**Name: Kristian FW.**

**Digital Story Telling Library Study**

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| Studies | Research Results |
| 1. Abdelmageed, M., & El-Naggar, Z. (2018, March). Digital storytelling enhances students' speaking skills at Zewail university of science and technology in Egypt. In *Society for Information Technology & Teacher Education International Conference* (pp. 278-287). Association for the Advancement of Computing in Education (AACE). | In the support of digital storytelling, university EFL learners are more eager to develop their L2 communicative competencies to the utmost potential resulting in more satisfying speaking performances and positive perceptions toward the specifically-assigned speaking activities. |
| 2. Amaliah, P. R., Sultan, S., & Amrullah, A. (2022). The Use of Digital Storytelling as A Strategy to Improve Students’ English Speaking Skill at SMKN 1 Wajo. *Indonesian Journal of Learning Studies*, *2*(3), 88-102. | It was proved that the utilization of digital storytelling had successfully fostered Indonesian EFL learners’ speaking confidence and proficiency to the fullest level as they were trained on creating more engaging speaking presentations in the presence of other learning community members. |
| 3. Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acquisition Research Network*, *14*(1), 317-343. | More authentic, interactive, and enjoyable digital storytelling activities are indispensable to be internalized at the commencement of L2 speaking learning activities in order to allow EFL learners to become more life-long and proactive L2 communicators. |
| 4. Badawi, D., Farrag, M., El Gabas, D., Mohamed, N., & Mohamed, N. E. A. (2022). The Effect of Using a Strategy Based on Digital Storytelling on Developing Primary School Pupils' English Speaking Skills. *Journal of Research in Curriculum Instruction and Educational Technology*, *8*(1), 121-147. | It is worth advising for EFL educationalists to incorporate digital storytelling at the onset of L2 speaking learning dynamics where EFL learners’ speaking learning motivation can be boosted extensively to eventually attain more fruitful speaking learning outcomes. |
| 5. Mohamed Salama Eissa, H. (2019). Pedagogic effectiveness of digital storytelling in improving speaking skills of Saudi EFL learners. *Arab World English Journal (AWEJ) Volume*, *10*. | It was revealed that in the light of digital storytelling implementation, Arabic university EFL learners had been more capable of practicing their L2 communicative competencies independently as they experienced a higher degree of speaking learning enjoyment. |
| 6. Elenein, A. H. A. A. (2019). The effect of utilizing digital storytelling on developing oral communication skills for 5th grade students at Rafah Primary Schools. *International Journal of Language and Literary Studies*, *1*(1). | With the accompaniment of digital storytelling, a vast majority of university EFL learners are more prone to continuously engage with the particular speaking learning activities assigned by their speaking learning instructors. As a result, they have transformed into more competent L2 speakers. |
| 7. Febriyanti, M., & Susanto, S. (2017). The use of digital storytelling narrative text to improve students speaking ability at Grade Ten SMAN 2 Bandar Lampung. *LINGUISTIKA*, *8*(1). | The proper incorporation of digital storytelling has sustainably promoted a wide variety of positive speaking learning benefits for the betterment of Indonesian EFL learners’ speaking skills namely becoming more confident L2 speakers, pronouncing each English word correctly, generating manifold effective sentences, and broadening their vocabulary knowledge. |
| 8. Fu, J. S., Yang, S. H., & Yeh, H. C. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners’ speaking competence. *Journal of Research on Technology in Education*, *54*(5), 679-694. | It was discovered that through the accurate use of digital storytelling, Chinese university EFL learners had progressively improved their speaking fluency, accuracy, and proficiency as they were requested to actively participate in the targeted speaking learning activities designed by the second language speaking learning instructors. |
| 9. Mirza, H. S. (2020). Improving University Students' English Proficiency with Digital Storytelling. *International Online Journal of Education and Teaching*, *7*(1), 84-94. | It was uncovered that with the proper implementation of digital storytelling, Indonesian university EFL learners have gradually improved their self-confidence, motivation, and speaking competencies to the fullest potential since they can deliver their speaking presentation contents more comprehensibly to the targeted audience. |
| 10. Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability*, *13*(17), 9829. | It was evidenced that with the constant integration of digital storytelling, Malaysian university EFL learners could successfully fostered their L2 communicative proficiency to the utmost development since they communicated their particular thoughts, ideas, and argumentations more intelligibly to other interlocutors. |
| 11. Nair, V., & Md Yunus, M. (2022). Using Digital Storytelling to Improve Pupils’ Speaking Skills in the Age of COVID 19. *Sustainability*, *14*(15), 9215. | It is worthwhile to be asserted amidst the effective internalization of digital storytelling, a great number of Malaysian university EFL learners are strongly encouraged to forge their L2 communicative competencies to more advanced development as they totally undergo more emotionally-supportive speaking learning environments where all learning community members have broader opportunities to practice their intended speaking skills. |
| 12. Nampaktai, P., & Suksiripakonchai, W. (2018). The Use of Digital Storytelling in Fostering English Speaking Ability of Thai Secondary Students. *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and arts)*, *11*(4), 1192-1206. | An overwhelming majority of Thai EFL learners have continually gained more robust speaking self-confidence and advanced speaking proficiency after being introduced to digital storytelling in which they can meaningfully practice their L2 communicative competencies. As a result, they can turn into more proficient L2 speakers inculcating a higher level of optimism towards the speaking learning processes. |
| 13. Ramalingam, K., Jiar, Y. K., & Mathiyazhagan, S. (2022). Speaking skills enhancement through digital storytelling among primary school students in Malaysia. *International Journal of Learning, Teaching and Educational Research*, *21*(3). | It is worth accentuating that digital storytelling has brought about various meritorious influences for the significant advancement of EFL learners’ speaking fluency, accuracy, words knowledge, and comprehension towards the specifically-chosen online reading texts. By possessing all these paramount speaking learning attributes, EFL learners can progressively transfigure into more competent L2 speakers. |
| 14. Razmi, M., Pourali, S., & Nozad, S. (2014). Digital storytelling in EFL classroom (oral presentation of the story): A pathway to improve oral production. *Procedia-Social and Behavioral Sciences*, *98*, 1541-1544. | Through the continual implementation of digital storytelling, EFL learners have become more responsible, highly-encouraged, and proactive L2 speakers, which in turn direct them to infuse a higher level of speaking confidence and exhibit the best speaking performances as long as they can. |
| 15. Riani, E., Husnawadi, H., & Syarifudin, S. (2021). Effects of digital storytelling-aided instruction on students' narrative writing and speaking skills. *Edulangue*, *4*(1), 140-156. | It was unearthed that with the support of digital storytelling, Indonesian university EFL learners’ speaking learning interest, desire, and commitment have been dramatically aroused. As a result of these supportive speaking learning behaviors, EFL learners will be more highly desirous of enhancing their L2 communicative competencies outside of the formal speaking classroom contexts. |
| 16. Abdolmanafi-Rokni, S. J., & Qarajeh, M. (2014). Digital storytelling in EFL classrooms: The effect on the oral performance. *International Journal of Language and Linguistics*, *2*(4), 252-257. | The terrific elevation of EFL learners’ speaking learning motivated are ascertained through the use of digital storytelling where they are constantly commissioned to become more proactive learning community members who are willing to disseminate a wide variety of useful knowledge and skills intended to foster other learning companions’ speaking competencies. As a result of these commendable speaking learning attitudes, EFL learners have gradually transfigured into more proficient L2 communicators. |
| 17. Saenboonsong, S., & Poonsawad, A. (2020). A Digital Storytelling on Video to Improve English Speaking Skills of Thai EFL Undergraduate Students. | The further implementation of digital storytelling has continually promoted more positively-sound speaking learning circumstances in which EFL learners are strongly prompted to share their already-possessed speaking knowledge, skills, and experiences with other trusted learning counterparts. With the actualization of these laudable speaking learning initiatives, EFL learners can progressively become more proficient L2 speakers. |
| 18. Tahriri, A., Tous, M. D., & MovahedFar, S. (2015). The impact of digital storytelling on EFL learners' oracy skills and motivation. *International Journal of Applied Linguistics and English Literature*, *4*(3), 144-153. | Digital storytelling was deemed as one of the pivotal language learning media needed to be applied in nowadays speaking learning contexts, by which EFL learners are highly motivated to devise their creative, interactive, and interesting speaking learning presentations resulting in the full attainment of more gratifying speaking learning achievements. |
| 19. Tatli, Z., Saylan, E., & Kokoç, M. (2022). Digital Storytelling in an Online EFL Course: Influences on Speaking, Vocabulary, and Cognitive Load. *Participatory Educational Research*, *9*(6), 89-112. | In the midst of Covid-19 pandemic, the role of digital storytelling is extremely crucial in not only sustaining EFL learners’L2 communicative skills growth but also other paramount target language elements such as pronunciation, vocabulary mastery, grammar, speaking fluency, and speaking accuracy. By instilling all these indispensable speaking learning aspects, EFL learners can transfigure into more active and skillful L2 speakers. |
| 20. Wafa, E., & Chakim, N. (2022). The Use of Digital Storytelling to Enhance the Students’ Speaking Ability. *ELite Journal: International Journal of Education, Language, and Literature*, *2*(3). | It was unfolded that through the continual internalization of digital storytelling, EFL learners could dramatically foster their public speaking skills to more advanced development since they are strongly attracted with the enjoyable and interactive digital speaking learning dynamics imparted by their second language speaking learning instructors. |
| 21. Wei, Q., Siriyothin, P., & Lian, A. P. (2018). Improving Chinese university EFL students’ speaking skills through digital storytelling. *Suranaree Journal of Social Science*, *12*(2), 47-68. | An overwhelming majority of Chinese university EFL learners had casted a higher level of interest towards the speaking learning enterprises conducted with the support of digital storytelling in which they labeled these specifically-assigned speaking learning activities as challenging, engaging, beneficial, and enjoyable. By inculcating all these positive feelings, EFL learners will simultaneously become more competent and independent L2 speakers. |
| 22. Yan, G., & Zhao, X. (2019). A Review of the Use of Storytelling to Improve Students’ Oral Proficiency in EFL Teaching. *European Journal of English Language Teaching*. | By sustainably incorporating digital storytelling in modern EFL speaking learning dynamics, language learners can significantly elevate their L2 communicative competencies, confidence, and motivation. Accordingly, EFL learners will feel more comfortable while rehearsing their speaking skills to the utmost development. |
| 23. Yang, Y. T. C., Chen, Y. C., & Hung, H. T. (2022). Digital storytelling as an interdisciplinary project to improve students’ English speaking and creative thinking. *Computer Assisted Language Learning*, *35*(4), 840-862. | More authentic, interactive, and meaningful speaking learning enterprises have been consistently generated with the incorporation of digital storytelling where Chinese university EFL learners concurrently transform into more creative thinkers and competent L2 speakers. |
| 24. Zamzam, F. (2020). Digital Storytelling to Improve Speaking Skill. *Jurnal Studi Guru Dan Pembelajaran*, *3*(3), 524-528. | To ensure more efficient implementation of digital storytelling in diverse wide-ranging EFL speaking learning vicinities, it is progressively essential for second language speaking learning instructors to fully equip their learners with decent L2 communicative skills and encourage more proactive speaking learning engagement by which EFL learners will undergo more pleasurable L2 communicative exposure in an attempt to foster their desired speaking learning skills. |
| 25. Zuana, M. M. M. (2018). Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class. *Alsuna: Journal of Arabic and English Language*, *1*(1), 27-39. | The continuous activation of digital storytelling was evidenced to be successful in empowering Indonesian university EFL learners’ speaking learning motivation, confidence, and proficiency. Added to these indispensable speaking learning behaviors, they have simultaneously turned into more less-anxious L2 speakers as they sustainably experience a higher degree of speaking learning enjoyment for a long-term period. |