

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describe a review of related literature. A review of related literature describes several theories related to the variables in this study. It discusses the definition of speaking skill and digital storytelling.

A. Speaking Skill

1. Definition of Speaking

According to Bailey and Nunan (2005), "Speaking is an interactive process of constructing meaning through the production, reception, and processing of information." Speaking can be understood as an interactive process involving a speaker and a listener who exchange and comprehend intended information. In such interactions, the speaker must speak clearly.

A crucial skill for students to communicate fluently in English is speaking, which means speaking with one or more people (Harmer, 2007). Effective speaking requires good listening comprehension, but it is one of the most challenging skills for students. It consists of four skills: listening, speaking, reading, and writing. According to Safitri *et al.*, (2020), speaking is the most important skill. Mastering these four skills is crucial for successfully using the language.

Many people assume the goal of an English course is to help them speak English. When it comes to speaking, the standard competency students need is to express meaning in conversations and interactions. Therefore, when teaching English, speaking activities should be prioritized.

2. Problem in Teaching and Learning Speaking

There are three reasons why students struggle with speaking in class (Andrian *et al.*, 2023). First, students lack motivation to learn English due to limited opportunities to speak outside of class. Many of them don't realize how important and beneficial speaking English is. Second, they don't want to appear awkward or stupid in front of their peers and are sometimes nervous when it's time to demonstrate their speaking skills. Third, they prefer speaking in their native language.

Second, teachers' approaches to teaching speaking skills are less than ideal. Most teachers still employ outdated and boring approaches rather than communicative ones. They provide minimal opportunities for students to practice speaking English. Furthermore, teachers often present lessons unrelated to students' real-life activities.

Third, limited time for English learning in the classroom is due to the fact that in Indonesia, English is considered a foreign language and is only taught in schools, while demand for English is very high. To achieve fluency in English, students are expected to understand spoken and written expressions. Therefore, teachers need to provide reading, writing, speaking, and listening skills.

To address this, one way is to utilize teacher creativity in teaching. Teachers can employ various creative approaches to make speaking skills more engaging and effective. This includes the use of learning media, innovative teaching approaches, and activities that actively involve students.

3. Basic Types of Speaking

According to Brown (2004), speaking is an empirical and direct productive ability. These observations are influenced by how well the test taker listens. Therefore, speaking test results are less reliable. Speaking in the classroom occurs through interaction between teachers and students according to the setting of the activity. Unlike writing and reading (written and receptive skills), speaking uses simpler vocabulary. As claimed by Brown (2004), there are several basic categories of speaking which are depicted in the following taxonomy:

a. Imitative

One of the most basic forms of speaking performance is the ability to imitate words, phrases or sentences. Although the focus is only on phonetic aspects that is pronunciation, assessment can involve intonation, vocabulary and grammar. Here we only assess pronunciation without considering comprehension of meaning or ability to interact. Listening serves to store cues for temporary imitation. According to Azzahra *et al.*, (2019), imitation is the ability to imitate words, phrases, or sentences. Several prosodic, lexical, and grammatical aspects of language can be used as performance measures.

b. Intensive

The second type of speaking in the assessment involves the production of brief spoken language to demonstrate mastery of specific aspects of grammar, phrasing, vocabulary or phonology. Despite limited interaction with the examiner, the speaker must understand the meaning of the response. Azzahra *et al.*, (2019), define it as the production of small fragments of spoken language to demonstrate limited grammatical, phrasal, or phonological

relationship skills. Alternatively, an intensive speaker is someone who is able to understand the conversation as it is being spoken.

c. Responsive

Responsiveness includes interaction and testing understanding, but to a somewhat limited extent to very short conversations, standard greetings and pleasantries, simple requests and comments, and the like. In practice, teachers might conduct short question and answer exercises where students have to respond directly to oral prompts or pictures. In this way, the teacher can see to what extent students are able to process information quickly, recognize context, and respond appropriately using the vocabulary and sentence structures they have learned. According to Azzahra *et al.*, (2019), responsiveness encompasses interaction and comprehension tests involving simple requests, comments, greetings, and casual conversation. This means educators teach students how to respond to and comment on utterances.

d. Interactive

The length and complexity of responsive and interactive interactions are the main difference. More turns and a large number of individuals are involved in interactive chats. These discussions might be transactional, with the goal of sharing information, or interpersonal, with the goal of preserving connections the latter frequently makes use of slang, humor, ellipsis, ordinary language, and other sociolinguistic components. According to Azzahra *et al.*, (2019), interactive conversations and responsive conversations are comparable the primary distinction is the length and complexity of the interaction, which may entail several turns or participants. There are two types of these interactions, interpersonal conversations that are largely focused on fostering

social ties rather than communicating facts, and transactional language used to disclose or transmit particular information. Interviews, role-playing, games, and conversations are a few examples.

e. Extensive (monologue)

Extensive oral production tasks include speeches, presentations and storytelling, where the listener gives only a limited response, if any it is usually nonverbal. The language style tends to be more planned and formal. According to Azzahra *et al.*, (2019), extensive oral production includes storytelling, speeches, and presentations and minimal oral interaction with listeners.

4. Elements of Speaking

Speaking involves several elements that support each other to produce effective communication. Speaking has many aspects (Harmer, 2001). Connected speech, expressive devices, lexicon, grammar, and negotiated language fall into this category. Furthermore, Brown (2004) states that the speaking process consists of five elements: pronunciation, grammar, vocabulary, fluency, and comprehension. In other study, according to Chaudy cited in Merlin (2018), comprehension, grammar, vocabulary, pronunciation, and fluency are the five components of speaking skills.

Essentially, speaking skills have five main components: comprehension, grammar, vocabulary, pronunciation, and fluency. These five aspects are explained in more detail below:

a. Comprehension

Before language can be used for meaningful communication, learners must first process and make sense of the information they encounter. According to Ramadani and Hamdani (2021), define comprehension as a mental process or the ability to understand. This differs from the mere ability to recognize and pronounce words without understanding their meaning. Comprehension encompasses understanding all elements of discourse commonly used in educational settings, with the exception of highly informal or rarely used terms, or speech that is spoken very quickly or unclearly.

b. Grammar

Grammar is an essential element of spoken communication. Grammar encompasses aspects such as the correct use of verb forms and proper sentence structure. According to Nunan (2003), grammar refers to the mechanisms used to combine linguistic elements, primarily words, to form clear and meaningful sentences. Essentially, grammar enables us to convey information effectively, so that the information can be easily understood by the listener.

c. Vocabulary

Vocabulary refers to the correct words in a language. According to Salawazo *et al.*, (2020), vocabulary consists of a group of words used for communication, as well as the total number of words used in language activities. If learners lack a rich vocabulary, it is more difficult for them to learn. Without grammar and vocabulary, nothing can be communicated. Therefore, researchers conclude that English learners need sufficient vocabulary mastery.

d. Pronunciation

Clear pronunciation is a fundamental component of effective spoken communication, as it directly shapes how intelligibly a speaker conveys their message. According to Arodjiah (2020), defines it as a way for students to speak more clearly, related to phonological processes, namely the grammatical components of the elements that determine how sounds change and are patterned. Phonemes and suprasegmental properties are two characteristics of pronunciation. Researchers conclude that pronunciation is the knowledge of how to speak clearly in a language. Pronunciation is crucial for effective communication.

e. Fluency

Fluency refers to the capacity to read, speak, and write easily, fluently, and expressively. According to Winaryo & Gusdian (2021), fluency encompasses flow, fluency, rhythm, length of utterance, interconnectedness of ideas, and the absence of long pauses. This refers to the speaker's ability to read, understand, and respond to language clearly and concisely.

Aspects of speaking are important, and lesson plans that describe presenting techniques and essential components of speaking competency can be used to evaluate the efficacy of speaking abilities. To develop effective speaking skills, students need to grasp a few key components. Speaking well depends on interrelated components that support one another.

Comprehension, grammar, vocabulary, pronunciation, and fluency are some of the components emphasized in student speaking assessments (Hardika & Pratolo, 2024). According to Brown (2004), there are five

assessment categories: comprehension, grammar, vocabulary, pronunciation, and fluency. Each category has 5 levels, each of which indicates the level of student achievement in speaking skills. In the grammar aspect, the assessment focuses on the extent to which students are able to use grammatical structures correctly in speaking. For vocabulary, the assessor assesses the extent to which students can choose and use appropriate and varied vocabulary according to the communication context. The comprehension category assesses students' ability to understand and respond to speech effectively. Meanwhile, fluency refers to the fluency of students' speech. Students with high fluency are able to speak without long pauses, unnecessary repetitions, or other distractions that hinder communication. Finally, the pronunciation aspect assesses the extent to which students' pronunciation can be understood by listeners, especially native speakers.

5. Teaching Speaking

Speaking is a productive skill that requires the ability to produce language orally, taking into account aspects of fluency, accuracy, pronunciation, grammar, and vocabulary. According to Harmer (2007), speaking is a communication activity to convey meaning using appropriate vocabulary and language structure, and the ability to manage the flow of interaction directly. In teaching speaking, instruction must be carried out in stages, starting from understanding the basic concepts of speaking to direct practice.

Teaching speaking in EFL refers to the instructional process aimed at helping learners develop their oral communication skills in a situation where

English is not used as a daily communication. According to Nunan (2003), teaching speaking is teaching EFL learners to produce English sound patterns, use stress in words and sentences along with intonation patterns, and rhythm, choose words and sentences that are appropriate to the social context, audience, situation, topic and organize their thoughts in a meaningful and logical sequence. So, teaching speaking is the process of teaching students to speak in English so that they can express ideas, feelings, opinions, and information well.

According to Nunan (2003), five essential principles for teaching speaking: (1) identifying the differences between second language and foreign language contexts, (2) giving students opportunities to practice, (3) giving students opportunities to speak through pair work, (4) planning speaking tasks, and (5) designing class activities.

Teaching in an EFL classroom requires a systematic and communicative approach so that students have many opportunities to actively use English during the learning process. Teachers need to design varied activities such as pair work, role play, simulations, problem-solving tasks, and information-gap activities because these activities help students produce language spontaneously and practice interaction skills. According to Nunan (2003), effective language learning occurs when students engage in language use with topics relevant to communication situations, rather than just learning grammar rules theoretically. Teachers must also provide rich language input through modeling, use of media, and dialogue examples appropriate to the students' level so that they have clear references when speaking. In addition,

the classroom atmosphere must create a sense of security and comfort so that students dare to speak without fear of making mistakes, because confidence greatly affects the development of their speaking skills (Harmer, 2007). In practice, teachers play an important role in providing feedback, whether through subtle corrections, alternative explanations, or appreciation for students' efforts. Teachers also need to balance accuracy and fluency exercises, for example through drilling to improve accuracy and free conversation to strengthen fluency.

In the Indonesian context, teaching speaking poses additional challenges because English is learned as a foreign language, so students' exposure to English outside the classroom is very limited. Many schools still implement learning that focuses on written exercises or memorizing dialogues, so students have minimal opportunities to speak. Shyness, negative attitudes, and low participation in English are other problems students face. Teachers report difficulties managing their classes and a lack of an English learning environment (Laila *et al.*, 2022). However, the introduction of the more communicative Merdeka Curriculum provides opportunities for teachers to apply approaches that focus on fluency and meaningful language use. By utilizing digital media, implementing project-based learning, and increasing pair work and group work activities, teachers in Indonesia can strengthen teaching speaking practices so that students become more confident and able to use English according to their communication needs.

B. Learning Media Using Technology

1. The Role of Technology in English Learning

Technology plays a crucial role in English language learning in today's digital era. The integration of technology has transformed the role of teachers from primary sources of knowledge to facilitators who assist and guide students in accessing various digital learning resources, such as learning apps, videos, and online platforms (Gautam & Agarwal, 2024). With technology, the learning process becomes more interactive, flexible, and student-centered (Al-Hail *et al.*, 2024). The use of digital media allows students to learn English not only in the classroom but also independently outside of school hours. Furthermore, technology provides opportunities for students to explore learning materials according to their individual needs and learning pace. The use of multimedia features, such as animation, audio, video, and educational games, can also increase student motivation and engagement in learning by creating a more engaging and enjoyable learning environment (Mansoor *et al.*, 2026). Furthermore, technology can help reduce students' anxiety in language learning because they can practice their language skills independently through digital platforms without fear of making mistakes (Moayeri & Khodareza, 2020). Furthermore, various authentic digital resources, such as podcasts, songs, and videos of native speakers, provide rich language input, supporting students' language development (Qasserras, 2024).

However, the implementation of technology in English language learning also faces several challenges. Limited digital devices, unstable

internet connections, and inadequate school facilities remain major obstacles in many educational settings (Mansoor *et al.*, 2026). Furthermore, some teachers still have limited digital literacy skills and struggle to effectively integrate technology into the learning process. The use of digital devices also has the potential to cause distractions, such as access to social media or games unrelated to learning activities (Al-Hail *et al.*, 2024). Therefore, good classroom management, appropriate supervision, and teacher pedagogical readiness are necessary for optimal and effective integration of technology into English language learning.

2. Digital Learning Media Based on Applications (Mobile-Assisted Language Learning/MALL)

Mobile-Assisted Language Learning (MALL) is a branch of Computer-Assisted Language Learning (CALL) that focuses on the use of mobile devices, such as smartphones and tablets, in the language learning process. The MALL concept allows students to learn languages more flexibly because learning materials can be accessed anytime and anywhere through digital applications. The rapid development of mobile technology has made the use of English language learning applications increasingly common, especially as smartphones have become an integral part of students' daily lives. According to Hu, *et al.*, (2023), MALL can provide a learning environment that is portable, connective, context-sensitive, and ubiquitous, allowing students to learn independently without being limited by space or time. In the context of this research, the use of the Khan Academy Kids application is included in the application of MALL because it is used as a

digital learning medium to help improve students' speaking skills. Several recent studies have also shown that MALL-based applications can have a positive impact on improving speaking skills, learning motivation, and reducing students' anxiety when speaking English.

MALL-based language learning applications generally have several key characteristics. First, the application presents an engaging visual display through the use of images, colors, animations, and interactive illustrations that can increase students' attention and motivation to learn. Second, the application provides audio from native speakers to help students better understand English pronunciation, intonation, and pronunciation. Third, many learning applications implement gamification elements, such as points, levels, badges, and rewards, to create a more enjoyable learning experience while increasing student motivation. According to Hu, *et al.*, (2023), MALL offers affordances in the form of social, contextual, interactive, and gamified features that can increase student engagement in language learning. Furthermore, research by Putra, *et al.*, (2025), shows that implementing gamification in mobile applications can increase students' confidence in speaking because the learning process feels more engaging and less stressful. These various characteristics make mobile-based learning applications more interactive and effective than conventional learning media.

Compared to conventional media, such as textbooks or traditional presentations, mobile-based learning applications offer several advantages. MALL provides flexibility in terms of time and place, allowing students to study independently outside of the classroom without being bound by the

constraints of space or time. Furthermore, learning applications also support personalized learning because students can adjust the material and learning pace according to their individual abilities. According to Hu, *et al.*, (2023), MALL has characteristics such as convenience, connectivity, personalization, and interaction that support the creation of a more effective and collaborative learning experience. The use of interactive multimedia features in the application also increases student engagement in speaking learning because they can practice speaking through audio, storytelling, and various other interactive activities. Recent research conducted by Hwang, *et al.*, (2024), also found that the use of MALL-based applications can significantly improve speaking skills and foreign language enjoyment in EFL students. Therefore, the use of MALL-based digital applications is considered effective in creating English learning that is more interesting, interactive, and relevant to the needs of 21st-century learning.

C. Khan Academy Kids as Digital Storytelling

1. Definition of Digital Storytelling

Digital storytelling combines personal narratives with simple digital media, like images, voice-overs, and music to create short (3–5 minute) films that invite reflection and emotional connection. Originating in the 1990s as a way to foster community dialogue and empowerment, it focuses more on storytelling than technical polish even a basic slideshow with narration can be powerful. Each story centers on a meaningful event or turning point in the storyteller's life, and the real value lies as much in the creative, reflective process as in the finished video.

According to Harahap *et al.*, (2024), digital storytelling is the delivery of narratives that combine images, text, audio, and video and has been proven to increase the literacy of Indonesia's young generation. In addition, as stated by Drajadi *et al.*, (2023), in their research, they emphasized that English teachers in Indonesia utilize digital storytelling in their reflective practices to improve the learning process and student engagement in the classroom. Thus, digital storytelling is an innovative tool in education to improve literacy skills, creativity, and student engagement through the use of digital technology. One of the digital applications that can support English learning is Khan Academy Kids.

2. Khan Academy Kids

Khan Academy Kids is a free learning application developed in partnership with the Stanford Graduate School of Education and based on educational standards such as Common Core and Head Start. Khan Academy Kids is an application that comes under the auspices of Khan Academy, which was founded by Salman “Sal” Khan, an American educator. This media can be used by students of all ages, from pre-school to college. Unlike other applications, this application makes learning fun through quality videos, songs, books, and interactive games. The application features friendly animal characters as guides and an easy to use interface. Students can choose to learn automatically or explore the content library on their own. Therefore the selection of Khan Academy Kids is very suitable for learning with a fun atmosphere.

For teachers, the application provides simple tools to assign activities and track student progress. While tracking features are limited, teachers can still see which topics students have or have not mastered. This application is great for use in the classroom, as homework, or as a computer lab activity. Teachers can create accounts for each student and assign activities based on specific educational standards. In a way that is based on Fitri (2024), shows that digital storytelling is effective in developing students' creative thinking skills. By combining technology and narrative in learning activities, students are encouraged to express their creative ideas more freely and imaginatively. This is in line with Khan Academy Kids' feature of using animation and funny characters to attract students' attention and increase their interest in learning.

3. Advantages and Disadvantages of Khan Academy Kids

Khan Academy Kids has a number of advantages that make it a popular choice as a learning medium for students, combining educational and entertainment elements. The application is designed to be easily accessible by both parents and teachers. The following briefly outlines the advantages and disadvantages of Khan Academy Kids as a learning medium for students.

The advantages are that the application can be accessed for free without advertisement, making it safe and convenient for students to use. Also, the learning content in this application is interactive and interesting, using animations and funny characters accompanied by music that can increase students' interest in learning. The application also provides a variety of materials, such as writing and reading. One of the main advantages of

digital media is its ability to increase the accessibility of education. According to Churchill (2020), the use of mobile-based digital storytelling offers flexibility in learning, as students can access digital story materials without restrictions on time or location. This is particularly relevant to Khan Academy Kids, which provides free learning materials and can be accessed by anyone with an internet connection. In addition, digital media also plays a role in increasing students' motivation and engagement in the learning process. A study by Pradana (2023) showed that the most of students felt that the use of digital media in learning improved their learning outcomes.

However, Khan Academy Kids also has some disadvantages. One of them is that it depends on digital devices and internet connection, which can be an obstacle for students in remote areas with limited digital devices and internet access. Although the application is interactive, it still requires teacher assistance to ensure student's understand the material correctly. The application is also more suitable for students who are already familiar with technology, so students who are new to digital devices may need some adaptation time. Considering its advantages and disadvantages, Khan Academy Kids can still be a useful learning tool if used wisely and in a balanced way.

D. PowerPoint as Learning Media

PowerPoint is one of the most widely used digital learning media in education because it presents material in a structured, visual, and interactive manner, making it easier for students to understand learning concepts. Microsoft PowerPoint is a presentation software application developed by Microsoft for

creating slide-based presentations that can include various multimedia elements. In educational contexts, PowerPoint is often used to convey lesson material, explain concepts, display images and videos, provide exercises, present storytelling content, and support classroom discussions. According to Hararap and Harida (2024), PowerPoint supports the learning process in the classroom to be more effective because it allows teachers to convey information through attractive visual and multimedia features, so that it can increase student attention and participation during learning activities.

PowerPoint is considered effective because it can combine various elements, such as text, images, audio, animation, graphics, and video, into a single display, making information delivery clearer and more engaging for students. Furthermore, PowerPoint also provides various features to support the learning process, such as slide transitions, animations, templates, hyperlinks, audio and video insertion, smart-art, charts, and presenter view. These features help teachers create learning presentations that are more engaging, systematic, and easily understood by students. A study by Mu'man and Khabib (2023) found that PowerPoint effectively improved students' speaking skills and engagement in lessons.

The use of PowerPoint in teaching speaking has become an increasingly relevant strategy in modern English language learning because this medium allows teachers to present material visually and in a structured manner, making it easier for students to understand the context of oral communication. Using PowerPoint makes students more active and enthusiastic about listening to the teacher's explanations. This is because PowerPoint combines text, images, and

video to create a dynamic and engaging learning environment. (Dewi, *et al.*, 2024). In this research, the PowerPoint application was used to teach in a control class.

PowerPoint was chosen as the comparison medium because it is one of the most frequently used digital presentation tools in English language learning in the classroom. PowerPoint allows teachers to convey learning materials visually through text, images, audio, and video. However, unlike Khan Academy Kids, PowerPoint does not provide automatic interactive storytelling content, requiring teachers to prepare and develop story materials independently before the learning process begins.

On the other hand, Khan Academy Kids provides ready to use digital stories complete with narration, animation, audio, and various interactive activities. Therefore, a comparison between Khan Academy Kids and PowerPoint was conducted to determine whether the integrated storytelling features in Khan Academy Kids provide additional benefits to students' speaking skills compared to conventional presentation-based learning media like PowerPoint.

E. Previous Study

Previous research has discussed the use of digital storytelling to teach speaking to tenth grader students at SMA Negeri 1 Kandat. Educational literature indicates that the article studied the use of the Cake App (Nuraeni & Yanthi, 2020). The purpose and subject of this study are to determine whether the Cake application is used by 10th-grade science students at SMA Negeri 3 Bogor. The results showed that the Cake app improved students' motivation, speaking skills, and self-confidence. Students also expressed positive perceptions of the app.

Based on the scores, 93% found it to create enjoyable learning, 89% increased motivation, 92% improved speaking skills, and 93% increased self-confidence. This means that 92% of students perceived the Cake app as a way to learn speaking skills.

The second previous educational literature shows that applying duolingo in improving students' speaking skill (Fhonna, *et al.*, 2024). At SMP 8 Banda Aceh, the Duolingo app was used to improve students' speaking skills. Students' speaking skills were found to have improved, with a t-score $>$ table (0.967 $>$ 0.678) as hypothesized. This improvement indicates that the Duolingo app improves students' speaking skills and understanding of how the app helps them learn. Furthermore, the average pre-test score was 64.70, and the post-test score was 79.70. Therefore, it was concluded that the Duolingo app helps students learn to speak better. The hypothesis was accepted.

Previous studies have shown that the Elsa Speak application helps students improve their English speaking skills (Hasbi & Nursaputri, 2024). The purpose of this study to determine how the app helps eighth-grade students at an Islamic high school improve their English speaking skills. Student performance improved in the first cycle, with a pre-test score of 53.93 increasing to 62.47. In the second cycle, the pre-test score increased to 61.67 and the post-test score to 74.87. According to the t-test results, students' speaking skills improved significantly. The second cycle t-test score (7.665) was higher than the first cycle (5.002), indicating a significant impact. The overall t-test score from the first to the second cycle was 46.66%. Based on these findings, the study concluded that the Elsa Speak application had a positive impact.

Digital storytelling applications can help people learn to speak English (Azqiya, 2025). The purpose of this study the use digital storytelling to improve the speaking skills of secondary school students learning English as a Foreign Language (EFL). Eighth-grade students at a junior high school in Banyuwangi, Indonesia, were the subjects. The results showed that using digital storytelling positively impacted speaking skills in terms of vocabulary mastery, pronunciation clarity, fluency, and self-confidence. This method helps students overcome English speaking anxiety by creating an engaging and interactive learning environment. To measure progress, speaking tests were administered before and after the treatment. The pre-test result was 60.2, indicating initial speaking ability, and the post-test result was 75.4, indicating significant improvement. In short, digital storytelling is an innovative and effective method for improving students' speaking skills in EFL classrooms.

The fifth previous educational literature shows that the using of GBA approach and Canva application as a learning media to improve English speaking skills (Mezana & Afrianto, 2026). The purpose of this study to examine the impact of integrating Canva with a genre-based approach on students' speaking skills of twelfth-grade students at SMA Negeri 12 Bandar Lampung. The findings show that the control group, which was taught using conventional techniques, showed an increase in the mean score from 51.81 to 63.05, while the experimental group, which utilized GBA in combination with Canva, recorded a more significant increase from 52.65 to 66.60. The results of the paired t-test confirmed significant progress in both groups, although the experimental group showed a larger mean difference (13.95) than the control group (11.23). These results

indicate that combining GBA with Canva not only improves students' fluency, pronunciation, grammar, vocabulary, content, and coherence but also enhances their understanding of genre conventions and their ability to produce coherent texts. Therefore, this approach has proven to be a valuable teaching strategy for developing speaking proficiency in the context of English as a Foreign Language (EFL) learning.

All five studies centered on teaching students about improving four English skills, using different media "Cake", "Duolingo", "Elsa Speak", "Digital Storytelling", and "Canva". This studies helped the researcher to strengthen the theory of the implementation of digital storytelling to teach speaking at tenth grader of SMAN 1 Kandat. Similarities can be seen in the fifth previous studies, all of which stated that using learning media are important in improving students speaking skill. Then the difference is in this subject and location and also variations in the variable of research. Then, the researcher cited these studies to support the researcher's statements and findings.