

Developing Speaking Material Based on Storytelling by Using YouTube in The Tenth Grade Students of SMA Negeri 1 Bahorok Academic Year 2023/2024

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Abstract. This study aimed to develop the leaning module in speaking based on storytelling by using YouTube in the tenth grade students of SMA Negeri 1 Bahorok academic year 2023/2024. The research was used to identify the effectiveness and the result the combination between the old techniques with the modern technology like YouTube. There were 12 students as the participants who study in SMA Negeri 1 Bahorok. The methodology used in this study was research and development by Borg and Gall that includes ten steps of the process. There were some questionnaires give to the students and expert to get the rich. In collecting the data, pre-test and post-test were used to get the distinction between the old and the new learning activity. The test measured by using N-Gain Score to obtain the effectiveness of the new design applied in the class. Moreover, the questionnaires were also given to the experts. Both of them gave the positive feedback to the use of YouTube in the speaking storytelling module. The result indicates that the students need to utilize the technology in their learning activities. By getting 59.18% in N-Gain score, it shows the effectiveness of the speaking based on storytelling technique by using YouTube. The expert also validated several aspects such: content, language, feasibility and design. Most of them were in moderate and high position measured by using Aiken's validation. In short, the learning module can be applied in the educational program. In other case, it also can be implemented in other genres.

Keywords: *Speaking, Storytelling, YouTube.*

I. INTRODUCTION

In recent years, the integration of digital technology into education has transformed the way students learn and teachers instruct. In this case, YouTube is not only a social media but also a medium for the learning activity that can be applied in the class in enhancing the students' skill. According to the statement of Mofareh (2019: 169), technology facilitates the English language instruction for enhancing both the content and delivery of the pedagogies typically associated with traditional language instruction. One of the most significant technological advancements in education is the widespread use of video-sharing platforms like YouTube as a tool for learning and communication. Kristiani and Pradnyadewi (2021: 9) states that the information, included learning materials, are easy to access by using the technology such a YouTube.

Being able to convey ideas, express thoughts, and engage in meaningful dialogue is not only important in academic settings but also in the professional realm and everyday life. Hamsia (2018: 57) says that people use English to communicate in many fields of activity such as campus, business, sport, tourism, transportation, international relation and others. Shogirun, Amin and Weda (2022: 57) argue that being able in speaking English is the gateway to improve and achieve the students' careers. Thus, the students with strong speaking skills are better equipped for success in both their educational journeys and future careers.

In fact, many students find some troubles in speaking. Many students ignore to the foreign language because it is not used completely in their daily life. English, as a foreign language, which consists of grammar, fluency, pronunciation aspect and cultural background does not attract the

students to learn it (Hamsia, 2018: 58). Many students are not able to understand other language and express their thoughts orally in the communication and interaction with others (Andrian and Faudi, 2020: 3314). Their trouble is forming coherent phrases, keeping up a conversation, pronouncing words correctly, and even expressing their feelings, ideas, and thoughts (Handoyo, Agustina and Setiawan, 2023: 50). As the result, the students in the class act passively in doing discussion and expressing their thought.

Storytelling is one the old techniques that can be used in the instruction, especially in speaking class. When students are encouraged to create and share their stories, they not only practice their speaking skills but also enhance their creativity, critical thinking, and digital literacy. Inayah (2015: 26) states that storytelling is one of the techniques that can be applied in the teaching and learning of speaking. Moreover, storytelling attracts the students' interest to involve their imagination. Gurgenzidze (2018: 31) says that the use of stories helps the learners in mastering the new language to memorize the new vocabularies by using the expression. Storytelling is not only used to enhance the speaking ability and comprehension but also involved the students to be the main character in that story. Firdaus and Amaniarsih (2018: 138) says that the storytelling has a high purpose to urge the students to be closer to the natural environment and character. Storytelling also contributes a significant advantage in enhancing students speaking ability since it is fun and imaginative that the students can be involved in the story to get better experience in using language.

YouTube, one of the biggest video platforms in the world, has become an exciting tool for learning and teaching. Teachers can utilize the potential of YouTube to create a more authentic and engaging environment for developing students' speaking abilities. Purwanti et al (2022: 67) mention that YouTube can be fun meaningful to the students because the number of views in it will be able to improve their interest in using language. Alwehaibi in Lengari (2022: 66) says that YouTube should be a fun tool which is used in both inside and outside classroom to enhance the students' ability in speaking.

Despite the potential benefits of using YouTube and storytelling to develop students' speaking skills, there is a limited body of research that systematically explores the impact of this approach. Several studies discuss about storytelling to improve students' ability in speaking such as the studies conducted by Inayah in 2015, Swari in 2022, Astuti and Chakim in 2023 and others. Handoyo, Agustina and Setiawan in 2023 also conducted the almost similar research entitled improving the students' speaking ability by creating a story telling recorded in a video. However, those studies have primarily focused on more traditional teaching methods and has yet to fully investigate the role of YouTube in this context.

Literature Review

Brown in Astuti and Chakim (2023:191) states that Speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using organ of speech. Some parts of the body are used in speaking such mouth and brain to assist a person in produce a language. Before we produce the language, we also need to receive the information from the outside by listening to the sounds. Finally, a person can release the sounds to interact with others orally. Kelly (2000 :3) states that utterance stress and intonation patterns are often linked to the communication of meaning. The stress in producing sounds is significant to convey the meaning of the speaker in communication since it is used same as underlined in writing. Intonation is a very important aspect to get an effective communication, influence how messages are perceived and understood. Nunan (2003 :48) states that speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning. Verbal utterance refers to a structured and organized of thought or ideas through spoken words. This includes considerations such as grammar, syntax, semantics, and pragmatics elements that contribute to the coherence and effectiveness of verbal communication. In short, speaking refers to the act of expressing thoughts, ideas, or information through the use of spoken words. It is a very essential for the human

communication and involves the articulation of sounds, words, and sentences to convey meaning to others.

According to the statement of Brown (2000: 268), the general issues of teaching pronunciation are accuracy and fluency since they have significant role in communicative goal. Nunan (2003 :55) states that accuracy is the extent to which students' speech matches what people actually say when they use the target language while fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Hughes (2003:134) The accurate of oral measurement is not easy. It takes considerable time, and effort, including training, to obtain valid and reliable results. Although, many people are able to speak well, they have carried out these habits in everyday life. Thus, Practice cannot be ignored in producing language as a communication tool in conveying the message to others. According to the statement of brown (2000: 270-271), there are some difficulties which are faced by the learners in speaking as follows: clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.

Speaking English as an international language is really valuable at this time. From international communication and economic opportunities to cultural exchange and academic advancements, the global significance of speaking English cannot be overstated. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners.

We need the activities in the speaking classroom in order to improve the students' speaking ability. The students must be active in the communicative way at the classroom. Brown (2000: 271) states that there are six types of classrooms speaking performance such as imitative, intensive, responsive, transactional, interpersonal and extensive.

Storytelling is one of the techniques that can be applied in the class in the scope of teaching speaking. The instruction is not separated by the teachers' speaking. Thus, the students will study indirectly to repeat the lesson given by the instructor after the class in the conclusion section. Because of that, learning that involves storytelling will increase students' understanding and confidence in the classroom. Gunarso (2017: 6) states that Storytelling is an activity that someone does verbally to another person with or without tools about what should be conveyed in the form of a message, information or just a narrative text, which is packaged in the form of a story that can be listened to with a sense of enjoyment. Storytelling is one of the old techniques that can be developed by teachers to train students' speaking abilities including imagination. It also supports the statement of Brown (2000:272) that it is a kind of intensive speaking performance which goes one step beyond imitative.

In general, storytelling has a moral value which has not stated in the story. It contributes the part of education in the class. The learners can enjoy the story by using their imagination. Thus, it is similar like other prose such as games and songs. There are some advantages of storytelling in the young generation at school. Imaniah and Nargis (2017:82) says that stories, games and songs have a great impact on the learner since they present themes which are interesting for them and because they also have a major input, and they are able to express what they want using what they were exposed to. In this case, the learners can enjoy the instruction in the class because it is fun for them in learning new language. It is an interesting technique of instruction.

Imaniah and Gunawan (2017:78) also mention that storytelling could be a high level of creativity will get students to tell a story they have heard before and it can also stimulate the students to create their own to be told to classmates later. In using story telling technique, the students can develop the story by using their own creativity. In addition, they also can enrich their vocabulary when they are brave to use their own words in retelling the information. The learners have a chance to build their self-confidence in using language. Moreover, Wilson (2002: 5) mentions that there are some benefits of storytelling, such as entertainment, education, cultural preservation and instilling moral values. Storytelling would be fun to give the knowledge to the students about the experience of others' life. They are attempting to get the core of the story. Storytelling can stimulate the brain to

imagine without pictures or with pictures. Thus, it can be an entertainment of instruction because it also involves are in it.

In developing the class to be effective, Hasan. M et.al (2021: 73) state that the innovation that can be carried out is that educators are required to be 'technology literate' in using and utilizing internet media to access, disseminate and communicate information effectively to students, which are called as digital literacy skills. Based on the point of Munir (2017; 75) social media is an online media where users participate and socialize using the internet. Social media includes various purposes, including personal expression, social networking, news dissemination, and business promotion. Some media that are widely used and can be one of the triggers for the quality of students in getting information are Facebook, Twitter, YouTube, Instagram and blogs (Silalahi, Handayani and Munthe, 2022: 66). YouTube functions as a social media platform with a primary focus on video content sharing and interaction. It serves as a space where users can create, upload, view, and share videos with a global audience. Munir (2017: 71) also mentions YouTube is one of the easy social media which serves the video that can be accessed from the mobile. Using YouTube on a mobile device provides a convenient and accessible way to enjoy a vast array of video content.

The students are able to study various lessons in YouTube and it also supports almost all of the subject in the class. According to the view of Watkins and Wilson (2011: 117), the YouTube brings the students and teachers to various content and cultures to have an enjoyable learning. is enjoyable to students. In addition, Munir (2017: 119) also stated that YouTube is a medium that can explain various lesson materials in real and detailed terms and can show lesson objects from various sides. YouTube offers educational content specifically designed for children, providing a fun and interactive way for them to learn about various subjects, including math, science, and language. One of which is a language learning that can be accessed from YouTube.

There are some previous studies conducted by other researchers related to the speaking ability in the past. Those studies also discussed about the way of the students in improving their ability in speaking through storytelling. Firdaus and Amanarsih conducted a study in 2018 to improve tenth-grade students' speaking skills at SMA Harapan 1 Medan through storytelling. They used classroom action research with two cycles: plan, action, observation, and reflection. The results showed increased enthusiasm and courage among students. Additionally, there was a 43% improvement in speaking skills from pre-action to cycle 1 and cycle 2. In conclusion, the storytelling method effectively improved students' speaking abilities, responses, enthusiasm, and courage. Azkiyyah, Sutiyo, and Subari (2019) also conducted research to improve students' speaking skills using storytelling at SMP Negeri 14 Bandar Lampung. They worked with one class of 20 students and used observation and tests for data collection. The study had two cycles. The average score of students' speaking skills increased from cycle I to cycle II. In cycle I, 45% of students met the Minimum Mastery Criteria, while in cycle II, 85% met the criteria. The mean score improved from 55.8 in cycle I to 71.3 in cycle II. Additionally, students' learning activity increased from 6.17 (less active) in cycle I to 7.92 (active) in cycle II. In short, the storytelling technique effectively improved students' speaking ability and engagement.

Moreover, Andrian and Faudi (2020) also conducted the study in enhancing students' speaking ability by using story telling technique. The subjects of this research were 32 eight-grade students at MTsN 2 Aceh Besar. The data analyzed by using quantitative with test and qualitative with questionnaire. The finding showed the teachers need to help the students in understanding the story. Thus, further research is needed to contribute a significant result. Soghirun, Amin and Weda (2022) did research about students' perception of storytelling technique to enhance speaking skill. The sample in this study were the third-grade students in Sekolah Umum Perikanan Menengah Bone. The method used was descriptive method by collecting the questionnaire with five pints scale. The result shows that storytelling technique helped the students to improve their speaking ability significantly. Astuti and Chakim (2023) did aresearch about the use of digital storytelling to improve students' speaking ability in secondary EFL classroom. The sample of this study is sixty-two students

from two classes in Gresik, East Java. The method used in this study is quantitative approach with a quasi-experimental design. There were a pre-test and post-test given. The finding shows that it is used effectively which is proven by the mean score of experimental groups is higher than the control group. Thus, the use of digital storytelling affected the students' speaking ability positively. The study which was conducted by Handoyo, Agustina and Setiawan (2023) is the closest study with this research. The study is used classroom action research which involved 30 students of the Accounting Department for the second semester in Politeknik Negeri Malang. The students were asked to create a cartoon story, voiceover narration and background music in a video presentation. This technique was implemented successfully in improving the speaking ability of the students. This study will combine the storytelling as an old technique with the YouTube as a modern technology. This study answered the questions: 1. How is the developing speaking material of storytelling teaching by using YouTube? 2. How is the speaking storytelling teaching before using YouTube?

II. RESEARCH METHODODO

This research is classified into an Educational Research and Development (R&D). Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards (Borg & Gall, 2003:569). Research and Development method is used to measure the effectiveness of a product that could be longitudinal (Sugiyono: 2013:297). In practice, this type of study takes evaluation to play a key role in the process. Evaluation or the process of refining products is done over and over until the best form of the products is found. Borg and Gall (2003:567) say that this model provides a great promise for improving education because it involves a close connection between systematic evaluation program and program development.

This research will be conducted in 2024 in the tenth-grade students of SMA Negeri 1 Bahorok which is located in Langkat, North Sumatera. The school has two study programs; social and science. This study will be conducted in the second semester to include narrative text at the end of the semester. The subjects of the research will be the students of the tenth-grade students of SMA Negeri 1 Bahorok in the academic year of 2023/2024. All the students were involved as the research subjects, the class consisted of 12 students. Arikunto (2006: 131) defines sample is a representative of the population being identified. Thus, based on the statement above, one class will be chosen by using simple random sampling that the researcher will take one of the rolls the paper in a box.

Borg and Gall, (1983: 772) stated that educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In indicated that product meets its behaviorally defined objectives. The steps of this method are research and information collecting, planning, develop preliminary form of product, preliminary field testing, operational field testing, operational product revision, main field testing, main product revision, final product revision and dissemination and implementation.

The data collected in type of needs analysis, test and questionnaire. Need analysis helps the researcher to understand the preferences and interests of the students. By collecting data on viewer demographics, viewing habits, and content preferences, researcher can build the storytelling materials to better meet the needs and expectations of the students in the class. Analysis of pretest and posttest results is carried out by providing concept understanding test questions and measuring learning outcomes to see the level of effectiveness of the teaching materials.

III. RESULTS AND DISCUSSION

In conducting the needs analysis for learning speaking storytelling by using YouTube, it is useful to group the findings under three main headings: necessities, wants, and lacks. Necessities are the essential things students need to improve their storytelling. First, they need basic to intermediate English skills to understand and tell stories. Additionally, students must have the technical skills to use YouTube and related tools to make and upload videos. Access to necessary resources, such as the internet, smartphones or computers, and video editing software, is also a must for this project to succeed. Wants refer to the additional elements that make the learning process more effective and enjoyable. Students benefit from using interesting and relevant stories that keep them engaged. Incorporating interactive features like quizzes and feedback can make the learning experience more dynamic and engaging. Moreover, using multimedia elements such as pictures, sounds, and animations can enhance the storytelling process, making it more creative and enjoyable for the students. Lacks are the areas where students need more support. Many students may lack confidence in speaking English, so they require more practice and encouragement to build their self-assurance. Pronunciation can also be a challenge, and students might need help with saying words correctly. Providing structured feedback from teachers and peers is essential to help students improve their skills. Finally, motivation and engagement can be an issue for some students, so finding ways to keep them interested and actively participating is important.

To develop an effective storytelling module using YouTube for speaking classes, the researcher at SMA Negeri 1 Bahorok followed Borg and Gall's method. This involved several key steps, beginning with observing current storytelling activities and gathering feedback from students. This initial research phase provided valuable data on how students interacted with video storytelling. Using this information, the researcher planned to implement the method, creating an initial draft of the module with YouTube videos as the main focus. The next phases involved testing and revising the module. Preliminary field testing was conducted with a small group of students to gather initial feedback, which led to the first set of revisions. Operational field testing was then carried out on a larger scale to collect more detailed feedback. Based on this, further revisions were made, focusing on improving session timing and video selection. Major field testing was done with an even larger group of students to assess the module's effectiveness in a real classroom setting, leading to additional refinements. Finally, the module was reviewed and revised with the help of an expert to ensure its quality and effectiveness. Once finalized, the module was implemented in the class, with materials disseminated and sessions conducted according to the refined plan. This systematic approach ensured that the storytelling module, incorporating YouTube videos, was interactive, relevant, and appealing to students, enhancing their speaking abilities.

The N-Gain score, or normalized gain score, is a measure used to assess the effectiveness of an educational intervention or teaching method. It evaluates the improvement in students' understanding or performance between pre-test and post-test results.

Table 1. N-Gain Score of pretest and posttest

No.	Pre Test	Post Test	Post-Pre	Ideal Score (100-Pre)	N gain Score	N Gain Score %
1.	87,5	95	7,5	12,5	0,6	60
2.	70	86,25	16,25	30	0,54	54,16
3.	87,5	96,25	8,75	12,5	0,7	70
4.	62,5	81,25	18,75	37,5	0,5	50
5.	72,5	91,25	18,75	27,5	0,68	68,18
6.	77,5	95	17,5	22,5	0,77	77,77
7.	57,5	80	22,5	42,5	0,52	52,94
8.	75	88,75	13,75	25	0,55	55
9.	55	81,25	26,25	45	0,58	58,33
10.	70	83,75	13,75	30	0,45	45,83
11.	80	91,25	11,25	20	0,56	56,25
12.	57,5	83,75	26,25	42,5	0,61	61,76
Average	71,04	87,81	16,77	28,95	0,59	59,18

The N-Gain score is calculated using the formula:

$$N\text{-Gain} = \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Maximum Score} - \text{Pre-test Score}}$$

The N-Gain score typically ranges from 0 to 1, and it can be interpreted as follows:

0 to 0.3: Low improvement

0.3 to 0.7: Moderate improvement

0.7 to 1: High improvement

An N-Gain score of 0.59 shows that there was a moderate improvement in students' storytelling skills after using the YouTube-enhanced module. This score falls within the 0.3 to 0.7 range, which is considered moderate improvement according to the interpretation scale.

The N-Gain percentage of 59.18% means that students made significant progress in their storytelling abilities. This percentage indicates how much students improved compared to the maximum possible improvement, showing that the intervention with YouTube was quite effective.

The four types of questionnaires given to the expert judges to gain comprehensive feedback are presented during the development of the speaking storytelling module: on the content, language, feasibility, and graphic design. The questionnaire given to the experts especially, Prof. Ahmad Laut Hasibuan

Table 2. Experts Judgment

Questions Number	Content Validity		Language Validity		Feasibility Validity		Graphic Design Validity	
	Score	Rating	Score	Description	Score	Rating	Score	Rating
1	0,87	High	V	Description	0,75	Moderate	0,87	High
2	0,75	Moderate	0,75	Moderate	0,87	High	0,75	Moderate
3	0,75	Moderate	0,87	High	0,87	High	0,87	High
4	0,87	High	0,7	Moderate	0,75	Moderate	0,75	Moderate
5	0,87	High	0,8	High	0,75	Moderate	0,87	High
6	0,75	Moderate	0,75	Moderate	0,87	High	0,75	Moderate
7	0,75	Moderate	0,87	High	0,62	Moderate	0,87	High
8	0,87	High	0,75	Moderate	0,75	Moderate	0,75	Moderate
9	0,75	Moderate	0,75	Moderate	0,87	High	0,87	High
10	0,75	Moderate	0,75	Moderate	0,75	Moderate	0,75	Moderate

The validity questionnaire used in this study assesses various aspects of instructional materials across different categories. These categories include content validity, language validity, feasibility validity, and graphic design validity. For each question, experts provided ratings that indicate the quality and effectiveness of the instructional materials in these areas.

For content validity, the ratings show how well the material's content aligns with the learning objectives and its relevance to the students. Questions with high scores, such as 0.87, suggest that the content is highly appropriate and meets the planned educational goals. In terms of language validity, the ratings demonstrate how clearly and accurately the material's language is presented. High language validity scores mean that the instructions and explanations are easy to understand, while moderate scores indicate a need for improvement in clarity and accuracy.

Feasibility validity evaluates whether the instructional materials can be practically implemented in a classroom setting. High feasibility validity scores, like 0.87, indicate that the materials are practical to use with the available resources and within the given timeframe. Lastly, graphic design validity assesses the visual attractiveness and effectiveness of the materials. High

scores in this category suggest that the materials are visually engaging and well-designed, contributing to a better learning experience for students.

Overall, the validity questionnaire provides a comprehensive evaluation of the instructional materials, highlighting areas of strength and identifying aspects that need improvement. By considering these ratings, educators can enhance and improve their materials to ensure they are effective, engaging, and suitable for their students' learning needs.

This study and the research by Firdaus and Amaniarsih (2018) both focus on using storytelling to improve students' speaking skills. Both studies show that storytelling helps students learn better and become more engaged, highlighting the need for interactive and relatable content. The key difference is the use of technology; Firdaus and Amaniarsih used traditional methods, while this study included YouTube to make lessons more engaging and accessible, suggesting that digital tools can enhance traditional teaching methods.

Similarly, the studies by Azkiyyah, Sutiyono, and Subari (2019), Andrian and Faudi (2020), and Soghirun, Amin, and Weda (2022) emphasize the effectiveness of storytelling in improving speaking abilities. They all highlight the importance of interactive and engaging content. However, while the other studies conducted storytelling in the classroom, this research integrates YouTube to make learning more interactive. This indicates that incorporating digital tools can significantly improve student engagement and learning outcomes.

Lastly, the research by Astuti and Chakim (2023) and Handoyo, Agustina, and Setiawan (2023) also explores digital storytelling's impact on speaking skills. Astuti and Chakim used a quasi-experimental design, while Handoyo et al. utilized multimedia elements. Both studies found that digital storytelling enhances speaking abilities. This study aligns with their findings but specifically leverages YouTube to enhance engagement and accessibility, demonstrating that digital tools like YouTube can effectively boost students' speaking skills.

IV. CONCLUSION

The integration of YouTube into the speaking storytelling module has really paid off in improving students' speaking skills. Integrating YouTube videos into the lessons makes them more interactive and interesting, which greatly enhances the enthusiasm and participation of the students. The increased N-Gain score and positive feedback from experts underline the success of this approach in enhancing storytelling skills and overall speaking proficiency. It suggests that digital storytelling is perhaps, especially through YouTube, able to play such an essential role in contemporary education and make learning vibrant and amusing.

YouTube videos provide unlimited possibilities of attractive content easily adaptable to different students' interests. This flexibility offers the possibility to keep the learning materials relevant and engaging, with students motivated to participate more in storytelling activities. They are more likely to succeed in improving their speaking, as lessons become fun, interactive, and enjoyable to them. The use of YouTube helps bridge the gap of different learning styles, making the education process easier and even effective for all students.

In the end, it can be stated that integration of YouTube for digital storytelling in the speaking storytelling module proves to be a great tool for enhancing speaking skills among the students. High improvements in student engagement and proficiency depict the potentiality of the digital tool to change conventional teaching methods.

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