



# The Effectiveness of Using Animated Storytelling Technique for Developing Speaking Skill

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## Abstract

This study aims to address the persistent challenges faced by English as Foreign Language (EFL) learners in developing their speaking skills. It introduces a novel program centered on animated storytelling through multimedia, designed to enhance the speaking proficiency of first-year secondary school students. To investigate the program's effectiveness, two classes were randomly assigned as an experimental group and a control group, each consisting of 30 students. The experimental group received training through the animated storytelling program, while the control group followed traditional instruction methods. The program encompassed 13 multimedia short stories. Pre and post-tests were administered to both groups to evaluate speaking skills in terms of fluency, accuracy, and comprehensibility. Statistical analysis, including t-tests, was employed to assess students' speaking performance. The results confirm the effectiveness of the animated storytelling program in enhancing the overall speaking skills of first-year secondary school students, including significant improvements in fluency, accuracy, and comprehensibility. The findings of this study offer compelling evidence regarding the effectiveness of the animated storytelling technique, implemented through the multimedia short stories program, in enhancing the overall speaking skills of first-year secondary school students. Notably, the program had a positive impact on all three crucial components of speaking: fluency, accuracy, and comprehensibility. These results underscore the potential of animated storytelling as a pedagogical tool for improving speaking skills within the educational context.

**Keywords:** *Animated Storytelling - Speaking Skills - Multimedia Program – Fluency - Secondary School Students*

## Introduction

*The Pedagogical Potential of Digital Storytelling*

### Digital Storytelling vs. Oral Storytelling

In the realm of language education, the dichotomy between digital storytelling and

traditional oral storytelling represents a fascinating confluence of the ancient and the modern. Digital storytelling, as elucidated by Yee Bee Choo and colleagues (2020), represents a dynamic evolution of an age-old tradition. This digital medium leverages

technology, integrating graphics, audio, texts, videos, and animations to transform the storytelling experience (Yee Bee Choo et al., 2020). In contrast, oral storytelling is an art form deeply rooted in human history, passed down through generations as a mode of conveying cultural heritage, knowledge, and entertainment.

### **The Comparative Analysis: Four Dimensions**

Yee Bee Choo et al. (2020) delves into a comprehensive comparative analysis, dissecting the distinctions between digital and oral storytelling through four fundamental dimensions: the utilization of technology, the role of the storyteller, the approach to the storytelling process and the resultant product, and the engagement of the audience. The use of technology in digital storytelling opens up a rich tapestry of possibilities, where multimedia elements infuse narratives with visual and auditory depth. Storytellers in the digital realm harness tools that extend their creative capabilities far beyond the spoken word (Yee Bee Choo et al., 2020).

Moreover, digital storytelling redefines the traditional roles and engagement of both the storyteller and the audience. The storyteller becomes a multimedia composer, orchestrating the narrative in a multi-sensory format. The audience, on the other hand, transitions from passive listeners to active participants, as they interact with the digital story through clicks, swipes, and taps (Yee Bee Choo et al., 2020).

### **Empirical Evidence of Digital Storytelling's Efficacy**

Beyond theoretical distinctions, an array of empirical studies stands as a testament to the efficacy of digital storytelling in language education. The study conducted by Hayam Mohamed Salama Eissa (2019) unearths critical insights into the challenges faced by adult learners in Saudi Arabia when attempting to speak English as a foreign language. Eissa's research poses essential questions regarding the role of conventional teaching methods and the potential

transformation of learners' speaking skills through the pedagogy of Digital Storytelling (DST).

The findings from Eissa's investigation shed light on the hurdles faced by learners in articulating themselves in English, highlighting the significance of pedagogical innovation (Hayam Mohamed Salama Eissa, 2019). The implementation of DST as a teaching strategy emerges as a potential solution. The study reveals the positive impact of this approach, affirming that DST not only aids learners in the development of speaking skills but also motivates them to speak English fluently (Hayam Mohamed Salama Eissa, 2019).

Similarly, the study by Mohamed Abdelmageed and Zeinab El-Naggar (2018) offers substantial evidence supporting the advantages of digital storytelling. Their research, conducted at Zewail University of Science and Technology in Egypt, explores the impact of digital storytelling on learners' oral proficiency. Employing a quasi-experimental design, the study's results indicate a statistically significant positive effect on learners' oral performance. Furthermore, participants express a high level of satisfaction with the digital storytelling experience (Mohamed Abdelmageed & Zeinab El-Naggar, 2018).

The research conducted by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri (2019) reinforces the potential of digital storytelling as a powerful pedagogical tool. Investigating the impact of digital storytelling on senior high school students' speaking ability across various text genres, their study unveils a significant enhancement in students' speaking skills. This demonstrates the versatility of digital storytelling in improving oral proficiency across diverse text genres (Syafryadin et al., 2019).

### **The Need for Comprehensive Research on Animated Storytelling**

While these studies provide invaluable insights into the potential of digital storytelling, there remains a critical need for

more comprehensive research that explicitly examines the effectiveness of animated storytelling techniques in developing speaking skills within the context of language education. Animated storytelling, as a distinctive form of digital storytelling, offers a visually engaging and interactive approach to narrative (Yee Bee Choo et al., 2020). This genre possesses unique characteristics, such as the integration of animation, visual cues, dynamic narratives, and interactive elements, which have the potential to significantly influence speaking skills.

### **Animated Storytelling: A New Frontier in Language Education**

Animated storytelling holds the promise of being a transformative force within the landscape of language education. It combines the magic of storytelling with the captivating allure of animation, offering students an immersive and interactive experience. The integration of animation adds a visual dimension to narratives, providing learners with a context-rich environment that enhances comprehension and retention (Yee Bee Choo et al., 2020).

Moreover, animated storytelling encourages students to actively engage with the narrative, prompting them to participate in the creation of their language-learning experience. This genre fosters language practice within a meaningful and engaging context, wherein students become active co-creators of the story. The dynamic nature of animated storytelling allows learners to interact with the content, making choices and navigating the narrative based on their preferences (Yee Bee Choo et al., 2020).

### **The Promise of Animated Storytelling for Language Instruction**

The potential of animated storytelling for language instruction lies in its ability to offer a multifaceted approach to speaking skills development. As a pedagogical tool, it can address diverse aspects of speaking proficiency, encompassing pronunciation, fluency, vocabulary use, intonation, and more. Through engaging narratives presented

in an animated format, learners can acquire real-world language skills and explore the nuances of effective communication (Yee Bee Choo et al., 2020).

### **This Research: Illuminating the Path Ahead**

This research paper embarks on a journey to illuminate the path ahead within the realm of language education. It seeks to conduct an in-depth investigation into the effectiveness of using animated storytelling techniques to develop speaking skills in English language education. This endeavor aligns with the evolving discourse on language instruction in the digital age and seeks to expand our understanding of innovative pedagogical approaches.

As we progress through this exploration, the subsequent sections of this paper will delve into the theoretical framework, methodology, findings, and implications of the study. Our aim is to provide educators and researchers with profound insights into the dynamic landscape of language education in the 21st century.

### **Context of the Problem**

In the realm of English as a Foreign Language (EFL) education, a recurring and significant issue persists: the challenges faced by EFL learners when it comes to speaking English fluently. This difficulty arises from various inadequacies in the teaching methodologies employed, which often prioritize the mechanics of language at the expense of nurturing students' speaking proficiency. Moreover, the assessment system within the Egyptian educational framework frequently downplays the importance of speaking skills, rendering it an overlooked facet of language acquisition.

Within the classroom, the prevailing teaching approach often fixates on imparting grammatical rules, even in the students' native language, Arabic. This pedagogical emphasis tends to discourage natural conversation, and as a result, students often make errors in grammar, pronunciation, and vocabulary usage. The common practice of correcting

students' errors without regard for their apprehensions about public correction further exacerbates their reluctance to speak freely.

Listening activities, critical for the development of speaking proficiency, are frequently marginalized due to time constraints. Consequently, students miss out on valuable listening input that can enhance their conversational abilities. The integration of short stories into the curriculum is limited, primarily due to the overcrowded nature of the curriculum and the teachers' limited experience in selecting suitable stories. This deficiency in incorporating short stories limits students' exposure to narrative-based language learning.

Moreover, there is a dearth of group work and discussion techniques in the classroom, which could foster more interactive and communicative learning experiences.

The culmination of these issues underscores the necessity of addressing the speaking skills deficit among EFL learners. To confront this challenge, the research embarks on an investigation into the potential effectiveness of employing animated storytelling techniques as an innovative pedagogical approach to cultivate speaking skills among EFL students.

To gain a deeper understanding of these challenges, a preliminary pilot study was conducted. The research involved informal observations within English classes at Tanta Secondary School for Girls and Asem Amin Secondary School in Tanta city. The outcomes of this pilot study were instrumental in highlighting the following key issues:

1. EFL instructors primarily concentrated on presenting grammatical rules, both in English and Arabic, to the students.
2. The classroom activities did not foster a conducive environment for students to engage in natural spoken interaction.
3. Students frequently made errors in grammar, pronunciation, and struggled with the application of appropriate vocabulary.

4. EFL instructors habitually corrected students' errors without taking into consideration the learners' anxieties and reservations about having their mistakes addressed publicly, thus leading to hesitation and inhibition.
5. Listening activities were neglected due to time constraints, which deprived students of the essential auditory input required for the development of speaking proficiency.
6. The inclusion of short stories in the instructional process was limited due to the crowded curriculum and the instructors' limited experience in selecting suitable short stories.
7. Opportunities for group work and discussion techniques in the classroom were notably scarce.

These observations underscore the urgency of addressing the deficiency in speaking skills among EFL learners. It is within this context that the research explores the potential effectiveness of employing animated storytelling techniques as an innovative pedagogical approach for the development of speaking skills among EFL students.

### **Questions of the Study**

In addressing the challenges surrounding speaking skills, this research will implement a novel program centered on the use of animated storytelling through multimedia to enhance the speaking proficiency of first-year secondary school students. Consequently, the present study aims to explore the following key question:

- What is the efficacy of the animated storytelling program in improving the speaking skills of first-year secondary students?

Additionally, the study will investigate the following sub-questions:

1. How does the animated storytelling program affect the fluency of students in speaking?
2. What impact does the animated storytelling program have on the accuracy of students in speaking?

3. To what extent does the animated storytelling program enhance the comprehensibility of students' speech?

### **Hypotheses of the Study**

Building upon the research questions, the following hypotheses are formulated:

1. There will be a statistically significant difference in favor of the experimental group in terms of fluency, as demonstrated by the mean scores on the post-test.
2. The accuracy of students in the experimental group, as indicated by the mean scores on the post-test, will exhibit a statistically significant improvement compared to the control group.
3. The comprehensibility of students' speech in the experimental group, as evidenced by the mean scores on the post-test, will display a statistically significant enhancement when contrasted with the control group.
4. The overall speaking skills of students in the experimental group, measured by the mean scores on the post-test, will demonstrate a statistically significant advancement over the control group.

### **Significance of the Study**

This research holds profound significance as it pioneers the utilization of animated storytelling techniques as a dynamic means to enhance speaking skills. Its implications extend to EFL educators, curriculum developers, and language specialists, underscoring the value of integrating multimedia short stories into language instruction. Moreover, it offers first-year secondary school students a comprehensive platform for practicing EFL speaking naturally and fluently. By seamlessly integrating multimedia, the study caters to students' interests and fosters an innovative approach to language instruction.

### **Limitations of the Study**

The scope of this study is confined to the following parameters:

1. First-year secondary school students, specifically two classes within Tanta Secondary School for Girls.
2. Implementation of a proposed animated storytelling program created by the researcher, comprising thirteen multimedia short stories, spread over fifteen classroom sessions during the second semester of 2022/2023.
3. Evaluation of speaking skills, with a focus on fluency, accuracy, and comprehensibility.
4. A limited timeframe for the program's execution, encompassing the second semester of 2022/2023.

### **Review of Literature and Related Studies**

This chapter is divided into two parts. The first part deals with the review of literature which focuses on speaking skills, storytelling and the potential of using multimedia in education. The second part deals with the previous studies related to the current study.

#### ***Review of literature:***

#### **1. Exploring the Role of Digital Storytelling in Language Learning**

Digital storytelling, as a pedagogical approach, opens new vistas in language learning. It amalgamates technology with the art of storytelling, providing learners with an engaging and interactive medium to harness their speaking abilities. By incorporating multimedia elements such as graphics, audio, text, videos, and animations, digital storytelling transforms language learning into a dynamic and immersive experience (Yee Bee Choo et al., 2020). Learners are not only consumers of content but also creators, as they craft narratives using these diverse resources. This shift from passive consumption to active participation is pivotal in nurturing effective communicators in the digital age.

#### **2. Embracing Technology to Foster Effective Communication**

In the wake of globalization, where the ability to express ideas and opinions coherently in English is paramount, language educators are presented with a unique challenge. The

convergence of technology and narrative in digital storytelling responds effectively to this challenge (Parupalli Srinivas Rao, 2019). It equips learners with the skills necessary to communicate successfully in a globalized world. The digital realm transcends geographical boundaries, providing learners with a platform to engage in conversations, create narratives, and collaborate with peers from diverse linguistic backgrounds. Therefore, the adoption of digital storytelling becomes not only an educational strategy but also a tool for nurturing global citizens who are proficient in spoken English.

### **3. Digital Storytelling as a Catalyst for Inclusivity and Diversity**

One of the distinct advantages of digital storytelling is its potential for fostering inclusivity and embracing diversity in language learning. In traditional classrooms, learners may be restricted to the resources available within the physical confines of the educational institution. However, in the digital realm, learners have access to a wealth of multimedia materials, and they can explore narratives and perspectives from various cultures and contexts. This exposure not only enriches their linguistic knowledge but also sensitizes them to the cultural nuances and diversities that are integral to effective cross-cultural communication (Hayam Mohamed Salama Eissa, 2019).

### **4. From Pedagogy to Practice: Implementing Digital Storytelling**

The transition from recognizing the potential of digital storytelling to its effective implementation in language classrooms is a critical phase. Educators must be equipped with the necessary knowledge and tools to integrate this approach seamlessly into their teaching practices. Moreover, digital storytelling prompts a shift in the role of the teacher. Educators become facilitators who guide learners in their digital storytelling journey (Arroba & Acosta, 2021). They not only provide linguistic support but also encourage critical thinking, creativity, and problem-solving as learners craft narratives

using multimedia elements. This transformation in the pedagogical landscape necessitates professional development and support for educators to harness the full potential of digital storytelling.

### **5. Building on the Foundation: Future Research Avenues**

The comprehensive literature review presented here signifies a promising foundation for further research and exploration. As the significance of digital storytelling in enhancing speaking skills becomes increasingly evident, future studies may delve into several promising avenues.

1. Tailored Curriculum Integration: A noteworthy direction for future research involves creating tailored curriculum models that seamlessly integrate digital storytelling. This entails designing curricular materials, assessments, and guidelines that align with the unique characteristics of digital storytelling. Investigations can explore the impact of such integration on students' speaking skills and its practical implications in language education (Arroba & Acosta, 2021).

2. Multimodal Assessment: While the literature has emphasized the benefits of digital storytelling, there is room to explore innovative assessment strategies that align with this pedagogical approach. Future research may focus on developing and evaluating multimodal assessment methods that reflect the diverse nature of digital storytelling projects, allowing educators to effectively measure speaking proficiency (Yee Bee Choo et al., 2020).

3. Pedagogical Training: Given the evolving role of educators in the digital storytelling paradigm, research can concentrate on the professional development and training of teachers. Understanding the specific skills and competencies required for guiding students in digital storytelling projects can aid in the design of effective training programs, ensuring that teachers are well-prepared to utilize this approach in the classroom (Hayam Mohamed Salama Eissa, 2019).

4. Cultural and Contextual Considerations: Different cultural and contextual factors may influence the effectiveness of digital storytelling in language education. Future studies can delve into the ways in which digital storytelling practices can be adapted and tailored to suit the needs of learners from diverse backgrounds. This exploration can lead to the development of culturally sensitive pedagogical strategies (Emily Kallinikou & Iolie Nicolaidou, 2019).

5. Longitudinal Studies: To gain a deeper understanding of the long-term impact of digital storytelling on speaking skills, longitudinal studies may be conducted. Such studies can follow cohorts of students over an extended period, tracking their speaking proficiency development and assessing the sustainability of the skills acquired through digital storytelling (Viknesh Nair & Melor Md Yunus, 2021).

6. Technological Advancements: As technology continues to evolve, research should remain dynamic, exploring how emerging technologies, such as virtual reality and artificial intelligence, can be integrated into digital storytelling practices to further enhance speaking skills.

## 6. Challenges and Future Directions

While literature overwhelmingly supports the efficacy of digital storytelling in enhancing speaking skills, it is not devoid of challenges. Access to technology, particularly in resource-constrained educational contexts, remains a concern. Furthermore, ensuring that digital storytelling activities align with curriculum objectives and assessments requires careful planning (Viknesh Nair & Melor Md Yunus, 2021).

In conclusion, digital storytelling emerges as a powerful catalyst in enhancing speaking skills in English language teaching. This pedagogical approach, which fuses technology and narrative, empowers learners to become effective communicators in a globalized world. Its potential for inclusivity, diversity, and cross-cultural understanding underscores its significance in language

education. However, the successful implementation of digital storytelling necessitates support for educators and solutions for challenges related to technology and curriculum alignment. The literature reviewed in this study sets a solid foundation for future research, which can delve deeper into the practical aspects of integrating digital storytelling into language classrooms.

### *Previous studies:*

In the pursuit of effective foreign language (FL) learning, the last two decades have witnessed a proliferation of studies investigating the efficacy of multimedia tools. These endeavors have sought to harness the potential of multimedia to enhance various language skills, including listening, speaking, and comprehension. This section presents a selection of pertinent studies that align with the overarching theme of our research, which is centered on enhancing speaking skills through multimedia.

#### 1. "Storytelling to Improve Students' Speaking Skill" by Mukminatuz Zuhriyah (2017)

In this study, Mukminatuz Zuhriyah investigated the application of storytelling in a speaking class to improve students' speaking skills. The research focused on beginners facing challenges in speaking a foreign language, particularly English. Through collaborative classroom action research, Zuhriyah examined the lecturer's activities, students' activities, and students' responses during storytelling sessions. The findings demonstrated significant improvements in students' comprehension, fluency, vocabulary, grammar, and pronunciation after the implementation of storytelling, emphasizing its potential to enhance speaking skills.

#### 2. "Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence" by Jo Shan Fu, Shih-Hsien Yang, and Hui-Chin Yeh (2021)

Jo Shan Fu and colleagues delved into the effects of digital storytelling (DST) on

English as a foreign language learners' speaking competence. This study focused on learner engagement and its relationship with speaking skills, using the Toontastic app with scaffolding principles. Results revealed significant progress in speaking competence, specifically in fluency and language use. While no significant correlations were observed between engagement and fluency, the study highlighted the significance of topic familiarity and scaffolding embedded within DST tools in improving speaking competence.

3. **"The Effectiveness of Story Telling and Story Reading Methods in Teaching Speaking" by Andi ST Aldilah Khaerana and Nadya Nurhidayah Nurdin (2018)**

Khaerana and Nurdin conducted research to compare the effectiveness of story telling and story reading methods in teaching speaking. Their study involved second-semester students and employed experimental design with pretest, treatment, and posttest phases. While the overall speaking achievement scores did not favor one method over the other, a closer examination of speaking categories revealed that storytelling was more effective in enhancing accuracy and fluency, whereas story reading improved comprehensibility.

**Conclusions:**

Drawing upon the body of research reviewed, several key conclusions can be discerned:

**1. Multifaceted Impact of Short Stories:** A significant body of research confirms the effectiveness of employing short stories as a pedagogical tool to enhance the four main language skills, bolster learners' attitudes, motivation, and academic achievement. These studies underscore the multifaceted benefits of integrating short stories into language education.

**2. A Focus on Speaking Skills:** A subset of the reviewed studies concentrated on addressing the development and identification of speaking skills. This emphasis stems from the recognition of students' challenges in speaking fluently and communicatively.

These studies shed light on the pivotal role of speaking skills in language education.

**3. The Power of Multimedia:** The findings across the reviewed studies consistently support the importance of incorporating various multimedia elements to enrich the learning process. These elements encompass text, audio, graphics, animation, video, and interactivity, collectively adding a new dimension to education.

Given the predominance of traditional storytelling techniques in prior research, this current study capitalizes on the utilization of multimedia elements. Our research specifically harnesses the potential of animated storytelling to cultivate and enhance students' speaking skills. As we progress, our focus remains on the integration of multimedia short stories within classroom activities. These activities encompass elucidating story titles, exploring their significance, delving into content, providing summaries, and much more.

**Methodology**

This chapter provides an academic discourse on the research methodology that underpins the investigation titled "The Effectiveness of Using Animated Storytelling Techniques for Developing Speaking Skills." It delves into key aspects such as the study participants, research instruments, procedural details, and the implementation of the animated storytelling program.

**1. Participants**

The subjects in this study are 30 secondary school students selected from the second semester of the academic year 2022/2023, all belonging to the first year. These participants represent a crucial component in the exploration of the effectiveness of animated storytelling techniques in enhancing speaking skills.

**2. Research Instruments**

In pursuit of academic rigor, this research relies on specific tools designed to evaluate the impact of animated storytelling on speaking skills.



### **a. The Speaking Test**

The core assessment instrument in this study consists of a speaking test meticulously crafted to measure the speaking abilities of the participants. This test comprises two equivalent forms: one serving as the pre-test, administered prior to the animated storytelling intervention, and the other as the post-test, offered after the intervention. The speaking test is multidimensional and encompasses three principal tasks:

- 1. Responding Appropriately to Questions:** In this task, participants respond to questions pertaining to various aspects of their lives, family, interests, and more.
- 2. Narration:** Students are presented with a sequence of animated images and are tasked with narrating the story depicted in these sequences.
- 3. Description:** Participants are instructed to describe a single animated image, focusing on elucidating the actions and scenarios presented within the image. This task measures their ability to articulate their observations clearly.

### **b. Test Scoring**

To ensure objectivity and accuracy in assessing the participants' performance, a holistic rating scale is employed. This scale takes into account essential components: fluency, accuracy, and comprehensibility. Each component is evaluated on a five-point scale, where a rating of one indicates poor performance and five signifies excellent performance. The total score for each participant is derived from the summation of scores provided by two independent raters, thereby resulting in a comprehensive score ranging from 6 to 30.

### **c. Test Validity**

The validity of the test and its associated components is paramount to the research's integrity. In line with this, the two forms of the test, the rating scale, and the scripts for the animated stories used in the study were subject to scrutiny by a panel of nine experts in the field of Teaching English as a Foreign

Language (TEFL). This expert panel was tasked with assessing the content appropriateness of the test, the rating scale, and the story scripts. Their insights and suggestions were carefully considered, resulting in refinements to the research instruments. The final versions of these instruments can be found in the appendix.

### **d. Test Reliability**

Ensuring the reliability of the research instruments is essential to obtain accurate and consistent results. The study employed two forms of the test, and their reliability was assessed through parallel/equivalent reliability. Additionally, as the speaking test involved two independent raters evaluating the participants' responses, inter-rater reliability was evaluated to maintain consistency and credibility. The high correlation coefficients indicated strong reliability.

### **3. Procedures**

**a. Pre-Testing:** Prior to the commencement of the research, the pre-testing phase involved the administration of the speaking pre-test (Form A) to both the control and experimental groups.

**b. The Animated Storytelling Intervention:** The animated storytelling program was introduced after pre-testing and continued for a period of 15 sessions, each spanning 50 minutes. This educational intervention, conducted over approximately two months, aimed to assess the impact of animated storytelling techniques on the speaking skills of the participants.

**c. Post-Testing:** Following the animated storytelling intervention, the speaking post-test (Form B) was administered to both the experimental and control groups. The assessments were then rigorously evaluated by the two independent raters.

### **The Animated Storytelling Program**

The crux of this research revolves around the implementation of an animated storytelling program, designed to bolster the speaking skills of the participants. The program is underpinned by specific objectives:

- 1. Comprehensive Understanding of Animated Stories:** The program endeavors to ensure that participants possess a full comprehension of the animated stories featured in the intervention.
- 2. Enhanced Speaking Fluency:** The program's goal is to foster speaking fluency among the participants, promoting a reasonable pace of speech.
- 3. Engaging in In-Depth Discussions:** By delving into various topics related to the animated stories, participants are encouraged to engage in meaningful discussions.
- 4. Practicing Effective Communication Skills:** The program emphasizes the development of communication skills, including accuracy, fluency, comprehensibility, and more.

### **The Content of the Animated Storytelling Program**

The animated storytelling program comprises a selection of thirteen animated stories, carefully chosen from the British Council site. Each story aligns with the language level, cultural background, and interests of first-year secondary school students. These animated stories cover various themes, such as environmental issues, classic tales like Cinderella, and engaging topics like space exploration. The stories were meticulously curated to ensure their relevance and motivational appeal to the participants.

### **Program Overview**

The program, designed around thirteen meticulously selected multimedia short stories, extended over a course of 15 sessions, each spanning a duration of fifty minutes. This educational intervention transpired within the confines of approximately two weeks. Each multimedia short story was allocated a single session for in-depth exploration, with the exception of the renowned narrative "Cinderella," which warranted two dedicated sessions.

### **Introduction to the Program**

The initiation of the program was marked by a preliminary classroom period, intended to acquaint the participants with the research undertaking. This introductory session served the purpose of elucidating the program's objectives and activities, fostering an understanding of its significance, and setting the stage for the ensuing educational journey. This initial meeting adopted a brainstorming approach, wherein the researcher engaged the students in a dialogue, soliciting their insights on diverse facets of storytelling. This interactive session delved into the realms of traditional short stories, multimedia short stories, and the content of popular narratives such as "Cinderella."

In keeping with the overarching theme of animated storytelling, this research program demonstrates a structured and academic approach. It unfolds systematically over the designated period, employing multimedia elements to augment speaking skills among the participants, and "Cinderella" assumes particular prominence, warranting extended attention and in-depth analysis.

### **Program Implementation: An Academic Exploration of Animated Storytelling**

In pursuit of assessing the effectiveness of the animated storytelling technique for developing speaking skills, the researcher (fulfilling the role of the teacher) executed this research program through distinct phases that align with the central aims of the program.

#### **Pre-Activities Phase**

*Step 1:* At the commencement of each lesson, the teacher introduced students to new vocabulary intrinsic to the multimedia short story. The primary objective of this phase was to enhance students' comprehension and pronunciation of these newly introduced words. Students were actively encouraged to both define these terms and enunciate them with precision.

*Step 2:* The teacher initiated each session by playing the multimedia short story, urging the entire class to engage attentively with the

content, thereby setting the stage for immersive learning.

### **Speaking Activities Phase**

In the pursuit of fortifying students' speaking abilities, the teacher employed the following techniques within this phase:

1. **Brainstorming:** Acknowledged as a powerful technique to cultivate productive skills, brainstorming was employed to generate an array of ideas within small groups. The primary goal was to elicit a profusion of creative ideas within a specified time frame, with the deferment of evaluation until the conclusion of the exercise. This methodology encourages unrestrained idea generation and often yields a wide spectrum of creative concepts.
2. **Discussion:** Discussion, a widely acclaimed method for involving the entire classroom in the learning process, was harnessed in two formats: whole-classroom discussions and small group discussions. This approach facilitated the overarching goals of the program. Through these discussions, students engaged in meaningful dialogue, enabling them to articulate their perspectives and share insights among peers.
3. **Group Work:** Recognizing the efficacy of group work, especially within larger classroom settings, the teacher employed this technique to stimulate English language conversation. Students, some of whom may be reticent about speaking before the entire class, often find it more accessible to express themselves within a smaller group. Group work encourages peer learning and liberates the teacher from traditional roles, allowing for a multifaceted teaching approach.

### **Evaluation**

The evaluation framework adopted for this program encompasses both formative and summative assessments. Formative evaluation strategies were implemented after each lesson to gauge students' comprehension of the multimedia short story, assess their

incremental progress in speaking, and offer constructive feedback on their overall speaking performance. This ongoing feedback process aimed to guide students toward consistent participation in classroom activities.

Summative evaluation occurred at the program's conclusion. This phase involved administering a speaking post-test, designed to gauge the extent to which the program's intended objectives were met.

### **Comments**

Throughout the course of the experiment, the researcher made several noteworthy observations:

1. Initially, students displayed a preference for writing their presentations as a strategy to mitigate pauses and hesitations when expressing themselves orally. To counteract this inclination, the teacher encouraged students to attempt speaking without relying on written notes, gradually instilling confidence in their oral communication.
2. Some students exhibited passivity within their groups, hesitating to act as representatives. Recognizing this early on, the teacher adopted a motivational approach by offering incentives and engaging in dialogues to emphasize the advantages of developing their English as a Foreign Language (EFL) speaking skills.
3. During the initial phases of the program, students occasionally defaulted to speaking in Arabic, attributed to limited English vocabulary. To address this, the researcher urged students to employ English as much as possible without anxiety regarding mistakes. In addition, to foster cooperative participation, students were provided with a list of the short stories' titles, enabling them to anticipate the narrative's content.
4. Error correction strategies were intentionally delayed to the end of each session, permitting students to participate without apprehension. In this manner,

students' mistakes were corrected collectively at the close of the session, fostering a more inclusive and constructive learning environment.

5. Notably, students progressively developed heightened enthusiasm and engagement with multimedia short stories. Students expressed a keen interest in having access to the multimedia short story CDs for independent listening and comprehension. Thus, the researcher disseminated the CDs to members of the experimental group, providing them with the opportunity to engage with the short stories at their own pace and convenience.

This comprehensive academic exploration of animated storytelling within the context of developing speaking skills underscores the intricate process of integrating multimedia elements to advance the art of speaking. The multifaceted instructional techniques employed in this program are poised to contribute to the overarching goal of enhancing students' speaking proficiency within the realm of English language teaching.

### Results and Discussion

This chapter examines the outcomes of the study with a focus on the impact of the animated storytelling technique on the development of students' speaking skills. It comprises two sections: the first section presents the results, and the second section offers a discussion and interpretation of these results.

#### Results

The pre- and post-test scores of students were subjected to statistical analysis using the t-test to assess the influence of animated storytelling on participants' speaking proficiency. The data pertaining to the study's hypotheses are provided below.

#### Pre-Test Scores

Initially, there were no significant differences in students' pre-test scores between the control and experimental groups. Table (1) displays the relevant data.

Table 1: The t-values for the experimental and control groups on the pre-test

Test	Group	N	M	SD	df	t	Sig.
Fluency	Exp.	30	4.13	1.87	58	0.55	No sig. <0.01
	Con.	30	4.40	1.87			
Accuracy	Exp.	30	4.03	1.88	58	0.36	No sig. <0.01
	Con.	30	4.20	1.75			
Comprehension	Exp.	30	5.10	1.99	58	0.66	No sig. <0.01
	Con.	30	5.43	1.92			
Total	Exp.	30	13.33	5.63	58	0.49	No sig. <0.01
	Con.	30	14.03	5.26			

Table (1) illustrates that the t-test values for fluency, accuracy, comprehensibility, and the total pre-test scores were not statistically significant ( $p < 0.01$ ). This indicates that there were no significant differences between the two groups before the experiment.

#### Post-Test Scores

**Hypothesis One** There will be a statistically significant difference between the experimental and control groups' fluency mean scores on the post test in favor of the experimental group.

The t-test for independent samples was conducted to compare the mean fluency scores of the two groups on the post-test. The data for this hypothesis are presented in Table (2).

Table (2): The t-values for the post-test of the experimental and control groups on fluency

Group	N	M	SD	df	t	Sig.
Exp.	30	7.40	1.67	58	6.62	0.01
Con.	30	4.63	1.56			

Table (2) demonstrates that the mean fluency scores were 7.4 for the experimental group and 4.6 for the control group, with standard deviations of 1.7 and 1.6, respectively ( $df = 58, t = 6.62, p > 0.01$ ). This supports the first hypothesis.

**Hypothesis Two** There will be a statistically significant difference between the experimental and control groups' accuracy mean scores on the posttest in favor of the experimental group.

A t-test for independent samples was employed to compare the post-test mean scores of the two groups in terms of accuracy. The data for this hypothesis are displayed in Table (3).

**Table (3): The t-values for the post-test of the experimental and control groups on accuracy**

Group	N	M	SD	df	t	Sig.
Exp.	30	6.23	1.38	58	3.27	0.01
Con.	30	4.93	1.68			

Table (3) shows that the mean accuracy scores were 6.2 for the experimental group and 4.9 for the control group, with standard deviations of 1.4 and 1.7, respectively (df = 58, t = 3.27, p > 0.01). This confirms the second hypothesis.

**Hypothesis Three** There will be a statistically significant difference between the experimental and control groups' comprehensibility mean scores on the posttest in favor of the experimental group.

The data concerning comprehensibility scores are outlined in Table (4).

**Table (4): The t-values for the post-test of the experimental and control groups on comprehensibility**

Group	N	M	SD	df	t	Sig.
Exp.	30	7.73	1.46	58	4.65	0.01
Con.	30	5.60	2.04			

Table (4) indicates that the mean comprehensibility scores were 7.73 for the experimental group and 5.60 for the control group, with standard deviations of 1.46 and 2.04, respectively (df = 58, t = 4.65, p > 0.01). Thus, the third hypothesis was substantiated.

**Hypothesis Four** There will be a statistically significant difference between the experimental and control groups' mean scores of the overall speaking on the posttest in favor of the experimental group.

To test this hypothesis, the t-test for independent samples was used to compare the mean scores of the two groups on the post-test. The relevant data for overall speaking scores are provided in Table (5).

**Table (5): The t-values for the post-test of the experimental and control groups on the overall speaking skill**

Group	N	M	SD	df	t	Sig.
Exp.	30	21.37	4.17	58	5.15	0.01
Con.	30	15.23	5.01			

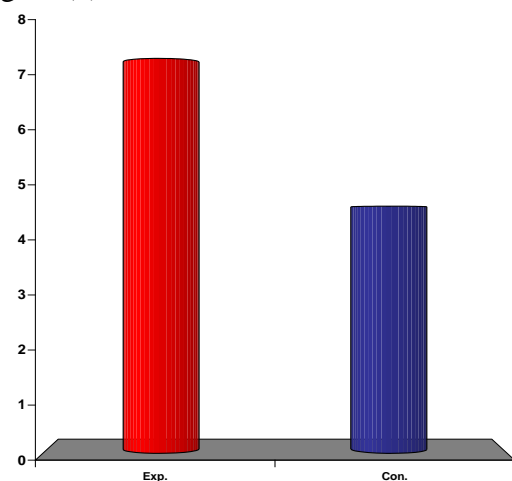
Table (5) reveals that the mean scores for overall speaking were 21.37 for the experimental group and 15.23 for the control group, with standard deviations of 4.17 and 5.01, respectively (df = 58, t = 5.15, p > 0.01). This confirms the fourth hypothesis.

### Discussion

In this section, the results will be discussed and interpreted in terms of the four main variables: fluency, accuracy, comprehensibility, and overall speaking proficiency.

#### 1. Fluency

The results of the t-test demonstrated a significant difference at the 0.01 level between the experimental and control groups in post-test mean scores for fluency, favoring the experimental group. This implies that the multimedia short stories program had a significant impact on enhancing fluency among the experimental group students. Figure (1) illustrates this difference.



**Figure (1): The mean scores of the control and experimental groups on fluency**

Several factors may have contributed to the students' progress in fluency. Firstly, the authentic multimedia short stories proved to be highly motivating and effective, offering students valuable insights into how native

speakers communicate fluently in real-life situations. This exposure enabled students to express themselves fluently and confidently, with reduced pauses and hesitations. Moreover, the multimedia short stories enriched the students' vocabulary and expressions, further boosting their fluency. The use of communicative activities such as storytelling and small group discussions likely played a significant role in enhancing fluency. By encouraging students to express themselves openly and smoothly, these activities promoted the development of fluent speaking skills. Additionally, delaying error correction until the end of each session created an environment in which students felt free to participate without the fear of embarrassment.

## 2. Accuracy

Regarding accuracy, the results of the t-test revealed a significant difference at the 0.01 level between the experimental and control groups in post-test mean scores for accuracy, favoring the experimental group. This suggests that the multimedia short stories program significantly improved accuracy among the experimental group students. Figure (2) provides a visual representation of this difference.

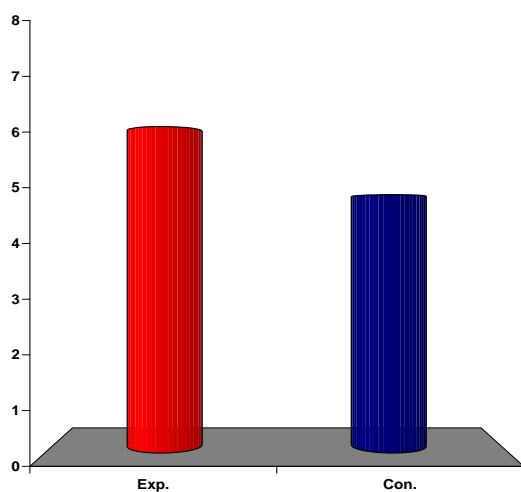


Figure (2): The mean scores of the control and experimental groups on accuracy

Several factors contributed to this significant improvement in accuracy. During the pre-activities stage, the researcher introduced new

words and their meanings using cards, encouraging students to define and pronounce them as accurately as possible. This drew students' attention to the importance of using words accurately and appropriately.

The multimedia short stories played a motivational role in encouraging accurate interactions among students. By listening to these short stories, students were exposed to grammatical rules used by native speakers, allowing them to adopt these rules for error-free speech.

Furthermore, during follow-up activities, a substantial portion of class time was dedicated to addressing common mistakes made by students. This practice enabled students to monitor their performance and identify their own grammatical and pronunciation mistakes for correction.

## 3. Comprehensibility

In terms of comprehensibility, the results of the t-test indicated a highly significant difference at the 0.01 level between the experimental and control groups in post-test mean scores, favoring the experimental group. This suggests that the multimedia short stories program significantly enhanced the experimental group students' ability to make their utterances more comprehensible. Figure (3) provides a visual representation of this difference.

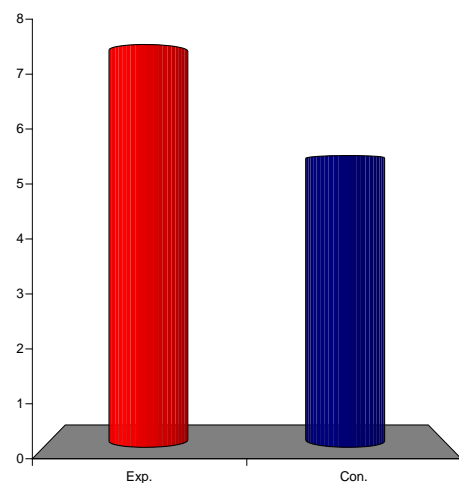


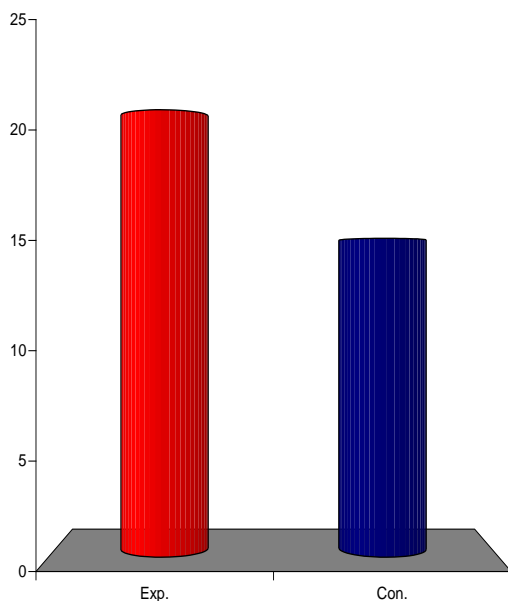
Figure (3): The mean scores of the control and experimental groups on comprehensibility

The significant improvement in comprehensibility can be attributed to the

multimedia components, which include sound, video, text, animation, and interactivity. The interaction of these components collectively contributed to enhancing students' comprehension. The multimedia program facilitated a deeper understanding of spoken content, enabling students to make their own speech more comprehensible.

#### 4. Overall Speaking Proficiency

The results of the t-test revealed a significant difference at the 0.01 level between the experimental and control groups in post-test mean scores for overall foreign language (FL) speaking proficiency, favoring the experimental group. This indicates that the multimedia short stories program was effective in developing the overall FL speaking ability of the experimental group students. Figure (4) illustrates this difference.



**Figure (4): The mean scores for the overall speaking post-test**

Undoubtedly, the factors that contributed to significant improvements in individual speaking components, such as fluency, accuracy, and comprehensibility, played a similar role in developing the overall FL speaking proficiency of the experimental group students.

In conclusion, the results of this study support the notion that the multimedia short stories

program significantly enhanced students' speaking skills in terms of fluency, accuracy, comprehensibility, and overall proficiency. The engaging and interactive nature of multimedia short stories, along with various teaching strategies, contributed to the positive outcomes. These findings emphasize the potential of multimedia-based techniques, such as animated storytelling, in language instruction for the development of speaking proficiency. Incorporating multimedia elements in language education can lead to more effective and engaging learning experiences, ultimately enhancing students' speaking abilities.

#### *Alignment of Results with Previous Studies*

This section discusses how the findings of the current research align with the results and insights obtained from three notable studies related to speaking skill development through various storytelling techniques. These studies shed light on the effectiveness of storytelling in enhancing speaking proficiency, and we will explore the consistency and differences between their findings and the outcomes of the present study.

Zuhriyah's research focused on utilizing storytelling to encourage speaking in a language learning context. The study found that storytelling had a positive impact on improving students' speaking skills, particularly in terms of comprehension, fluency, vocabulary, grammar, and pronunciation. These results resonate with our research's findings, which also observed significant progress in students' speaking aspects, encompassing fluency, accuracy, and comprehensibility. **(Zuhriyah, 2017)**

Fu, Yang, and Yeh delved into the effects of digital storytelling (DST) on English language learners' speaking competence. Their findings revealed that learners made substantial progress in speaking competence, including fluency and language use, when engaged in DST. Our study shares a similar observation regarding the enhancement of speaking skills after implementing storytelling techniques. Although our

research does not directly involve digital storytelling, it underscores the overall effectiveness of storytelling in fostering speaking proficiency. (Fu, Yang, & Yeh, 2021)

Khaerana and Nurdin's study compared the effectiveness of storytelling and story reading methods in teaching speaking skills. While their research did not find a significant difference in overall speaking achievement between the two methods, it did highlight specific advantages. Storytelling was noted for its effectiveness in enhancing accuracy and fluency, whereas story reading improved comprehensibility. This aligns with our research, which also observed improvements in accuracy, fluency, and comprehensibility following the application of storytelling techniques. (Khaerana & Nurdin, 2018)

In summary, the alignment of our research results with these prior studies underscores the value of storytelling in fostering speaking skills. While the methodologies and contexts may vary, a common thread emerges: storytelling, in its various forms, contributes positively to students' ability to speak fluently, accurately, and comprehensibly in a foreign language.

### **Summary, Conclusion, and Recommendations**

**Summary:** This study aimed to explore the effectiveness of a multimedia short stories program in developing the speaking skills of first-year secondary school students. The primary objective was to investigate whether this program could enhance the overall speaking proficiency of the students, including its components: fluency, accuracy, and comprehensibility. The study involved an experimental group exposed to the multimedia short stories program and a control group taught through traditional methods. A post-test was administered to both groups, and statistical analysis was conducted to evaluate the differences between them.

The results of the study can be summarized as follows:

1. There was a statistically significant difference at the 0.01 level in favor of the experimental group for fluency in the post-test.
2. There was a statistically significant difference at the 0.01 level in favor of the experimental group for accuracy in the post-test.
3. There was a statistically significant difference at the 0.01 level in favor of the experimental group for comprehensibility in the post-test.
4. There was a statistically significant difference at the 0.01 level in favor of the experimental group for overall speaking skill in the post-test.

**Conclusion:** This study provides compelling evidence for the effectiveness of the multimedia short stories program in improving the overall speaking skills of first-year secondary school students. The program not only increased students' motivation to speak English as a foreign language but also enhanced their fluency, accuracy, and comprehensibility. The shift in the teacher's role towards that of a discussion organizer, guide, motivator, facilitator, and language adviser allowed students to take greater responsibility for their learning, making them central to the learning process.

The communicative activities employed in the program were instrumental in developing students' speaking proficiency, enabling them to communicate effectively in real-life situations. This change in teaching methodology can significantly contribute to the improvement of speaking skills in EFL classrooms.

**Recommendations:** Based on the findings of this study, the following recommendations are proposed:

1. The multimedia short stories program can be adapted for teaching speaking to students at various learning stages, taking into account their levels, interests, and needs.



2. EFL classes should allocate more time and effort to speaking, with a focus on its various components.
3. Teachers should shift their roles towards becoming guides, language advisers, motivators, facilitators, and discussion organizers to create more engaging and interactive learning environments.
4. Students should be encouraged to actively participate in their learning process and take on more responsibilities. Providing a variety of communicative activities, such as storytelling, discussion, description, and summarization, can enhance their motivation and involvement in speaking.
5. EFL teachers should leverage supplementary instructional media, such as cassette tapes and CDs, to develop language skills. These media can motivate learners and engage them in language activities.
6. EFL teachers should receive training on incorporating multimedia elements into their instruction to enhance the learning process, which is crucial for successful language programs in schools.
7. Supportive feedback should be provided consistently during speaking activities to help students identify their weaknesses and strengths, thus increasing their motivation, interest, and engagement in speaking.

#### **Suggestions for Further Research:**

1. Investigate the effectiveness of the multimedia short stories program on other language skills, including writing, reading, and listening at different educational levels.
2. Explore the impact of the multimedia short stories program on enhancing students' cultural awareness.
3. Research the effectiveness of similar programs in developing students' vocabulary acquisition.
4. Investigate the impact of other types of literature, such as drama, novels, and poetry, on developing speaking skills.

5. Examine the effect of multimedia short stories on students' attitudes, motivation, and academic achievement.

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