Hard	15	25.0	25.0	81.7
Very hard	11	18.3	18.3	100.0
Total	60	100.0	100.0	

For the questions about Being confident in speaking, 18% of the students did not feel confident and 56,7% of the students said that they are truly enjoyable in their speaking lessons. Besides, A quarter of the class felt uncomfortable and when talking.

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.823	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	14.75	6.733	.674	.771
q2	14.80	7.180	.622	.787
q3	14.75	7.479	.588	.797
q4	14.88	7.969	.577	.803
q5	15.22	6.003	.666	.780

4.3 Current level of digital literacy skill

Table 4.3.1. Researching online Skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	8	13.3	13.3	13.3
Okay	26	43.3	43.3	56.7
Hard	19	31.7	31.7	88.3
Very hard	7	11.7	11.7	100.0
Total	60	100.0	100.0	

In the digital literacy, researching online is one of the easy skills for students to handle (56.6 %). Another proportion of the class (31.7 %) felt it hard to do research online, and 11.7% of the others said that it was too difficult for them to deal with the problem about using the Internet.

Table 4.3.2. Collaborate with team members

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	5	8.3	8.3	8.3
Okay	19	31.7	31.7	40.0
Hard	26	43.3	43.3	83.3
Very hard	10	16.7	16.7	100.0
Total	60	100.0	100.0	

Regarding the collaboration with friends in the group, the figures shows that 60 % of classmates found it was absolutely difficult or unable to cooperate with the rest of their group's members. Only 8.3 % of students were completely good at learning and cooperating in groups and 31.7 % of them felt that it was okay when communicating with the team's members.

Table 4.3.3. Learning about digital instruments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	3	5.0	5.0	5.0
Okay	24	40.0	40.0	45.0
Hard	25	41.7	41.7	86.7
Very hard	8	13.3	13.3	100.0
Total	60	100.0	100.0	

For studying digital tools, more than half of members in the class said they could not access this way of learning (55%). Only about 5% of students could become fluency and 40% students in the class felt comfortable with digital tools lessons.

Table 4.3.4. Using digital instruments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	4	6.7	6.7	6.7
Okay	29	48.3	48.3	55.0
Hard	21	35.0	35.0	90.0
Very hard	6	10.0	10.0	100.0
Total	60	100.0	100.0	

In the application of digital devices to the lessons, 35% of students in the class felt difficult and 10% of students wanted to give up because of these complex equipments. Meanwhile, 55% of the students of the whole class felt comfortable in combining digital tools into the lesson.

Table 4.3.5. Using digital instruments to generate new ideas

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Easy	8	13.3	13.3	13.3
Okay	19	31.7	31.7	45.0
Hard	28	46.7	46.7	91.7
Very hard	5	8.3	8.3	100.0
Total	60	100.0	100.0	

Using digital instruments to create new ideas benefited 45% of students in the class. Forty-six point seven percent of them found that digital tools were not helpful, and 8.3% truly could not manage because these

devices were hard to use.

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.788	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q6	14.30	5.841	.609	.734
q7	14.03	6.067	.561	.750
q8	14.08	5.976	.674	.715
q9	14.23	6.385	.560	.751
q10	14.22	6.579	.440	.789

4.4 Improvement of teenagers' speaking skills after employing Digital Storytelling

Table 4.4.1. Achievement of comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfactory	3	5.0	5.0	5.0
	good	19	31.7	31.7	36.7
	qualified	28	46.7	46.7	83.3
	outstanding	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

After employing digital storytelling, it was useful in which a total of 16.7% of the students found it comfortable when using digital devices to improve their skill of speaking. Furthermore, 78.4% of students said that it was acceptable with this new way of learning. Only 5% of students felt it was extremely easy to use digital tools into studying.

Table 4.4.2. Achievement of content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfactory	4	6.7	6.7	6.7
	good	25	41.7	41.7	48.3
	qualified	20	33.3	33.3	81.7
	outstanding	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

When using digital equipment to finding new content, 6.7 % of members in the classroom were satisfied with this new method .Besides,students who could deal easily with smart devices was higher (75%).While 18.3 % consisted of the ones that were significantly exceptional.

Table 4.4.3. Achievement of pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	7	11.7	11.7	11.7
good	16	26.7	26.7	38.3
qualified	29	48.3	48.3	86.7
outstanding	8	13.3	13.3	100.0
Total	60	100.0	100.0	

Turning to the pronunciation, the percentage was recorded for students who were good and qualified with vocalization by 26,7% and 48,3%, respectively. Meanwhile, the number of members in class had great ability at pronunciation was 13,3%, and only 11,7% of learners said that they were satisfied with it.

Table 4.4.4. Achievement of fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	1	1.7	1.7	1.7
good	18	30.0	30.0	31.7
qualified	30	50.0	50.0	81.7
outstanding	11	18.3	18.3	100.0
Total	60	100.0	100.0	

The percentage of school children applying digital tools to improve their fluency had a good result with 80% of them feeling favorable and enjoyable. The proportion of students who was successful in smooth in speaking (18,3%), and just 1,7% of students could handle.

Table 4.4.4. Achievement of vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	11	18.3	18.3	18.3
good	15	25.0	25.0	43.3
qualified	22	36.7	36.7	80.0
outstanding	12	20.0	20.0	100.0
Total	60	100.0	100.0	

More than a half of students were better in their vocabulary clearly (61,75%). Similarly, the relative number of students in class had a substantial change in improving words (20%). Only 18,3% of them felt fine when using digital tools to learn new words.

Table 4.4.5. Achievement of performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	7	11.7	11.7	11.7
good	21	35.0	35.0	46.7
qualified	24	40.0	40.0	86.7
outstanding	8	13.3	13.3	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	7	11.7	11.7	11.7
good	21	35.0	35.0	46.7
qualified	24	40.0	40.0	86.7
outstanding	8	13.3	13.3	100.0
Total	60	100.0	100.0	

The statistics showed that 13.3% of students felt confident when they performed their skill standing in front of the class, compared to others who had good performance (75%). However, the number of student at a medium level of practice was 11.7 % .

Table 4.4.6. Achievement of presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfactory	5	8.3	8.3	8.3
good	15	25.0	25.0	33.3
qualified	34	56.7	56.7	90.0
outstanding	6	10.0	10.0	100.0
Total	60	100.0	100.0	

The next skill that students improved was presentation, for which almost three quarters of the class showed that they did well (71.7%). Besides this, the number of students who could satisfactorily tell a story and did it outstandingly was 8.3% and 10%, respectively.

ScoreSum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18	1	1.7	1.7	1.7
19	4	6.7	6.7	8.3
20	5	8.3	8.3	16.7
21	9	15.0	15.0	31.7
22	3	5.0	5.0	36.7
23	1	1.7	1.7	38.3
24	4	6.7	6.7	45.0
25	1	1.7	1.7	46.7
26	2	3.3	3.3	50.0
28	5	8.3	8.3	58.3
29	8	13.3	13.3	71.7
30	8	13.3	13.3	85.0
31	5	8.3	8.3	93.3
32	3	5.0	5.0	98.3
33	1	1.7	1.7	100.0
Total	60	100.0	100.0	

ScoreGroup

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28-34	30	50.0	50.0	50.0
21-27	18	30.0	30.0	80.0
1-20	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Frequency Table Week 20 – Interview

Table 4.4.7. Improvement in participation

Rate (1 – 10) The level of your participation in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	11.7	11.7	11.7
4	10	16.7	16.7	28.3
5	11	18.3	18.3	46.7
6	2	3.3	3.3	50.0
7	2	3.3	3.3	53.3
8	22	36.7	36.7	90.0
9	6	10.0	10.0	100.0
Total	60	100.0	100.0	

When asked about how they rated their participation in class, most students marked the point at 7 of more for their classmates. 5 and 6 were the points which were given by 4 students. Besides, there were 17 students marking 3 or 4 for their friends.

Table 4.4.8. Improvement in speaking ability

Rate (1 – 10) The level of your speaking ability after the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	6.7	6.7	6.7
3	3	5.0	5.0	11.7
4	8	13.3	13.3	25.0
5	12	20.0	20.0	45.0
6	3	5.0	5.0	50.0
7	8	13.3	13.3	63.3
8	19	31.7	31.7	95.0
9	3	5.0	5.0	100.0
Total	60	100.0	100.0	

Almost a quarter of the class rated their speaking ability at the point under average. Moreover, 15 students got the mark at 5 and 6. However, a half of them judged themselves at the mark 7,8 or 9.

Table 4.4.9. Improvement in literacy skill

Rate (1 – 10) The level of your digital literacy after the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	6.7	6.7	6.7
3	7	11.7	11.7	18.3
4	5	8.3	8.3	26.7

5	9	15.0	15.0	41.7
6	4	6.7	6.7	48.3
7	11	18.3	18.3	66.7
8	16	26.7	26.7	93.3
9	4	6.7	6.7	100.0
Total	60	100.0	100.0	

When mentioning their digital literacy, the proportion of student rated themselves at level 2,3,4 follow the percentage by 6.7%, 11.7% and 8.3%, respectively. Further more, 21,7 % of students believed that they deserved at 5 and 6. Luckily, More than a half of the class were rated at the mark from 7 to 9.

Table 4.4.10. Digital storytelling learning continuing

Continuing learning digital storytelling in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	9	15.0	15.0	15.0
Yes	51	85.0	85.0	100.0
Total	60	100.0	100.0	

For the question about learning with digital storytelling, 85 % off student said that they would continue to study in that way and only 15% felt uncomfortable if they had to learning.

Table 4.4.11. Improvement in oral proficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	5	8.3	8.3	8.3
Yes	55	91.7	91.7	100.0
Total	60	100.0	100.0	

The percentage of students (91.7 %) said that they will keep studying with digital devices because of wonderful progress in relation to their oral proficiency during the semester. However, 8.3% of them found it truly helpful and said "No" if they were forced to study in the new digital machines.

Table 4.4.12. Improvement in some speaking aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Accuracy of Pronunciation	11	18.3	18.3	18.3
Clearer goals setting	6	10.0	10.0	28.3
Co-elaboration	10	16.7	16.7	45.0
Increase Confident	9	15.0	15.0	60.0
Increase Fluency	11	18.3	18.3	78.3
Vocabulary	13	21.7	21.7	100.0
Total	60	100.0	100.0	

After a semester of studying, students commented that their vocabulary, confident and fluency were improved by 21.7%, 15% and 18.3%, respectively. Besides, speaking skill grew up by 16.7% . The number of students who did not know what they had to study at first said that they could set plans for themselves clearly (10%). Correct and clear pronunciation got a good result with 18,3% of students.

Table 4.4.13. Finding interest in listening

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	13	21.7	21.7	21.7

Yes	47	78.3	78.3	100.0
Total	60	100.0	100.0	

More than three quarters of students in class felt that it was extremely enjoyable when listening to stories in English. Just one-fifth of the students said that it was useless.

Enjoying reading English stories

Table 4.4.14. Finding interest in reading

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	10	16.7	16.7	16.7
Yes	50	83.3	83.3	100.0
Total	60	100.0	100.0	

Statistics collected shows that enjoying reading stories in English language were almost familiar with the result of listening which had 83.3% of students loving to listen. Sixteen point seven percent was the percentage of members who felt annoyed.

Table 4.4.15. Finding active in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	10	16.7	16.7	16.7
Yes	50	83.3	83.3	100.0
Total	60	100.0	100.0	

For enjoying acting in digital storytelling in class, 3.3% students said that they were interesting when using English in their speaking and 16.7% would not be ready to speak.

Table 4.4.16. The effect of learning speaking English via digital storytelling

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	6	10.0	10.0	10.0
Yes	54	90.0	90.0	100.0
Total	60	100.0	100.0	

When students were asked of their opinion of whether digital storytelling helped their learning of English speaking skills, they gave the feedback with 90% feeling it was useful and 10% said it was hard to practice.

Table 4.4.17. The effect of learning literacy skill via digital storytelling

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	9	15.0	15.0	15.0
Yes	51	85.0	85.0	100.0
Total	60	100.0	100.0	

Answering the question whether digital storytelling helped student in their learning of digital literacy skills, 85% of them said it was helpful and brought many new experiments for their studying. Besides, 15% of other members said it useless.

V. CONCLUSION

The most obvious finding to emerge from this study is that the great attitude of students was high. These results were drawn on the theoretical framework of TBL, applied in technological environments with a theme about storytelling. Concretely, the two research questions were answered in turn. Concerning the findings of research question 1, it was revealed that students had struggles toward speaking ability. Regarding the findings of research question 2, the results showed that storytelling was very well received by the students based on the application of TBL and technology integration. Many students were aware of becoming more confident for their language learning and applied more technological tools for their digital storytelling. With respect to most students, they had positive attitudes towards technological use for English language learning and try to improve themselves in speaking English significantly especially based on available tools they are using such as word, power point slides, digital internet power point slides.

The results of this research also showed that students in Star-Edu English Center were ready for using digital tools - technology-based language learning strategies in general to enhance their speaking skills of foreign language learning. They thought that they would become much more confident in their language learning and would speak more beyond the classroom. Task-based approach and digital learning environment in combination are considered an appropriate method that is preferable to improve English speaking skills for students. Obviously, a task-based approach has been shown to be effective and highly recommended in teaching speaking skills with technology immersion.

5.1. Implications

This study focuses on teenagers' level of speaking English and the relationship between attitudes towards the use of technology in English speaking. In addition, it is vitally important for learners to be aware of the significance of technology-based language learning strategies in the promotion of learner speaking skills. Learners should know how to use language learning strategies autonomously, especially applying digital tools in their foreign language acquisition. As a result, the students can actively participate in various learning activities, freely communicate, and frequently cooperate with their partners through technology based. Through using technology-based language learning, learners will be able to set up learning objectives, make study plans, determine learning content, use learning strategies, and evaluate learning outcomes by themselves. Therefore, it can be said that TBL and Technology integration – a compulsory activity at learning environment in Vietnam with student age of twelve and above. TBL and Technology integration should be made a compulsory activity for teenager students Vietnam. Teachers should encourage students to become more independent, promote their creativity and critical thinking, and apply more technological tools into their learning environment outside of class.

As for the positive changes in the roles of teachers and students, to operate a digital learning successfully at foreign language in the context of Vietnam, teachers and students have made significant efforts to get over the difficulties and obstacles. To achieve the goal, it is of importance for the students to be equipped with some essential skills in the new ways of learning. When students are provided good preparation to operate their 4.0 environment learning with high determination to gain good results, they will be in attempt to fulfill their shortcomings. Not only teachers but also students have to be willing to change their roles in the classroom or outside of class.

5.2. Limitations

This study still bears some limitations. First, the sample size was not big enough to make a generalization. This is due to the fact that the sample of students at one English center. It will be better if the participants of the study are expanded in other non-English- majored in high school students in Vung Tau City in the further study. The future study should involve both non-English majors and English majors. With respect to its credibility, the participants in this research might not be 100% truthful with their responses to some extent. Second, the questions in the questionnaire may not cover all the aspects of digital learning. The number of interview participants was quite small although the depth rather than breadth data is the focus of the qualitative approach. Furthermore, during data collection, the research could not record all the students' discussion in their groups to provide more evidence on students' interaction. Such an approach would, however, produce a large volume of data, thereby making the study much more demanding of research time.

The inevitability of such limitations may significantly reduce the study's reliability and validity in the case of this research. These limitations are found in the number of participants and the data collection instrument. Due to the lack of time, the researcher cannot apply more tests to ensure the accuracy of the result and findings more struggle and difficulty of student in learning English. Besides that, the number of participants was small, and it fairly affected the result of the research to bring out the result to the current situation of teaching and learning English in Vietnam. Finally, this study was conducted within the Star-Edu English Center, so it might not be

suitable to other schools because the conditions were different among schools and foreign language centers.

5.3. Recommendation

Today, students are not only learning English as a second language at school. Gifted students and students from rich families are learning in the bilingual educational environment. This trend might fast spread because of its benefits and contribute to the learning of English in the future. In this study, I could only investigate the teenager students' English speaking skill at an English Center with 3 branches in Vung Tau City and Ba Ria City. It will be more useful if further research considers how to improve students' speaking skill in an appropriate period. Besides, it will be greater value for future research to investigate the impacts of speaking English proficiency.

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