

Utilization of Online Storytelling Strategy and Its Effects to Learner's Speaking Ability

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Abstract: *Storytelling has been a vital part of the teaching and learning process in past years. It is a widely known strategy in teaching English among your learners. Due to the widespread adoption of digital technology, simple storytelling became digital. Therefore, the study's main aim was to determine the effects of the utilization of online storytelling strategy on learners' speaking ability. To achieve this aim, the researcher administered standardized questionnaires via Google forms among the 160 elementary public-school teachers who are teaching English in the District of Marilao South, Schools Division of Bulacan, chosen through purposive sampling. The gathered data were filed, tabulated, summarized using statistical treatment such as mean and regression. Findings revealed that the extent of the utilization of online storytelling strategy in teaching English was to a great extent. Likewise, the learners' speaking ability in terms of fluency, grammar, vocabulary, organization of ideas, and communication skills is satisfactory manifested. It is also found out that the utilization of online storytelling strategy does not exert significant effects on learners' speaking ability. Towards the end of the study, it was recommended for a more effective learning outcome, teachers may use and choose storytelling materials carefully and appropriately based on the learners' abilities. But in order to ensure the success of the teaching and learning process, online storytelling must be utilized alongside with other pedagogical techniques. Lastly, pedagogical strategies in teaching English may be designed to adapt to the so-called new normal.*

Keywords— New Normal, Online Storytelling Strategy, Speaking Ability

1. INTRODUCTION

Teaching and learning are dynamic processes that must significantly change over time for the twenty-first-century learners to compete globally, a great demand in today's society. To respond to the necessity of the changing world, learners must develop their oral communicative skills and ability to speak fluently in preparation for their future work since most of the jobs today require this skill. Developing a solid speaking ability has many educational and professional advantages since it is an essential tool for communicating, thinking, and learning.

As the COVID-19 virus continuously spread in the country, the Department of Education (DepEd) is doing its best to ensure that the challenges it brought to basic education will be adequately addressed by implementing the Learning Continuity Plan (LCP). Therefore, providing accessible basic education for all, even in this challenging situation, is possible using different learning delivery modalities, including online, modular, blended learning, and homeschooling. Even though the self-learning modules (SLM) are the primary learning resources that the learners will use, the development of five crucial macro- skills of communication such as listening, reading, speaking, writing, and viewing are still valued.

In English, the main feature of the K-12 Language Arts and Multi-literacies curriculum is to improve communicative competence among the learners emphasizing five essential macro- skills in language because these are all equally important skills that serve as the building blocks of understanding and effective communication. So, to give

varied perspectives and meaningful connections, relevant print and non-print resources and various strategies must be used.

More so, sharing and telling stories are among the most common strategies used in teaching English among elementary pupils. Most of the time, these materials are used as the springboard towards developing a lesson or a vital tool to develop essential interpersonal communication among the learners. Stories are the universal language that everyone can understand and can ignite the passion and imagination of both readers and listeners. The pandemic crisis intensifies the use of online platforms to deliver education continuously. Therefore, simple storytelling sessions became digital.

As presented, teachers should note the two significant challenges that they may experience in relation to this. First, learners might develop negative attitudes toward storytelling sessions; they will fail to appreciate its importance and purpose. Secondly, as they grow older, learners might have difficulty expressing their thoughts and ideas orally because they only have little involvement and engagement in the discussion, putting their communicative competence at stake. Classroom instruction should not suffer from this limitation of oral and communicative experiences even while learning at home due to the pandemic.

To avoid this from happening, teachers should adopt teaching and learning processes based on essential principles of effective language acquisition- interaction and learner-centeredness. Activities that simulate real-life situations using language in communication where students can interact with one another or with the teacher should be given emphasis.

Their engagement and involvement must also consider. This will be achieved if the learners will be given more opportunities to speak, a skill leading to effective communication.

Learning is considered functional where doing, creating, and communicating are given more emphasis than grammatical structures. Hence, language must be presented in a communicative way highlighting the vital role of speaking. While speaking and writing are both productive skills, [1] claimed that it is a glaring reality that people speak more than they write. Thus, it is essential for students to master good speaking skills and for teachers to know how to teach speaking well.

Online storytelling strategy can cater to the specific needs and interests of the young learners in studying English and can be both delivered and assessed by teachers and the parents who act as learning facilitators at home. For this reason, the researcher aimed to determine the effectiveness of the utilization of storytelling as a strategy to improve the learners' speaking ability. She believed that the various resources and data from the respondents of the study would ensure that teachers can improve the quality of instruction in teaching English, whether face-to-face or online particularly in developing macro-skills in communication. Furthermore, the findings of this study can serve as their basis in planning and crafting future projects, interventions, and continuous improvement programs concerning the different strategies that will improve the teaching and learning process, mainly geared toward the development of learners' speaking ability for the school year 2021-2022.

2. RELATED WORKS

Storytelling. For the past years, storytelling has become an essential aspect of the teaching and learning process. It has many advantages that allow listeners to grasp information effortlessly and incorporate it into their existing schema [2]. Storytelling is considered one of the earliest forms of entertainment in all civilizations. By and large, humans express their thoughts vocally through language, which is the most fundamental method of communication.

Furthermore, storytelling evolved out of humans' desire to convey and speak their thoughts, visions, and perspectives on the world. [3], remarked that even ancient humans used hieroglyphs to depict and tell stories about animals, rituals, and beliefs. When they began to generate complicated sounds and learned developed languages, they could relay those stories orally.

Therefore, as humanity progressed, advancements in printing and writing technologies enabled humans to share and tell stories that reflect their views, beliefs, ideals, culture, and way of living. Hence, stories are told to enlighten, explain, entertain, warn of danger, and pass on a cultural legacy. Thus, it is critical to engage people, remember important details, and break down barriers to communicate effectively.

Apart from being culturally relevant, storytelling has been a vital part of the teaching and learning process. It is a

fun activity that focuses on four macro-skills: listening, reading, writing, and speaking. It is a teaching strategy that applies to all academic areas and a suitable method of language instruction [4]. It also enables learners to acquire the language in an enjoyable way. It was supported by [5], who mentioned that storytelling is an effective tool for providing learners with the opportunity to communicate in a simple language while also offering fun and entertainment. Additionally, storytelling demonstrates the value of challenging tasks as motivating, altruistic, and language-teaching tools in educational settings. Through this method, students with various linguistic abilities could connect with a non-threatening medium [6].

[7] Storytelling encompasses the complete context of a moment when the oral narration of stories in verse or prose is performed or guided by a single individual in front of a live audience. The narration may be delivered orally, through chanting, or through singing, with or without musical, visual, or another accompaniment. It is acquired through oral, written, or recorded sources. While [8] that storytelling is an activity that involves the transmission of information and data from one person to another and from one generation to the next, because stories are easily acquired, they are basic and useful. Thus, storytelling has been used as a teaching tool in teacher education, higher education, early childhood education, and even nursing education.

Digital Storytelling Strategy. The digital era allows unparalleled access to information technology, necessitating changes to instructional and learning processes. Information and Communication Technology (ICT) has been employed to improve instruction for the past years. More so, the present pandemic crisis brought by the COVID-19 virus brought rapid changes to the way people live. The economy and the education sector are adversely affected due to lockdown and community quarantines. Due to the absence of face-to-face instruction, online distance learning serves as one of the alternative learning strategies to deliver education. [9] explained that this paves the way to the accelerated adoption of digital technology, and the use of instructional tools has been intensified. To achieve higher academic standards, educators must have the knowledge and skills to use digital tools [10].

Therefore, the application of technology in education results in the introduction of different concepts in the system, such as the transition from teacher-centered education to student-centered instruction, the use of virtual classrooms, e-learning, and the utilization of various online tools. It was also strengthened by the present health crisis allowing teachers to resort to different resources and available material to ensure continuity of education. In bringing technology into the classroom, digital storytelling is one form of digital literacy being brought up.

Storytelling, a form of social interaction frequently utilized in education for teaching, explaining, and entertaining, has evolved from traditional into digital or multimedia storytelling, in which narration is combined with multimedia components such as words, images, animation,

and video to convey information to the audience. Digital storytelling integrates still photographs and a narrated soundtrack, including voice and music [11]. Additionally, digital storytelling can be used as a multimedia tool in language learning to assist students in developing their foreign language speaking skills. This strategy will allow them to narrate the story in their own words and voice using technology, making it an extremely effective learning tool [12]. Additionally, it boosts students' motivation to learn [13]. Thus, DST is an effective tool for developing learning environments based on constructivist principles of teaching and learning [14]. As a result, it can significantly increase learners' engagement in integrated approaches to learning using electronic media.

In teaching English, particularly reading, cartoon stories may be integrated as a strategy to boost learners' interest in reading and level up their reading comprehension skills. [15]

Learners today are considered digital natives; they are very comfortable and versatile with the use of ICT. Teachers in this modern era also conform to online platforms in teaching and in doing reports. Students and teachers believed that digital storytelling activities could improve the students' 21st-century skills such as learning and innovation, media, technology, information, and life and career [16]. Similarly, [17], considered digital storytelling as a suitable medium for 21st-century students with different characteristics and needs to acquire 21st-century lifelong skills. Supported these assertions specifically in the role of digital storytelling as a technological aid in education [18].

The learning and innovation skills such as critical thinking and problem-solving, communication and collaboration, creativity and innovation, information and communication technologies literacy, information literacy, media literacy for information, media, and technology skills are among the twenty-first-century abilities students need to learn. Additionally, the teachers could drill down to specific dimensions such as flexibility and adaptability, social and cross-cultural skills; responsibility; and productivity for life and career skills. The findings above fueled up literary and technological revolution by telling stories.

Speaking. Speaking is the process of conveying information and constructing meaning through the production of vocal sounds. Whether at home or school, talking with people is one of the demands of one's daily life. Through spoken language, humans can express their ideas, opinions, and feelings to one another. Therefore, there is an excellent necessity for students as young as elementary pupils to develop confidence and fluency in speaking. Aside from reading, listening, writing, and viewing, speaking is one of the five macro skills needed to communicate effectively.

[19] Speaking as a linguistic skill that develops during childhood as a result of listening ability. During this period, speaking ability is acquired, which has a significant impact on children's growth. Additionally, speaking is a vital tool in daily human life since it enables humans to engage with one another using their voice, which gives meaning to

words. Additionally, [20] argued that speaking is a social activity in various contexts, including the workplace, restaurants, bus stations, retail establishments, airports, and on the street.

The aforementioned situations above all require transactional language, which is employed to accomplish tasks within the context of each event or activity. Associated with this, oral communication requires both micro and macro abilities. Micro-skills in speaking refers to the development of tiny language components such as morphemes and phonemes, collocations, words, and phrases [20]. Thus, in today's world, speaking the international language is essential for human interaction, as it is spoken by many people worldwide. Many people use English in this global era, which facilitates communication between people from different countries [21].

As a fundamental and instrumental act, speaking requires a considerable necessity to be developed among young learners. The K-12 curriculum focuses on enhancing communicative competence and multiliteracies; appropriate pedagogies must be used, leading to learners' oral proficiency improvement. Furthermore, the teacher should maximize learners' opportunities to participate in the class discussion that will allow them to use the English language simultaneously. They should provide them meaningful communicative tasks to learn the language more effectively.

Teachers should encourage them to share their ideas to promote interaction. Considering that most aspects of communication are done orally, and students interact with their teachers, classmates, and peers, whether face-to-face or online, teachers must plan lessons that focus on improving students' oral production.

However, even though teachers already know the significance of engaging and involving pupils in the teaching and learning process, there is still much instruction and lecture method, whereas students are only passive listeners instead of active learners. If the students suffer from the limitation of communicative interaction, they will find a hard time using the language orally. It suggested that having a wide range of vocabulary, self-confidence, cooperation, and a good learning environment will encourage learners to improve their speaking skills.

Learners' Speaking Ability. In the present study, learners' speaking ability was described in terms of fluency, grammar, vocabulary, organization of ideas, and communication skills.

Being able to speak orally is a fundamental skill in language learning [22]. If children develop proficiency in speaking, they will communicate their ideas, feelings, and emotions effectively [23]. There are numerous variables that affect one's ability to communicate effectively. All these factors, including lexical knowledge, pronunciation, grammar, fluency, accuracy, intonation, and accent, to name a few, play a significant role in building one's speaking skills [24]. Speaking fluently can pose a considerable challenge, especially for beginners, particularly those expressing themselves using the second language.

Fluency, a necessary component of speaking, is often a source of frustration for language learners and teachers. According to [25], fluency is a four-way concept. To begin, it is the ability to speak for an extended period with little pauses. Second, fluency is the capacity to articulate ideas coherently, rationally, and "semantically dense." Thirdly, a fluent speaker should be able to communicate effectively in various situations, and fourth, a fluent speaker should incorporate imagination and creativity into his or her spoken language. Other authors have expressed that there are capabilities beyond the smooth delivery of speech needed for a speaker to be fluent in a foreign language.

During speaking, it is natural to anticipate fluency or the ability to converse accurately using the target language. The majority of the language learners' primary goal is to speak the target language fluently. A moderately rapid rate of speech, a low number of pauses like "ums" and "errs," as well as effectively handling hesitations, are all signs of oral fluency. In general, fluency is an indispensable component of speaking ability [26]

Additionally, languages are natural modes of communication; students can naturally learn to converse using their native language as they grow. But aside from gratifying one's desire to express oneself, communication, particularly written communication, soon necessitates at least some understanding of the basic standard of grammar or syntax [27]. Grammar is a vital component of language learning because it enables efficient communication by utilizing the correct linguistic structure. Since oral communication is a bilateral process, one can still communicate orally with a minimal mastery of grammar by requesting repetition and clarification from the speaker until the message's meaning is clear. But poor knowledge of grammar can prevent two people from communicating relatively effectively.

While the accuracy of grammar takes time to develop, it is vital for effectively communicating thoughts. Another essential thing to be considered during speaking engagement is vocabulary knowledge. Vocabulary is a necessity for making meaningful sentences, answering questions, and expressing ideas. Speakers cannot communicate their thoughts without employing vocabulary pertinent to the topic at hand [28].

Therefore, grammar and vocabulary are essential aspects that the students must possess along the learning process [29]. The importance of vocabulary and grammar in speaking, particularly for those who have studied English as a foreign language, is highly valued to elicit understanding. Moreover, vocabulary and grammar are intrinsically linked to oral fluency. Speaking engagement can strengthen the grammatical structure and word choice as well as overcome shyness and hesitation when speaking English. Noting that speaking English aloud enables learners to identify gaps in their vocabulary or grammar. Therefore, frequent speaking is one strategy to overcome grammatical deficiencies.

Statement of the Problem

The general problem of the study was: How may the effects of the utilization of online storytelling strategy on learners' speaking ability of elementary pupils in Marilao South District, Schools Division of Bulacan for the school year 2020- 2021 be assessed?

Specifically, the study sought answers to the following questions:

1. What is the extent of the utilization of online storytelling strategy in teaching English?
2. How may the learners' speaking ability be described in terms of:
 - a. Fluency
 - b. Grammar
 - c. Vocabulary
 - d. Organization of Ideas
 - e. Communication Skills?
3. Does the utilization of online storytelling strategy exert significant effects on learners' speaking ability?
4. What pedagogical implications may be drawn from the findings of the study?

3. Methodology

The researcher used descriptive- correlation method in this research study to determine the effects of online storytelling strategy in learners' speaking ability. This method aims to gather relevant information about an existing condition that enables the researcher to fully describe the whole concept of the study.

A descriptive study is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, evident effects, or developing trends. Moreover, the descriptive method of research is a study that is designed to analyze and depict the participants in an accurate way.

The above-mentioned research method is believed to be the best design for this study since its main thrust was to determine the effects of online storytelling strategy on learners' speaking ability.

Purposive sampling was used to allow the researcher to describe the major impact her findings have on the population. This involved the identification and selection of individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest [30]. Since the research dealt with the effects of online storytelling strategies in learners' speaking ability, respondents were limited to public elementary school teachers teaching English which reduced variation and simplified the analysis.

Instrumentation and Validation

The research study used two sets of standardized questionnaires, which are reliable as evidenced by their Cronbach's alpha to gather relevant information.

The first set was a fifteen-item questionnaire for public elementary school teachers that was designed to obtain information on the extent of the utilization of online storytelling strategy in teaching English to improve speaking

skills. It is adopted from the study of [31] which is composed of fifteen questions which aimed to reveal if speaking is an important skill in English and the extent of utilization of online storytelling as a pedagogical strategy to improve speaking with an excellent Cronbach's alpha coefficient of 0.98.

The second set of questionnaires is a twenty-five-item speaking assessment scale adopted from [26] with an acceptable Cronbach's alpha coefficient of 0.77. The elementary pupils were assessed by their teachers based on their speaking abilities shown in class through their actual performance tasks, virtual kumustahan, and online learning sessions, which include fluency, grammar, vocabulary, organization of ideas, and communication skills on a basis of 1-5, 5 being the highest which is interpreted as outstanding and 1 being the lowest interpreted as did not meet expectation.

The first sub-indicator of speaking that was assessed is fluency which showed how fluent pupils were in speaking in class discussions, role plays, speaking exams and how fluent they were in speaking English at the same time, pronouncing words correctly. The second aspect is grammar which revealed how pupils used grammar correctly in class discussion, speaking exams, and in speaking English. The third sub-indicator showed learners' speaking ability in terms of vocabulary which revealed their skills in guessing meaning of unfamiliar words, using words and phrases, and using appropriate words when speaking English. The fourth sub-indicator focused on the aspect of organization of ideas properly when speaking, engaging in instant conversation, and speaking exams. Lastly, the fifth sub-indicator revealed how well pupils can communicate effectively in speaking exams, classroom activities and in answering questions in classroom activities.

4. RESULTS AND DISCUSSION

Extent on the Utilization of Online Storytelling Strategy

The utilization of digital storytelling in improving speaking skills in the classroom was to a great extent, as indicated by the weighted mean value of 4.27.

Great extent of the utilization of digital storytelling was manifested in helping learners in pronouncing some English vocabulary (4.36), remembering new vocabularies (4.34), using appropriate vocabularies (4.34), understanding the use of simple past tense (4.27), remembering a story (4.39), enhancing learners' understanding about a story (4.36), making learners do not need any script when they perform in front (4.01), helping learners retell a story in chronological order (4.16), enhancing learners' confidence when performing in front of the audience to retell a story (4.21), and motivating learners in improving their speaking skills (4.28).

Obtaining the highest computed mean of 4.61, it was also revealed that to a very great extent, teachers strongly agree that speaking is an important skill that should be improved in an English class. Therefore, as reflected in their responses, using digital storytelling as a teaching medium can improve

learners' speaking ability who have problems particularly in retelling a story.

Therefore, teachers must prepare students for a world that will be far different from what educators experienced in teaching in the 21st century. Students are being prepared for jobs that are not even created yet with technology that will continue to grow and change. Students are highly motivated by digital literacy, and because of this motivation, when students can expand and practice their digital literacy capabilities, speaking performance improves. Teachers should be fostering digital literacy skills and creating experiences with technology for their students to partake in, including digital storytelling [32].

Learners' Speaking Ability

Fluency

Learners' speaking ability in terms of fluency was satisfactory, as indicated by the computed general weighted mean of 2.87. The following indicators manifested satisfactory on learners' speaking ability in terms of fluency namely, pupils can speak English in class discussion (2.93), role plays (2.91), speaking exams (2.89), can speak fluently when speaking English (2.57), and can pronounce words correctly when speaking English (3.04)

All the five indicators under obtained the same result of satisfactory, which signifies that the teachers adequately observed those indicators to their pupils. However, the fifth statement (pupils can pronounce words correctly when speaking English) got the highest weighted mean of 3.04 while the fourth statement (pupils can speak fluently in speaking English) got the lowest weighted mean.

In line with this, fourteen domains are funneled across the K-12 Basic Education Integrated Language Arts Curriculum from kinder to Grade 12. Among those are concerned primarily with oral language and fluency. Because the primary goal of the current curriculum is to develop communicative competence, oral language and fluency are the essential outcomes- criteria. Interactional tasks between teachers and students can improve their oral fluency skills [33].

Oral fluency is considered the most salient marker of proficiency in a second language. It has a range of meanings but the most common is the excellent grasp of grammar and vocabulary of an individual.

Grammar

The speaking ability of learners in terms of grammar is satisfactory as reflected in the computed general weighted mean of 2.64. Four out of five indicators in terms of grammar were satisfactory manifested such as pupils can usually use grammar correctly (2.73), use English grammar correctly in class discussions (2.68), use English grammar correctly in speaking exams (2.69) and use correct conjunctions when speaking English (2.64). It means that those are adequately observed except for the statement; pupils can use complex grammatical structure when speaking English which obtained a 2.48 weighted mean interpreted as fairly satisfactory.

Therefore, this ability under grammar needed to be addressed in the teaching-learning process.

Speaking English aloud enables learners to identify any gaps in their vocabulary or grammar. When someone is having difficulty conversing with them, whether it is finishing a sentence or comprehending what they are saying, it immediately reveals what they know. Frequent speaking is one way to overcome grammatical deficiencies.

Vocabulary

Learners' speaking ability in terms of vocabulary based on the computed general weighted mean of 3.04 is interpreted as satisfactory. All indicators under vocabulary were satisfactory manifested by the teacher but the first statement under this indicator; when given clues, pupils can guess the meaning of unfamiliar words got the highest mean score of 3.38 while the last statement; pupils can use correct and appropriate words when speaking English got the lowest mean score of 2.83.

[34] Believed that vocabulary acquisition is a necessary component of foreign language learning. Numerous researchers asserted that genuine communication occurs because of appropriate and adequate vocabulary acquisition. However, while the majority of EFL students claimed to understand the new vocabulary items discussed during the lecture, they frequently forget newly acquired words after a brief period. Perhaps this is due to their inability to incorporate these words into their conversation. Additionally, the implementation of strategy training in EFL classes to accelerate the process of vocabulary acquisition for the development of oral communication in and out of language classrooms.

Organization of Ideas

The learners' speaking ability in terms of organization of ideas was satisfactory manifested. All the three indicators under the organization of ideas, namely, pupils can usually organize their ideas properly when speaking (2.85), can organize their instant conversations (2.83), and can develop a good outline for the speaking positions in exams (2.76), were interpreted as satisfactory.

A language learner is expected to be proficient in written and oral communication to articulate and organize thoughts, ideas, and emotions through language [35]. Therefore, having organized thoughts and ideas in speaking will increase the efficiency and effectiveness of communication for whatever purpose it will be used.

Communication Skills

Learners' speaking ability in terms of communication skills based on the computed general weighted mean is 2.95 interpreted as satisfactory. All indicators under communication skills were satisfactory manifested such as pupils can communicate effectively in speaking exams (2.81), can answer questions in speaking exams (2.91), can support their ideas in speaking tests (2.79), can support their ideas in classroom activities (3.05), can communicate effectively in

classroom activities (2.99) and can answer questions in classroom activities (3.13). It means that the previously cited indicators under communication skills were satisfactory demonstrated by the learners during class discussion even in the absence of face-to-face instruction.

Speaking tasks and activities are highly required in the classroom to equip students with practical communication skills. The Language Arts and Multiliteracies or K - 12 curriculum guide in English defined communicative competence as a synthesis of knowledge of basic grammatical principles, understanding of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse. This definition adapted from Canale and Swain served as the theoretical basis of the communicative approach to Language teaching. It is not enough that students know grammar, vocabulary, language conventions, and principles. Still, they should also possess the ability to use this in communicating appropriately to the given social context and situation.

Effects of Digital Storytelling Strategy on Learners' Speaking Ability

The regression results revealed that the utilization of online storytelling strategy produced B coefficients of 0.415 with associated probability more than the significance level set at 0.05. The findings indicated that for every unit increase in utilizing digital storytelling strategy could generate a 0.273 increase in learners' speaking ability. Therefore, the utilization of digital storytelling strategy may positively affect learners' speaking ability but not to a significant extent.

The obtained F- value is 1.048, while the computed p-value is 0.325, which is higher than the alpha value. This means that the null hypothesis was accepted. Thus, the utilization of online storytelling strategy does not exert significant effects on learners' speaking ability.

Numerous studies have focused on the utilization of digital storytelling to increase learners' engagement, motivation, and autonomy and improve students' oral and speaking skills, particularly those learning a foreign language, which contradicted this study's findings. [36] Digital storytelling should be one of the most effective classroom teaching and learning tools. DST has been viewed as a critical component of student progress throughout the history of development teaching and learning methods. Additionally, it has emerged as a valuable instructional and teaching style in recent years. It has a significant positive effect on motivating the learner to engage in a more serious, interactive, and committed manner in the teaching-learning process [37;38].

However, the current finding, emphasizing that while anyone can be a digital storyteller, it is not for everyone, as it requires talent and skills. As a result, there are several considerations for both teachers and students regarding its use. The primary concern is that both teachers and students must be technologically savvy to develop relevant content successfully. Additionally, in areas where internet

connectivity is difficult, the desired outcomes may not be achieved.

Pedagogical Implications:

Pedagogical implications were drawn based on the findings of the study, to wit.

- That online storytelling strategy utilized to a great extent can be a valuable tool to help learners become positively engaged in the teaching-learning process.
- Speaking is an essential skill that should be developed by giving them continuous practice and exposure to language that can help them speak fluently and confidently at a young age.
- The challenge for teachers is to find relevant and appropriate strategies that will maximize speaking improvement.
- Development of speaking skills could also be a good subject of continuous improvement programs (CIP) action research and intervention programs. Therefore, the school may conduct those activities mainly geared to enhance learners' speaking ability through well-planned and interesting activities.
- Teachers should cater to the new normal trends of education like the transition from offline to online to cope up with the demands of the changing world.

5. CONCLUSIONS

Based on the findings generated from the study, the following conclusions were drawn:

1. Online storytelling strategy in teaching English was utilized to a great extent. Therefore, continuous use of this strategy in teaching English may be one helpful way to cope with the demands of teaching in times of pandemic.
2. The learners' speaking ability of elementary learners in terms of fluency, grammar, vocabulary, organization of ideas, and communication skills yielded a satisfactory rating among the teacher- respondents.
3. The utilization of online storytelling strategy does not exert significant effects on learners' speaking ability. Hence, activities to develop learners' speaking skills should cover various methods aside from digital storytelling.
4. The pedagogical implications drawn from the study can serve as a guide to help teachers prepare and use varied strategies in teaching English to maximize the development of essential macro-skills of effective communication such as speaking, reading, listening, writing, and even viewing.

6. RECCOMENDATIONS

In the light of the findings and the conclusions, the following recommendations were presented:

1. Stories provide meaningful contexts. For a more effective learning outcome, it is recommended that teachers may

use and choose storytelling materials carefully and appropriately based on the learners' abilities.

2. Teachers as facilitators of the teaching and learning process may consider the needs and characteristics of the learners. Therefore, it is highly recommended that teachers prepare and use various strategies in teaching English to maximize the development of essential macro-skills of effective communication.
3. Teaching strategies may be designed to adapt to the so-called new normal. It must be carefully planned for different learning modalities such as online learning, modular, and blended instruction. To ensure the success of the teaching and learning process, online storytelling may be utilized alongside with other pedagogical techniques.
4. Future researchers who wish to conduct the same study may improve their knowledge and use their creativity and critical thinking to combine other activities and methods aside from storytelling. This can maximize students' capacity to learn and provide remarkable insights into what techniques or strategies can be highly suggested to improve quality of learning in general.

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