



Digital Storytelling to Improve Learners' Motivation in Learning Speaking

Tri Jampi Setiyorini

English Education Department, Faculty of Education and Humanity
Universitas Islam Mulia Yogyakarta

Corresponding E-Mail: tri.jampi@uim-yogya.ac.id

Received: 2025-05-15 Accepted: 2025-06-28

DOI: 10.24256/ideas.v13i1.6730

Abstract

The Independence curriculum provides various skills – listening, reading, speaking, and writing. However, many students lack motivation to learn speaking due to inadequate ideas, lack of self-confidence, and uninteresting learning media. On the contrary, motivation has a crucial role in English learning. This study aims to find out whether digital storytelling can increase learners' motivation to learn to speak. The method used is a descriptive case study. The research participants were 36 learners of Class X Social 1 in a private Islamic senior high school, Central Java, Indonesia. Data were collected by using close-ended questionnaires and focus group interviews. The research results showed a significant improvement of learners' motivation in learning speaking after using digital storytelling. The questionnaire results showed that students' intrinsic motivation is higher than their extrinsic motivation. It can be proved that 55.56%-66.67% of students agree and 11.11%-22.22% of students strongly agree with all statements about intrinsic motivation in learning speaking. Interview results showed that learners' intrinsic motivation in learning speaking is high. Therefore, digital storytelling can increase students' motivation to learn to speak.

Keywords: *digital storytelling, extrinsic motivation, intrinsic motivation, speaking*

Introduction

Mastering speaking skill is a crucial thing because it is the influential factor to determine the success of English language learning (Anita et al., 2023). When students have good speaking skills, they can deliver their ideas smoothly (Salsabila et al., 2024). Speaking allows learners to deliver their thoughts, opinions, and perspectives using verbal communication (Ma'rufah et al., 2024). Viewed from learners' speaking skills, MA An Nawawi Purworejo learners in the tenth grade still have inadequate ideas and insufficient vocabulary.

Lack of ideas makes them unable to deliver their ideas in telling a story during the speaking class. On the contrary, in the second semester, the tenth-grade students must learn and master storytelling. Lack of vocabulary makes them use many repetitions of words during the storytelling in the classroom. Besides, they are also not confident in telling a story. It makes them unable to participate actively during the speaking class.

Motivation encourages individuals to do things with great efforts to achieve the goals. It helps someone to be actively involved in activities, make efforts, make decisions, and keep on doing something. Individuals with high motivation have curiosity for knowledge, activity, and exploration (Rifqi, 2023). It makes learners continue learning and pay more attention to the lesson (Nur et al., 2021). Motivation controls students' attitudes to do all activities and affects their learning achievement (Masykuri & Wan, 2020). Motivated students love learning, improve their learning achievement, and consistently participate in all learning activities. Motivation helps students achieve a specific purpose and plays a vital role in the English learning (Sumakul & Hamied, 2023; Xincal, 2023).

In addition, it influences learners' learning behavior because it can guide and improve their learning desire and continuity, including their spirit to attain their learning goals (Xincal, 2023). It helps learners concentrate on learning to enhance their achievement in language learning (Dewi et al., 2020). Several studies have proved that high motivation contributes to learners' better performance in English learning. High motivated learners always use tactics to achieve the goals (Xincal, 2023). From the explanation, motivation is very essential in English learning since it drives learners' attitudes to do all activities, enhances their learning desire and continuity, and helps them attain their learning objectives. Students having greater motivation will have better performance on their language learning.

Motivation relates with guidance, energy, and continuity which controls individuals to act and achieve their goals (Annamalai et al., 2022). It affects learners' attitude in foreign language learning and deals with their interest to learn the language harder (Dewi et al., 2020). Motivation to learn is an individual's controller, which encourages, stabilizes, and directs their learning activities performance to attain the learning goals (Chowdhury et al., 2021). Motivation types are intrinsic and extrinsic motivation (Dörnyei, 2001; Dewi et al., 2020).

Intrinsic motivation is related to learners' desire to do something. Learners with intrinsic motivation will participate actively in all learning activities with pleasure and enjoyment. They will always learn although the subject is intricate (Dörnyei, 2001; Chowdhury et al., 2021). Learners with intrinsic motivation learn because they want to explore and find something new, and they learn for enjoyment (Rahmat & Akbar, 2019). They have the self-awareness to learn, and they never think about the reward they will get during the learning process

because they like the subject (Shih, 2019). Extrinsic motivation occurs when students do activities for something else, such as getting rewards, passing grades, and avoiding punishments (Ahmadi, 2019; Chowdhury et al., 2021).

It happens when the person does the task due to other persons such as their teacher, friends, or parents (Maulina et al., 2019). Learners with extrinsic motivation learn something for some reasons such as praises, grades, and pride (Dörnyei, 2001; Rahmat and Akbar, 2019). Another theory explains that intrinsic motivation relates with learners' desire to do activities for pleasure. In contrast, extrinsic motivation occurs because of getting rewards or avoiding punishment (Annamalai et al., 2022).

From the explanation, motivation affects learners' behavior in foreign language learning because it encourages, stabilizes, and directs their learning activities to achieve the learning objectives. Motivation types are categorized into intrinsic and extrinsic motivations. Students who are intrinsically motivated learn with high self-awareness and enjoyment, whereas extrinsically motivated students learn for external reasons such as passing grades, receiving rewards, and avoiding punishment.

Technology development can improve learners' motivation in learning to speak. Here, the researcher believes that the English teacher is able to apply digital storytelling to enhance learners' speaking learning motivation. Digital storytelling tells a short story combining pictures, audio, and video in the digital platform with video maker software (Chung and Yunus, 2018). Digital storytelling (DST) can improve the learning process's effectiveness because it can enhance students' communicative competence and create student-centered learning (Lestari and Nirmala, 2020). DST allows learners to develop their language skills. It becomes an essential tool in English learning (Sudarmaji et al., 2020). Digital storytelling becomes an essential instrument for the classroom, teacher, and students. It is able to motivate learners in the learning process, so they can participate actively during the lesson.

Speaking is a vital English skill that learners must learn and master to share their thoughts clearly during the spoken communication. It includes producing, accepting, and processing information (Marbes and Idayani, 2022). Speaking skill has some components such as good comprehension, vocabulary, accurate grammar, fluency, and pronunciation (Rahayu and Eripuddin, 2023). In speaking, students must produce sounds in words clearly and correctly, speak without pausing, have wide vocabulary, and understand grammar to deliver their ideas (Lutfi, 2020).

Several current studies have analyzed digital storytelling (DST) to enhance learners' speaking ability. The first previous study conducted by Azis and Husnawadi (2020) reported that digital storytelling improved learners' speaking skills effectively. It enhanced their performance and knowledge during speaking

class. It also encouraged them to participate actively during the revision process. Azis and Husnawadi (2020) also reported that digital storytelling promoted students' speaking skill development and engagement. High learning motivation and engagement encouraged students to participate in speaking activities actively, so their speaking skills developed well.

The second previous study indicated that digital storytelling improved learners' speaking skills effectively in the Islamic senior high school (Hidayat et al., 2024). The third previous study shows that digital storytelling could enhance learners' speaking skills and the teacher should use digital storytelling during English learning in a senior high school (Nuriyah et al., 2024). Although some studies have researched digital storytelling to enhance learners' speaking skills, no specific studies have researched digital storytelling to enhance learners' motivation in speaking learning.

This study is similar to the first, the second, and the third previous studies in which they found digital storytelling to enhance learners' speaking skills. The distinction is that this study used digital storytelling to increase learners' motivation when speaking, whereas all previous research focused on using digital storytelling to improve learners' speaking abilities.

Referring to the research background, the research question is: "Can digital storytelling improve learners' motivation in learning speaking?"

This research objective is to find out whether digital storytelling can improve learners' motivation in learning speaking.

Method

This section presents (1) the type and design of the research, (2) the research setting, (3) the population and sample or participants of the research, (4) data collection techniques and the development of research instruments, and (5) data analysis techniques.

1. Type and design of the research

This research is qualitative, and it investigates a phenomenon in rich detail (Ary et al., 2010). This research design was a descriptive case study which presented information to gain a deep understanding of the case (Creswell, 2012). This research gave detailed information about whether digital storytelling could enhance learners' motivation in learning speaking. The data were six interviews recording results and thirty-six close-ended questionnaires results.

2. The research setting

The researcher conducted the research at MA An Nawawi Purworejo, Jalan KH. Zarkasyi, Berjan, Purworejo, Central Java, Indonesia. It was conducted from February to May 2024 at Class X Social 1.

3. Participants of the research

The target population was tenth-grade students of MA An Nawawi Purworejo. The research population was 360 tenth-grade MA An Nawawi Purworejo learners in the academic year of 2023/2024. There were three classes of social department, five classes of science department, and two classes of language department. This research used purposive sampling. It selected a particular group to learn and comprehend the phenomenon (Creswell, 2012). Here, the researcher selected one social class at the tenth grade of MA An Nawawi Purworejo, Central Java, Indonesia. The research samples were 36 students.

4. Data collection techniques and research instruments development

The researcher gathered the data using close-ended questionnaires using 4-Likert scale and focus group interviews. The close-ended questionnaire consisted of ten statements. The close-ended questionnaires were created based on Dörnyei's theory (2001) about intrinsic motivation and extrinsic motivation. Here, the researcher created 2 close-ended questionnaires: the first close-ended questionnaire was given to learners before they learned speaking using digital storytelling, and the second close-ended questionnaire was given to learners after they learned speaking using digital storytelling.

To validate close-ended questionnaires, the researcher employed the Pearson Correlation. When the Pearson correlation result is more than r_{table} , that is 0.329 (significant at the 0.05 level) or 0.424 (significant at the 0.01 level), it means that close-ended questionnaires are valid. Next, the researcher assessed the reliability of close-ended questionnaires by using Cronbach's Alpha. When Cronbach's Alpha's value is more than 0.6, it means that close-ended questionnaires are reliable. Then, to investigate learners' motivation in learning speaking after using digital storytelling, the researcher used group interview (Creswell, 2012). The interview consisted of two questions about students' motivation to learn speaking after using digital storytelling. Interviews questions were validated using 3 experts judgments (3 English teachers from MA An Nawawi Purworejo).

The content validity is used to measure the first close-ended questionnaires. The content validity ensures that the close-ended questionnaire is accurate and contains the representative of the sample (Setiyorini et al., 2023). The researcher used the syllabus of English subject, the Independence Curriculum, and the English book. Then, the researcher used Dörnyei's theory (2001) about intrinsic and extrinsic motivation.

The close-ended questionnaire's content validity is used to measure all statements' validity in the questionnaire. The questionnaire is valid if $r_{table} < r_{count}$ (Sujarweni, 2020). The item is valid when the Pearson correlation's result

is more than r_{table} (0.329). The result showed that 10 items are valid because the results of Pearson correlation were more than 0.329 (0.372-0.680).

After measuring the first close-ended questionnaire's validity, the researcher then measured its reliability. Below is the reliability result of the first close-ended questionnaire.

Table 1. The First Close-Ended Questionnaire's Reliability

Reliability Statistics	
Cronbach's Alpha	Number of Items
.626	11

Reliability is the measurement and score's consistency and stability, which means that the same measurement will yield the same result. If the researcher administers the same tests to same test takers to different time and they have the same results, it means that the instrument is reliable (Setiyorini et al., 2022). The researcher employed internal consistency reliability using Cronbach's alpha value. When Cronbach's Alpha value is > 0.6 , it means that the questionnaire is reliable (Sujarweni, 2020). Here, Cronbach's Alpha's value is 0.626, so the first close-ended questionnaire is reliable.

After applying digital storytelling to teach speaking in the English class, then the researcher created and validated the close-ended questionnaire to investigate learners' motivation in learning speaking after applying digital storytelling. Below is the close-ended questionnaire's validity result after using digital storytelling.

The content validity is used to measure the second close-ended questionnaire's validity to ensure the accuracy of the questionnaire. The researcher used the syllabus of English subject, the Independence Curriculum, and the English book used by the teacher and students. Then, the researcher used Dörnyei's theory (2001) about intrinsic and extrinsic motivation. The result showed that 10 items are valid because the Pearson correlation results were more than 0.329 (0.382-0.779).

After measuring the validity of the second close-ended questionnaire, the researcher then measured its reliability. Below is the result of the reliability of the second close-ended questionnaire.

Table 2. The Reliability of the Second Close-Ended Questionnaire

Reliability Statistics	
Cronbach's Alpha	Number of Items
.825	11

Table 2 shows that the Cronbach's Alpha's value is 0.825. It means that the second close-ended questionnaire is reliable.

Procedures

The first and the second close-ended questionnaires consisting of ten statements about intrinsic and extrinsic motivation were given to know whether digital storytelling can improve learners' motivation in learning speaking. In distributing each close-ended questionnaire, the researcher took some steps: asking for permission from 36 tenth-grade social students, distributing close-ended questionnaires to students, explaining how to do questionnaires, asking learners to do and submit questionnaires.

Group interviews were conducted to 36 social students. The researcher divided students into six group, and each group consisted of six students. In conducting the interview, the researcher took some steps: making two questions for the interview, asking for permission from students as the interviewees, sending the link of Zoom meeting to conduct the interview, recording the interview, asking two questions to students, and saving the interview recording.

5. Data analysis techniques

According to Atmojo (2020), the information from closed-ended surveys was examined using qualitative data analysis. Data analysis involves gathering, interpreting, and drawing conclusions. Interview results were analyzed by collecting the results of the recording, listening to the recording, transcribing the recording, interpreting the recording, and drawing a conclusion about the interpretation results.

Results and Discussion

Can Digital Storytelling Enhance Learners' Motivation in Learning Speaking?

In this section, the researcher discusses the close-ended questionnaires' results consisting of ten statements and the results of focus group interviews from 36 tenth-grade social learners of an Islamic senior high school in Central Java, Indonesia. The close-ended questionnaire consists of ten statements; that is, five statements about intrinsic motivation and five statements about extrinsic motivation, while the interview consists of two questions.

1. Result of the Close-Ended Questionnaires

Here, the researcher presents the first close-ended questionnaires' results related to learners' motivation in learning speaking before applying the digital storytelling. Below is the close-ended questionnaires' result.

Table 3. Learners' Motivation in Learning Speaking Before Using Digital Storytelling

No.	Statement	SD	D	A	SA
Intrinsic Motivation					
1	I learn speaking because I feel happy to learn speaking.	5 (13.89%)	19 (52.78%)	8 (22.22%)	4 (11.11%)
2	I learn speaking because I have self-awareness to learn speaking.	4 (11.11%)	20 (55.56%)	10 (27.78%)	2 (5.56%)
3	I learn speaking to explore something new.	4 (11.11%)	22 (61.11%)	8 (22.22%)	2 (5.56%)
4	I learn speaking to share my ideas.	5 (13.89%)	19 (52.78%)	10 (27.78%)	2 (5.56%)
5	I learn speaking to improve my fluency and confidence.	3 (8.33%)	19 (52.78%)	10 (27.78%)	4 (11.11%)
Extrinsic Motivation					
6	I learn speaking because English is a compulsory subject.	2 (5.56%)	4 (11.11%)	25 (69.44%)	5 (13.89%)
7	I learn speaking to get a score and rewards.	2 (5.56%)	4 (11.11%)	26 (72.22%)	4 (11.11%)
8	I learn speaking because of my parents and teacher's instructions.	2 (5.56%)	6 (16.67%)	20 (55.56%)	8 (22.22%)
9	I learn speaking to make my parents proud.	2 (5.56%)	3 (8.33%)	20 (55.56%)	11 (30.56%)
10	I learn speaking to win the English competitions.	4 (11.11%)	2 (5.56%)	24 (66.67%)	6 (16.67%)

The description of the result of the first close-ended questionnaires related to learners' motivation in learning speaking before using digital storytelling:

a. Intrinsic Motivation

Table 3 shows that intrinsic motivation is lower than extrinsic motivation. In the first statement, 66.67% of students do not feel happy to learn speaking. In the second statement, 66.67% of students do not have self-awareness to learn speaking. In the third statement, 66.67 % of learners do not learn speaking to explore something new. In the fourth statement, 61.11% of students do not learn speaking to share their ideas. In the fifth statement, 61.11% of students do not learn speaking to improve their fluency and confidence.

From table 3, we can conclude that 8.33%-13.89% of students strongly disagree and 52.78%-61.11% of students disagree with all statements about intrinsic motivation in learning speaking. Thus, learners' intrinsic motivation in learning speaking is lower than their extrinsic motivation. It means that they learn speaking for other purposes, not for enjoyment. Most of them do not learn speaking for pleasure, do not want to learn speaking, do not want to explore something new, do not want to share their new ideas, and do not want to improve their fluency and confidence.

b. Extrinsic Motivation

Table 3 shows that extrinsic motivation is higher than intrinsic motivation. In the sixth statement, 75% of students learn speaking because English is a compulsory subject. If English is not a compulsory subject, they do not want to learn speaking. In the seventh statement, 83.33% of students learn speaking to get a score and rewards. It means that a score and rewards still influence students' learning motivation. In the eighth statement, 77.78% of students learn speaking because of their parents and friends.

In the ninth statement, 63.89% of students learn speaking to make their parents proud. In the tenth statement, 83.33% of students learn speaking to win English competitions. It indicates that they do not want to learn speaking if there are no English competitions. From table 3, we can conclude that 55.56%-72.22% of students agree and 11.11%-30.56% of students strongly agree with all statements about extrinsic motivation in learning speaking, so learners' extrinsic motivation in learning speaking is higher than their intrinsic motivation. It means that they learn speaking for other purposes, such as learning because of a compulsory subject, getting a score and rewards, learning because of their parents and teacher's instructions, learning to make their parents proud, and learning to win the English competitions.

Table 4. Learners' Motivation in Learning Speaking after Using Digital Storytelling

No.	Statement	SD	D	A	SA
Intrinsic Motivation					
1	I learn speaking because I feel happy to learn speaking.	4 (11.11%)	4 (11.11%)	20 (55.56%)	8 (22.22%)
2	I learn speaking because I have self-awareness to learn speaking.	4 (11.11%)	4 (11.11%)	22 (61.11%)	6 (16.67%)
3	I learn speaking to explore something new.	4 (11.11%)	6 (16.67%)	20 (55.56%)	6 (16.67%)

4	I learn speaking to share my ideas.	4 (11.11%)	4 (11.11%)	20 (55.56%)	8 (22.22%)
5	I learn speaking to improve my fluency and confidence.	2 (5.56%)	6 (16.67%)	26 (66.67%)	4 (11.11%)
Extrinsic Motivation					
6	I learn speaking because English is a compulsory subject.	4 (11.11%)	22 (61.11%)	4 (11.11%)	6 (16.67%)
7	I learn speaking to get a score and rewards.	4 (11.11%)	22 (61.11%)	6 (16.67%)	4 (11.11%)
8	I learn speaking because of my parents and teacher's instructions.	6 (16.67%)	20 (55.56%)	6 (16.67%)	4 (11.11%)
9	I learn speaking to make my parents proud.	6 (16.67%)	22 (61.11%)	4 (11.11%)	4 (11.11%)
10	I learn speaking to win the English competitions.	6 (16.67%)	24 (66.67%)	4 (11.11%)	2 (5.56%)

Below is the description of the result of the second close-ended questionnaires related to learners' motivation in learning speaking after using digital storytelling:

a. Intrinsic Motivation

Extrinsic motivation is lower than intrinsic motivation, as Table 4 demonstrates. In the first statement, 77.78% of students learn speaking because they feel happy to learn speaking. In the second statement, 77.78% of students learn speaking because they have self-awareness to learn speaking. In the third statement, 72.23% of students learn speaking to explore something new. In the fourth statement, 77.78% of students learn speaking to share their ideas. In the fifth statement, 77.78% of students learn speaking to improve their fluency and confidence.

From table 4, we can conclude that 55.56%-66.67% of students agree and 11.11%-22.22% of students strongly agree with all statements about intrinsic motivation in learning speaking. Thus, learners' intrinsic motivation in learning speaking is higher than their extrinsic motivation. It means that they learn speaking for enjoyment, have self-awareness to learn speaking, have desire to

explore something new, want to share their ideas, and want to improve their fluency and confidence.

b. Extrinsic Motivation

Table 4 shows that extrinsic motivation is lower than intrinsic motivation. In the sixth statement, 72.22% of students do not learn speaking because English is a compulsory subject. In the seventh statement, 72.22% of students do not learn speaking to get a score. In the eighth statement, 72.23% of students do not learn speaking because of their parents and teacher's instruction. In the ninth statement, 77.78% of students do not learn speaking to make their parents proud. In the tenth statement, 83.33% of students do not learn speaking to win English competitions.

From table 4, we can conclude that 11.11%-16.67% of students strongly disagree and 55.56%-66.67% of students disagree with all statements about extrinsic motivation in learning speaking, so learners' intrinsic motivation in learning speaking is higher than their extrinsic motivation. External factors such as English is a compulsory subject, getting a score and rewards, learning because of parents and teacher's instruction, learning to make parents proud, and winning English competitions do not affect learners' motivation to learn speaking. It shows that learners have awareness to learn speaking, and they learn speaking because they want to learn.

2. Results of the Interviews

This part discusses the interviews results related to learners' motivation in learning speaking after applying digital storytelling. Below is the result's explanation.

a. "What is your opinion about speaking class using digital storytelling?"

Digital storytelling (DST) could give a joyful atmosphere in the classroom, so students never felt bored and always felt happy during the lesson.

Student A said, *"Learning speaking using digital storytelling is very exciting. The learning situation is not tense, and I always feel happy during speaking class"*.

Digital storytelling (DST) enhanced students' motivation in learning speaking, so they always participated actively during the speaking class. Sudarmaji et al. (2020) reported that DST made students' motivation very good and created good atmosphere during the lesson. DST could stimulate students' desires, motivation, and learning activities (Khotimah & Ningrum, 2022).

Student B said, *"Digital storytelling makes me always participate actively during the speaking class. I always feel motivated during the lesson,*

even my motivation in learning speaking is very good. I always take a part in all learning activities and I always have a great desire to learn speaking."

Learners explained that digital storytelling (DST) could stimulate them to find and express new ideas and improve their confidence in speaking. DST stimulates students to find and share new ideas and improve their confidence in speaking (Khotimah & Ningrum, 2022). Speaking abilities were superior for students with strong self-confidence compared to those with low self-confidence (Mega and Sugiarto, 2020). Students mentioned that speaking English must be mastered, and DST can improve their fluency effectively. Speaking is language skill that learners must learn and master, and DST is an effective tool to improve students' fluency (Noviya, 2019; Fitri et al., 2022).

Student C said, *"Through digital storytelling, I can find and express new ideas, so I can improve my speaking skill, especially for storytelling. Because I have many ideas, I can develop my storytelling skill. It enables me to speak English confidently. I must learn and master English-speaking skill, and digital storytelling can enhance my fluency effectively."*

Students disclosed that they could improve their grammar competence by learning past tense found in the digital storytelling, so they could arrange grammatical sentences in telling a story. Ulfa et al. (2022) reported a significant correlation between learners' grammar mastery and their speaking skills.

Student D said, *"Watching digital storytelling helps me improve my grammar competence. In digital storytelling, I can learn how to construct sentences in past simple, both for positive, negative, and interrogative sentences. Mastering past simple enables me to arrange grammatical sentences in speaking English, so I can have good speaking skill."*

- b. What is your motivation in learning speaking after using digital storytelling?

Students still learned speaking although their English teacher did not ask them to learn. They also still learned speaking although they did not get a score. They were intrinsically motivated to learn speaking because they liked speaking, so they took part in all activities in speaking class. Students with intrinsic motivation have the self-awareness to learn and never think about the reward they will get during the learning process because they like the subject (Shih, 2019).

Student E said, *"I still learn speaking although my English teacher does not ask me to learn speaking. I still also learn speaking although I do not get a score from my English teacher. I feel intrinsically motivated to learn*

speaking because I like speaking, so I participate actively in all learning activities during the speaking class."

In the interview, learners stated that they learned speaking because they wanted to learn. It is related to Dornyei's theory (2001) that students with intrinsic motivation learn because they want to learn. In addition, learners confirmed that learning speaking was important. From their responses, the researcher conclude that students have self-awareness in learning speaking, so they always feel intrinsically motivated to learn speaking.

Student F said, *"I always learn speaking English with or without my English teacher's instruction. I always take a part actively in all learning activities during the speaking class. I also feel intrinsically motivated to learn speaking. I learn speaking because I want to learn speaking. I still learn speaking although I do not get a score or a reward because I have self-awareness to learn speaking."*

Discussion

From questionnaires and interviews results, the present study agrees with the third previous research conducted by Kamila et al. (2021). In their study, the results show that digital storytelling can enhance learners' motivation effectively. After using digital storytelling, learners' motivation in learning speaking English is high. In language learning, motivation is crucial in the learning process. Xincai (2023) explains that motivation is the primary factor determining the language learning success. The interviews of the present research indicate that learners felt motivated to learn speaking using digital storytelling as a learning media. The learners always felt enthusiastic and had great motivation during the lesson. They also felt elated because they could find and explore their ideas to tell the story. It is in line with Cahyanti and Nuroh's theory (2023) that digital storytelling could stimulate learners to deliver their ideas.

From interviews results, learners mentioned that vocabulary is a vital element in speaking, and having adequate vocabulary enables them to deliver their ideas appropriately and use the appropriate word choice in telling a story. Digital storytelling can enhance learners' ideas in telling a story because they can find, learn, and apply vocabulary. Sudarmaji et al. (2020)'s report that digital storytelling helps learners find, learn, and use vocabulary. According to Indra et al. (2024), speaking abilities and vocabulary mastery are positively correlated. Learners are not able to deliver their thoughts without vocabulary (Wichanpricha, 2020). In addition, they could improve their grammar competence by learning past tense found in the digital storytelling, so they could arrange grammatical sentences in telling a story.

From interviews results, learners said that digital storytelling could give a joyful atmosphere in the classroom, so they never felt bored during the lesson. It enhanced their interest in learning speaking, and they felt more motivated to learn and understand how to tell a story well. Sudarmaji et al. (2020) reported an improvement in learners' motivation after using digital storytelling. After using digital storytelling, learners had very good motivation and digital storytelling could create good atmosphere during the lesson. The present study also indicates that digital storytelling enhances students' happiness and enthusiasm, and this research result is in line with Puteria and Chakim's research (2022) that digital storytelling could improve learners' interest, engagement, and motivation during learning process.

Interviews results also indicated that students still learned speaking after using digital storytelling, although their English teacher did not ask them to learn. They were intrinsically motivated to learn speaking because they liked speaking, so they took part in all activities in speaking class. Scores, rewards, travels to foreign countries were not their reasons to learn. Learners with intrinsic motivation have the self-awareness to learn and never think about the reward they will get during the learning process because they like the subject (Shih, 2019). Besides, learners stated that they learned speaking because they wanted to learn. It is related to Dornyei's (2001) that students with intrinsic motivation learn because they want to learn.

The present study also agrees with the first previous research conducted by Idayani (2019). In their study, they indicate that digital storytelling can improve students' motivation in the speaking class. It is vital for English teaching practitioners to apply learning media for teaching their students. In the present study, the questionnaires and interview results show that digital storytelling can enhance students' motivation in learning speaking. There was the improvement in learners' motivation after using digital storytelling. The questionnaires results prove that students' intrinsic motivation is higher than extrinsic motivation. The interview results also prove that digital storytelling enhances learners' intrinsic motivation in learning speaking.

The present study research result agrees with the research conducted by Adara and Haqiyyah (2020). The research result showed that digital storytelling positively improved students' motivation in learning English. Students also considered that digital storytelling could enhance their English skills and creativity. Stories in digital storytelling provide a meaningful and exciting context. They enhance learners' vocabulary mastery, improves sentence structures' understanding, and verbal expression (Rifiyanti & Hidayat, 2024).

Compared to Dörnyei's theory (2001), the researcher found the novelty in this research. According to Dörnyei's theory (2001), learners with intrinsic motivation learn because they want to learn. In this research, the researcher found

some additional internal factors such as self-awareness about the importance of English learning, great desire to explore their ideas, and enhance their fluency and confidence. Then, for extrinsic motivation, Dörnyei (2001) stated that learners with extrinsic motivation learn because of external factors such as praises, grades, and prides. In this research, the researcher also found some additional external factors such as doing parents and the teacher's instruction, learning because of a compulsory subject, and learning speaking to win the English competitions.

Conclusion

The questionnaires' results showed the improvement in students' intrinsic motivation after using digital storytelling. Prior to the use of digital storytelling, learners were more motivated by extrinsic factors than by intrinsic ones. After employing digital storytelling, learners' intrinsic motivation surpasses their extrinsic motivation. From the interviews results, after using digital storytelling, students had intrinsic motivation to learn speaking because the English teacher used interesting learning media, and they always felt happy during the lesson.

They also felt intrinsically motivated to enhance their content, vocabularies, and grammar competence. They learned speaking due to their desire. If there were no rewards, scores, or English competitions, they still learned speaking. Based on the research results, the researcher concludes that digital storytelling could improve learners' motivation in learning speaking. The English teacher can use digital storytelling to enhance learners' motivation in learning speaking since motivation is a vital factor in English learning. It influences learners' desire, achievement, and continuity in learning. When learners have high motivation in learning speaking, they will have optimal learning results.

References

- Adara, R. A., & Haqiyyah, A. (2020). The Effects of integrating digital storytelling to students' motivation. *Jurnal Pendidikan Dan Pengajaran*, 7(2), 131–145.
- Adinuansah, & Agustini, F. (2018). Analysis of the factors influencing students' motivation in learning English. *Asian EFL Journal*, 20(4), 48–60.
- Ahmadi, M. R. (2019). The impact of motivation on reading comprehension. *International Journal of Research in English Education*, 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>
- Anita, Sa'diah, S., Kheryadi, Hasunah, Ahmadi, Y., & Razali, K. (2023). Students' speaking practice: Problems and solutions. *Jurnal Sinestesia*, 13(2), 1456–1463.
- Annamalai, N., Kabilan, M. K., & Soundrarajan, D. (2022). Smartphone apps as a motivating tool in English language learning. *Indonesian Journal of Applied Linguistics*, 12(1), 201–211. <https://doi.org/10.17509/ijal.v12i1.46544>

- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Atmojo, A. E. P. (2020). Junior high school students' disruptive behavior and their expectations on efl class. *International Online Journal of Education and Teaching*, 7(2), 509–521. <https://eric.ed.gov/?id=EJ1250586>
- Azis, Y. A., & Husnawadi. (2020). Collaborative digital storytelling-based task for efl writing instruction: outcomes and perceptions. *The Journal of Asia TEFL*, 17(2), 562–579. <http://dx.doi.org/10.18823/asiatefl.2020.17.2.16.562>
- Camit, A., Artista, L., Javelosa, S., & LaTorre, J. (2014). The moderating effects of meta-cognition to the relationship between goal orientation and student motivation in the digital generation. *Asian EFL Journal*, 79, 61–87.
- Chowdhury, T. A., Roy, S., & Kabilan, M. K. (2021). Learner motivation in the EFL classrooms: Voices from a Bangladeshi university. *Indonesian Journal of Applied Linguistics*, 11(1), 221–232. <https://doi.org/10.17509/ijal.v11i1.34618>
- Chung, J., & Yunus, M. Md. (2018). Digital storytelling production as a learning tool in improving esl learners' verbal proficiency. *Asian EFL Journal*, 20(5), 131–141.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.
- Dewi, P., Yuliatin, R. R., Hastuti, H., & Muhid, A. (2020). Drama in enhancing motivation of non-English department students: computer science students. *Metathesis: Journal of English Language Literature and Teaching*, 4(2), 118–127. <https://doi.org/10.31002/metathesis.v4i2.2279>
- DoÈrnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <http://www.cambridge.org/>
- Haetami, Z. A. (2023). Implementing digital storytelling to foster students' writing skill. *Jurnal Ilmiah Wahana Pendidikan*, 9(15), 694–705. <https://doi.org/10.5281/zenodo.8219550>
- Hidayat, A., Thamrin, S. W., M, A. A., & Z, St. W. (2024). Developing students' speaking skill through digital storytelling. *Journal of Literate: English Education Study Program*, 5(1), 95–105. <https://doi.org/10.47435/jle.v5i1.2991>
- Indra, R. A., Eliwarti, & Syarfi, M. (2024). The correlation between vocabulary mastery and speaking ability of the first year students of senior high school. *IDEAS: Journal of English Language Teaching and Learning, Linguistics and Literature*, 12(1), 98–107. <https://doi.org/10.24256/ideas.v12i1.4135>
- Kamila, I., Syahri, I., & Mulyadi. (2021). The influence of using digital story telling and motivation on speaking skill of eleventh-grade students of SMA Negeri 1 Simpang. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 10(1), 141–147.

- Khotimah, L. M., & Ningrum, A. S. B. (2022). The effectiveness of using digital storytelling towards students' speaking ability based on gender classification. *Journal of English Teaching and Research*, 7(2), 138–150. <https://doi.org/10.29407/jetar.v7i2.18272>
- Lestari, R. P., & Nirmala, D. (2020). Digital storytelling of English advertisement in ESP teaching in Indonesia. *Journal of English Education, Literature, and Culture*, 5(1), 66–77. <http://dx.doi.org/10.30659/e.5.1.66-77>
- Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 1094-1100.
- Marbes, K. K., & Idayani, A. (2022). An analysis on students' speaking ability of procedure text at senior high school. *Lectura : Jurnal Pendidikan*, 13(1), 108–119. <https://doi.org/10.31849/lectura.v13i1.9453>
- Ma'rufah, A., Samanhudi, U., & Sri Ardiasih, L. (2024). Project-based learning using podcast-assisted media in the teaching of English speaking skill. *Lectura : Jurnal Pendidikan*, 15(2), 521–532. <https://doi.org/10.31849/lectura.v15i2.20706>
- Masykuri, E. S., & Wan, A. T. (2020). Pembelajaran keterampilan bahasa inggris dengan penggunaan beberapa aplikasi berbasis android dan windows. In *Pembelajaran di Masa Covid-19 Work From Home* (pp. 86–92). Wineka Media.
- Maulina, Noni, N., & Basri, M. (2019). WhatsApp audio and video chat-based in stimulating students' self-confidence and motivation to speak English. *Asian EFL Journal*, 23(6.3), 181–203.
- Mega, I. R., & Sugiarto, D. (2020). Speaking skill in correlation with English speaking learning habit and self-confidence of vocational high school students. *Journal of Foreign Language Teaching and Learning*, 5(2), 172–187. <https://doi.org/10.18196/ftl.5253>
- Nasriandi, N., & Masruddin, M. (2021). The Use of British Parliamentary Debate Style in Teaching Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).
- Nur, S., Hardini, T. I., & Patak, A. A. (2021). Non-native English lecturers' motivational practices in a tertiary educational environment. *Indonesian Journal of Applied Linguistics*, 11(2), 440–451. <https://doi.org/10.17509/ijal.v11i2.32852>
- Nuriyah, L., Gailea, N., & Pahamzah, J. (2024). Using digital storytelling to enhance students' speaking skills. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1903–1908. <https://doi.org/10.51169/ideguru.v9i3.1041>
- Rahayu, P., & Eripuddin. (2023). Crafting people descriptions: A case study of student public speaking in a non-English department. *Al-Ishlah: Jurnal*

- Pendidikan*, 15(3), 2967–2973.
<https://doi.org/10.35445/alishlah.v15i3.4598>
- Rahmat, A., & Akbar, M. (2019). A comparative analysis of English learning motivation between the rural and urban students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 158–182.
<https://doi.org/10.31002/metathesis.v3i2.1740>
- Ramli, N. F. binti, Talib, O. bin, Manaf, U. K. binti A., & Hassan, S. A. binti. (2018). Content Validity of STEM TIP Using CVR Method. *International Journal of Academic Research in Business and Social Sciences*, 8(7), 1118–1125.
- Ratnawati, & Faridah, D. (2017). Engaging Multimedia Into Speaking Class Practices: Toward Student's Achievement And Motivation. *Script Journal: Journal of Linguistic and English Teaching*, 2(2), 167–176.
<http://dx.doi.org/10.24903/sj.v2i2.135>
- Rifiyanti, H., & Hidayat, S. (2024). Exploring the significance of storytelling and retelling activities in English language learning. *Tamaddun: Jurnal Bahasa, Sastra, Dan Budaya*, 23(1), 135–148.
<https://doi.org/10.33096/tamaddun.v23i1.647>
- Rifqi, M. (2023). Students' motivation and engagement in the learning process of literature teaching using imaginative re-creation technique. *EduLite: Journal of English Education, Literature, and Culture*, 8(2), 280–294.
<http://dx.doi.org/10.30659/e.8.2.280-294>
- Salsabila, S., Purwanto, & Syarifah, L. (2024). Improving students' public speaking skills using the drill method. *Abdimas: Jurnal Pengabdian Masyarakat*, 7(1), 156–163. <https://doi.org/10.35568/abdimas.v7i1.4272>
- Setiyorini, T. J., Jaelani, Z. R., & Ngafif, A. (2022). Analisis faktor-faktor yang mempengaruhi reliabilitas tes tata bahasa Inggris di universitas di Indonesia. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 22(3), 367–383. <https://doi.org/10.30651/didaktis.v22i3.11286>
- Shih, Y.-C. (2019). Effects of Extensive Reading on Taiwanese 11th Graders' Motivation and Grammatical Competence: A Preliminary Study. *Asian EFL Journal*, 23(5), 187–215.
- Sudarmaji, I., & Mulyana, A. (2020). Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill. *English Review: Journal of English Education*, 8(2), 255–264.
- Sudarmaji, I., Mulyana, A., & Karsiyah, K. (2020). Applying digital storytelling to improve Indonesian high school students' visual memory and writing skill. *English Review: Journal of English Education*, 8(2), 255–264.
<https://doi.org/10.25134/erjee.v8i2.2987>
- Sujarweni, V. W. (2020). *SPSS untuk penelitian*. Pustaka Baru Press.
- Syawal, Patahuddin, & Alimuddin. (2017). The Implementation of Aptitude Treatment Interaction (ATI) to Improve Learning Motivation of Low

- Achievement Students. *Script Journal: Journal of Linguistic and English Teaching*, 2(2), 224–236. <http://dx.doi.org/10.24903/sj.v2i2.122>
- Thurman, J. (2013). Choice and Its Influence on Intrinsic Motivation and Output In Task-Based Language Teaching. *Asian EFL Journal*, 15(1), 202–245.
- Ulfa, N., Hardi, V. A., & Ayu, C. (2022). The correlation between grammar mastery and speaking skill on the eleventh graders of SMAN 1 Koto Kampar Hulu. *TELL-US Journal*, 8(3), 49–57. <https://doi.org/10.22202/tus.2022.v8i3.6221>
- Wichanpricha, T. (2020). Fostering collaborative activities in vocabulary learning: Thai EFL lower-proficiency undergraduate students. *Asian ESP Journal*, 16(5.1), 33–52.
- Xincai, Y. (2023). The impact of learning experience on motivation: A case study of Chinese ethnic minority EFL learners. *Indonesian Journal of Applied Linguistics*, 13(1), 183–190. <https://doi.org/10.17509/ijal.v13i1.58283>
- 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), 26–39.