

**INVESTIGATING THE EFFECT OF AI-BASED DIGITAL  
STORYTELLING ON SPEAKING PROFICIENCY IN EFL LEARNERS**

**THESIS**

**Presented to  
State Islamic University (UIN) Syekh Wasil Kediri  
In Partial Fulfilment of the Requirement  
For the Degree of Sarjana in English Language Education**



**UNIVERSITAS ISLAM NEGERI  
SYEKH WASIL  
KEDIRI**

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**22202020**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY (UIN) SYEKH WASIL KEDIRI**

**2026**

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**2026**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic University (UIN) Syekh Wasil Kediri

Kediri, 19<sup>th</sup> May 2026  
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## **APPROVAL PAGE**

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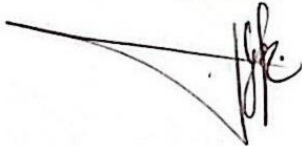
### **INVESTIGATING THE EFFECT OF AI-BASED DIGITAL STORYTELLING ON SPEAKING PROFICIENCY IN EFL LEARNERS**

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STORYTELLING ON SPEAKING PROFICIENCY IN EFL LEARNERS**

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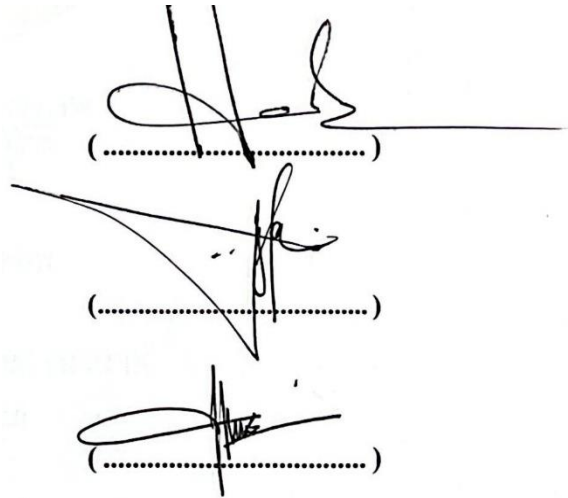
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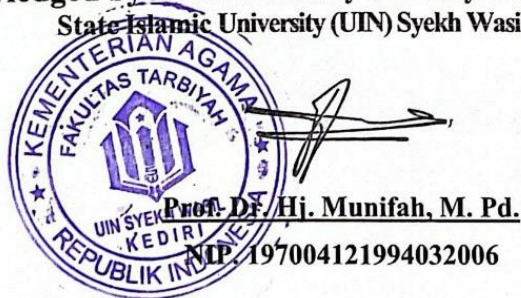
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"So verily, with hardship there is ease"

"Verily, with hardship there is ease"

(Surah Al-Insyirah, 5-6)

## DEDICATION

*Alhamdulillahirobbil'alamin.* First of all, I would like to express my deepest gratitude to Allah SWT, the Most Gracious and Most Merciful, and to His beloved Prophet Muhammad SAW, who has guided me to the straight path. Without Their blessings, this thesis would have never been completed.

To my dearest Ibu Nuril Wasilah and Bapak Zainal Arifin, you are my first love, my first teachers, and my forever home. Thank every prayer you whispered, and every sacrifice you made for me. I hope this small achievement can make you proud. To my three big brothers. To my first brother Husnul Fuad Zein, thank you for being my role model in my life. To my second brother Zaki Mubarak Zein, thank you for being the motivator of my life. To my third brother Bastomi Alwi Zein, your hands-on support made everything feel lighter. I love you all more than words can say.

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Last but not least, to everyone who has contributed, supported, and prayed for me, whether mentioned or not, I offer my sincere gratitude. May Allah bless you all always.

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In this good opportunity, the researcher would like to dedicate great gratitude to all people who have helped to finish this thesis. Therefore, the researcher expresses gratitude to the following noble persons:

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2. Prof. Dr. Hj. Munifah, M. Pd., the Dean of Tarbiyah Faculty, State Islamic University (UIN) Syekh Wasil Kediri.
3. H. Burhanudin Syaifullah, M.Ed.,Ph.D., the Head of English Education Department, State Islamic University (UIN) Syekh Wasil Kediri.
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6. To my dearest friends. To Vivi, thank you for being my best partner in this research journey. To all my best support friends, thank you for always being there to cheer me up and remind me that I could do this.

The researcher realizes that this thesis is far from perfect. The researcher will receive any suggestions or criticisms that will help make this research much better.

## ABSTRACT

**Zein, A.N.R. 2026.** *Investigating the Effect of AI-Based Digital Storytelling on Speaking Proficiency in EFL Learners*, Thesis, English Education Department, Faculty of Tarbiyah, State Islamic University (UIN) Syekh Wahid Kediri. Advisor: Dr. Ary Setya Budhi Ningrum., M.Pd. and Mohammad Muhyiddin, M.Pd.

*Keywords: AI-Based Digital Storytelling, Speaking Proficiency, EFL Learners, Recount Text, Quasi-Experimental*

Speaking proficiency is a fundamental skill for English as a Foreign Language (EFL) learners. However, many students face challenges such as lack of confidence, limited vocabulary, and low motivation. This study aimed to investigate the effect of AI-Based Digital Storytelling on the speaking proficiency of EFL learners at SMK Al-Mahrusiyah Kediri.

This study employed a quantitative approach with a quasi-experimental design. The participants were 70 tenth-grade students divided into two groups: an experimental group (n=35) taught using AI-Based Digital Storytelling and a control group (n=35) taught using picture-based storytelling. The treatment was conducted over six meetings. Data were collected through pre-tests and post-tests measuring students' speaking proficiency across four aspects: fluency, pronunciation, vocabulary usage, and grammatical accuracy. The data were analyzed using descriptive statistics and the Mann-Whitney U Test because the data were not normally distributed.

The findings revealed that the experimental group achieved a mean post-test score of 13.5, which was significantly higher than the control group's mean score of 11.7. The Mann-Whitney U Test result showed a significance value of 0.000 ( $p < 0.05$ ), indicating that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Furthermore, the effect size calculation ( $r = 0.618$ ) indicated a large effect according to Cohen's criteria.

In conclusion, AI-Based Digital Storytelling is effective in enhancing EFL learners' speaking proficiency with a large effect size. It is recommended that English teachers integrate AI tools such as ChatGPT, Gemini, or Grok into storytelling activities to create more engaging and meaningful speaking practice. Future researchers are encouraged to investigate the effectiveness of AI-Based Digital Storytelling on other language skills and in different educational contexts.

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