

EXPLORING IMPACTS OF STORYTELLING ACTIVITIES ON STUDENTS' ENGLISH PRONUNCIATION LEARNING STRATEGIES DEVELOPMENT

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Abstract: Storytelling activities play an important role in improving students' English pronunciation learning strategies, especially in the context of language acquisition. This study explores the impact of storytelling activities on students' pronunciation as well as students' responses to the use of storytelling activities to support their pronunciation in a high school in Ciamis using a qualitative case study approach. Data were collected through observations and interviews to gain a comprehensive insight into students' experiences and perceptions of storytelling as a learning method. Findings showed that students generally showed a positive impact towards storytelling, highlighting its engaging nature and effectiveness in improving their pronunciation. Many students reported increased awareness of pronunciation nuances and greater confidence in speaking while participating in storytelling activities. However, challenges such as anxiety associated with complex vocabulary and pressure to perform in front of peers were also identified, which sometimes hindered their participation. This study emphasizes the importance of collaborative learning and peer interaction in fostering a supportive environment for language learning. Equally important is the verbal and non-verbal support and feedback from teachers that make students more enthusiastic in storytelling activities. This study suggests that educators use more diverse storytelling formats and provide targeted feedback to enhance the effectiveness of storytelling in improving pronunciation skills. In addition, the findings also indicate the need for strategies that can address students' anxiety and encourage a more relaxed learning atmosphere. Future research should investigate the long-term effects of storytelling on pronunciation and explore the integration of technology in storytelling activities to further engage students and enhance their learning experience.

Keywords: *Storytelling activities, pronunciation strategies, English learning, student engagement, language development.*

INTRODUCTION

Currently, storytelling and pronunciation skills in English learning for high school students are very important skills to have in relation to current needs. In particular, by providing space to practice pronunciation in meaningful situations, stories support comprehensive language acquisition (Burner & Carlsen, 2018; Sari & Putri, 2021). This process encourages active participation and critical thinking, which are important components in language acquisition (Widodo, 2016). This knowledge of language is crucial for maintaining coherence of the narrative

(Bishop & Donahue, 2019). However, mastery of English pronunciation is a very important aspect in language learning, because this ability can help students speak clearly, improve understanding of their interlocutors, and strengthen their self-confidence (Leong & Ahmadi, 2017; Munro & Derwing, 2020). This results in low levels of pronunciation mastery in students due to the lack of storytelling activities using English, making students not confident in their pronunciation (Lestari et al., 2022). Researchers argue that all these problems occur because students are less aware of the importance of correct pronunciation, especially English in this modern era (Gilakjani & Sabouri, 2016).

Islamiah (2023) and Kurniawan & Hadi (2022) found that diverse and technology-enriched storytelling methods, which proved effective in improving motivation as well as pronunciation skills. They are not taught well enough so that they underestimate this English competence for academic purposes (Burner, 2018). As a simple example, storytelling activities are part of our daily lives, where when we meet other people we will tell stories. This was also stated by Jen et al. (2015) that storytelling helps cognitive development by allowing students to construct meaning through narrative structures. Other studies have shown that storytelling is even more effective than traditional teaching methods (Lucarevski, 2018). So, in order for the story to be conveyed properly, we must use correct and understandable pronunciation.

Storytelling is one of the learning methods carried out by telling stories or telling stories orally (Isbell et al., 2017). In learning English, storytelling provides an opportunity for students to teach pronunciation, intonation, rhythm, and expression naturally (Rao, 2019). This method can also help students understand the cultural context and enrich their vocabulary (Alshammari, 2020). In addition, storytelling can also create an interactive learning atmosphere, which makes students active and actively involved in learning (Sari & Putri, 2021). Meanwhile, Smeda et al. (2014) highlight that collaborative and interactive learning techniques increase participation and build a good emotional connection with language learning, thus supporting pronunciation practice.

A previous study conducted by (Tamimi, 2024) evidence linking storytelling that enhanced academic performance, specifically in language domains like writing, reading, and listening. Then, other researchers stated that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Rodríguez, Velastequí, 2019). This involvement can prove that storytelling is an effective learning strategy (Assauri et al., 2022). Moreover, Haryanti & Febriani (2022) reports on storytelling that facilitates students in internalizing proper pronunciation through repeated practice in context, which in turn improves their speaking ability. Rustandi et al. (2023) also revealed that digital storytelling or visual media, could make the activities more engaging, skills development and accessible to a range of learning preferences. These study only examined the issue of perceptions of using stories to improve speaking skills; the study generally did not have more specific information about how their learning experiences used storytelling, how storytelling improved pronunciation and what aspects were improved.

Although many studies have been conducted on the role of storytelling in English language learning, most of them focus on improving general speaking skills, vocabulary, and reading comprehension, while its impact on students' pronunciation learning strategies is still rarely discussed, especially in the context of learning in Indonesia. Furthermore, only a few have specifically examined how students respond to storytelling methods in improving their pronunciation. Therefore, this study seeks to fill this gap by exploring the impact of storytelling on students' English pronunciation learning strategies and how they respond to this approach in their learning environment.

METHOD

This study used a qualitative descriptive approach to investigate the impact of storytelling activities on students' English pronunciation skills how they respond to this approach in their

learning environment. The case study approach was chosen for its suitability to provide detailed descriptions and understand social phenomena in the natural setting (Heale & Twycross, 2018).

This study was conducted in an English extracurricular program at a high school, involving students from all grades of ten, eleven and twelve from two majors of science and technology who actively participated in this extracurricular activity. The selection of participants was based on purposeful sampling, focusing on students who had demonstrated varying levels of pronunciation ability and motivation to learn English.

Data collection methods included classroom observation and interviews. Observations were conducted using checklists conducted to monitor students' participation, enthusiasm, pronunciation errors, and use of learning strategies during storytelling sessions. Semi-structured interviews adapted from the original questions created by Lucarevski (2018) were conducted with students to explore their perceptions, attitudes, and experiences related to improving pronunciation through storytelling. In addition, recordings of students' storytelling were analyzed to assess accuracy and fluency of pronunciation.

RESULTS AND DISCUSSION

It has been mentioned previously that the present study aims at exploring the impact of storytelling on students' English pronunciation learning strategies and how they respond to this approach in their learning environment. Observation were conducted to describe how storytelling activities impact students' pronunciation skill in English. Semi-structured interviews were conducted with students to explore their perceptions, attitudes, and experiences related to improving pronunciation through storytelling. The result of observation and semi structured interview are elaborated in the following parts: the study

Impact of Storytelling on Students' English Pronunciation Learning Strategies

To answer the first research question regarding *"What is the impact of storytelling on students' English pronunciation learning strategies?"*, the researcher analyzed the impact of storytelling on students' pronunciation learning strategies using the observation method. Observation were conducted to identify how storytelling activities impact students' pronunciation skill in English. Observations were conducted in extracurricular activities, namely ECC, which consisted of various classes (X E4, XE1, X IPS 1, XII IPS 3) at one of the high schools in Ciamis. The observation data can be seen in Table 1.

Table 1. The detailed data from the observation

No.	Checklist Items	Criteria	Yes	No	Description
1.	Engagement and Participation	a. Students provide comments or ask questions related to the story.	<input type="checkbox"/>		At the beginning of the distribution of story materials, some students looked confused when they were about to say one of the words in the story they were going to tell. However, only one student dared to ask questions to the teacher <i>Siswa</i> : "Miss, <i>bagaimana cara yang benar untuk membaca</i> "hungry"? <i>Guru</i> : "Hungry — /'hʌŋgri/ (<i>penekanan pada suku kata pertama</i> , "hun" seperti "hung", "gry" seperti "gree")". <i>Siswa</i> : "Terima kasih, Miss".
		b. Students demonstrate how enthusiastic and interested they are in the storytelling process.	<input type="checkbox"/>		Only a few students who can be seen from their gestures and facial expressions seem enthusiastic in storytelling activities; it seems that many students feel anxious or afraid of making mistakes when speaking. It was obvious when the storytelling session took place that some of them told their stories in a quiet and nervous voice.

					<p>Until the teacher verbally reprimanded the students.</p> <p><i>Guru: “keraskan suaramu saat bercerita di depan, agar semua orang bisa mendengarnya”.</i></p> <p><i>Siswa: “Malu Miss takut salah (tertawa)”.</i></p>
2.	Pronunciation Practice	a. Students practice pronunciation before or during storytelling (e.g., emphasizing intonation or repeating phrases).	□		<p>At the beginning of the storytelling session some students were not confident with their pronunciation, and the teacher asked students to practice by saying the words with the correct pronunciation and then repeated by all students. The teacher verbally supported students who lacked confidence by mentioning “<i>Tidak apa-apa kalau pengucapannya salah, ibu akan mencontohkan pengucapan yang benar, lalu kalian ulangi bersama-sama</i>”.</p>
		b. Students use appropriate intonation and rhythm when participating in storytelling activities.		□	<p>Most students have not been able to use the right intonation and tone during storytelling activities, many students have difficulty pronouncing some words such as the following examples: <i>Siswa: “Miss, susah mengucapkan ‘Jump’ - /dʒʌmp/ suka kebalik-balik”.</i></p>
		c. Students show improvement in certain aspects of pronunciation (e.g., stress patterns or phoneme clarity).	□		<p>Because of the storytelling session, students began to not be afraid when speaking English and began to be confident in their pronunciation, seen from their expressions when they were about to restart the storytelling session. The reason is that students often practice pronouncing and repeating the correct pronunciation. This is evident from one of the students' answers when the teacher asked if there was any improvement after doing the previous storytelling activity, and the students answered:</p> <p><i>Siswa: “Karena aku sering mengulang kata dan pelafalan nya, aku yakin bahwa pelafalan aku tidak salah lagi.”</i></p>
3.	Peer Interaction	a. Students collaborate with peers during storytelling activities (e.g., storytelling in groups, peer feedback).		□	<p>At the beginning of the storytelling session, students did not tell stories with a group, but only practiced with their peers. They were seen giving each other support and correction, but individually not with the group.</p>
		b. Students provide constructive feedback to each other regarding pronunciation.	□		<p>At the end of the storytelling session some students were seen giving positive feedback to their friends in the form of verbal and non-verbal praise, as follows:</p> <p><i>Siswa: “Kamu hebat dan keren banget, terlihat begitu percaya diri di depan” (sementara teman-teman lainnya bertepuk tangan).</i></p>
		c. Students support each other in practicing pronunciation through group activities.	□		<p>At the beginning of the storytelling session, students practiced pronunciation with classmates or benchmates. During the practice, students give each other appreciation and correction if there is an incorrect pronunciation. An example is</p>

					like one of the following students and their classmates: <i>Siswa 1: "Bagus sekali!" dan "Aku suka cara kamu mengucapkannya!"</i> <i>Siswa 2: "Kamu benar-benar menghidupkan cerita itu, kaya nyata".</i>
4.	Teacher Facilitation	a. The teacher encourages student participation and engagement during storytelling activities.	□		During storytelling activities, the teacher seems to actively encourage students to always give comments to friends who have performed or conducted storytelling sessions.
		b. The teacher provides guidance on pronunciation techniques (e.g., modeling correct pronunciation).	□		During the storytelling activity, the teacher always gave feedback on the students' pronunciation during the activity, by correcting the words that were not pronounced correctly, such as the following example Student: "One day, a claver fox was walking through the forest". <i>Guru: "Bukan Claver, tetapi seharusnya "Clever - /'klɛvər/ (penekanan pada suku kata pertama)".</i> <i>Siswa: "Maaf Bu".</i> <i>Guru: "Tidak apa-apa, jangan malu jika salah, mari kita lanjutkan".</i> <i>Siswa: "Ya Bu".</i>
		c. The teacher provides feedback on student pronunciation during the activity. The teacher also provides feedback such as verbal praise.	□		One of the students showed that he was quite satisfied with his performance in the storytelling session, seen from a very happy face because he could speak with good pronunciation, to get verbal praise from the teacher which added to the student's confidence level. At the end of the storytelling activity the teacher gave praise " <i>kerja bagus</i> ", " <i>penampilan yang hebat</i> ".
5.	Student Responses	a. Students express satisfaction or enjoyment with the storytelling activities.	□		All students in this class showed a happy and enthusiastic attitude when the storytelling activity began. Students also showed gestures such as impatience to wait for their turn to tell the story.
		b. Students articulate their thoughts about how storytelling helped them with pronunciation.	□		At the end of the story session the teacher asked for their responses after learning with storytelling activities, and one of the students raised his hand and gave a response : " <i>Miss kalo sambil cerita seru soalnya kaya denger nyata gitu jadi cepet masuk ke otak pengucapan yang benar nya kaya gimana</i> ".
		c. Students demonstrate increased confidence in speaking English during and after the activity.	□		After doing the storytelling activity, students became more confident to express things in English, as seen from their conversations with classmates who took words from the stories they performed.
6.	Learning Strategies	a. Students use specific strategies to improve their pronunciation during storytelling (e.g., repetition, visualization)	□		During storytelling activities in class the teacher uses strategies to improve their pronunciation such as repetition and visualization, also expressed by the teacher at the end of the storytelling session.

					<i>Guru: “Mengapa saya sering meminta semua mengulang kata-kata yang sulit diucapkan, itu agar kalian terbiasa dengan kata-kata tersebut dan akhirnya terbiasa mengucapkannya”.</i>
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Based on Table 1, it can be summarized that there are four major impacts of storytelling on students' pronunciation learning strategies:

First is creating a supportive learning environment: the role of storytelling in English pronunciation. During the observation activities, students showed that storytelling activities effectively created a supportive and enjoyable learning environment, which contributed to improving students' pronunciation skills. Although some students felt anxious or afraid of making mistakes when speaking, support from the teacher and peers helped reduce such anxiety. The teacher provided positive feedback and encouraged students to go back and imitate pronunciation in a natural context. Interactions between students, characterized by mutual encouragement and praise, strengthened their self-confidence. Overall, storytelling proved to be an effective pedagogical tool in improving students' pronunciation skills, by creating a collaborative atmosphere that encouraged practice and self-improvement.

Second is improving confidence and pronunciation skill through storytelling: student voices and feedback. Observation shows that pronunciation is one of the important competencies that students must master to communicate effectively. In the storytelling session observed, students stood in front of the class and delivered a story about a clever fox. In this activity, the teacher actively provided feedback on pronunciation, highlighting certain elements such as consonants and vowels that should be improved. The students expressed satisfaction with the storytelling method, which made learning pronunciation more interesting and fun. They stated that listening to stories was beneficial for them in remembering vocabulary and practicing pronunciation in a fun way. Although some students faced obstacles in certain pronunciation challenges, they continued to encourage and praise each other, creating a supportive atmosphere. Positive peer support, such as applause and verbal praise, is crucial in boosting students' confidence in their pronunciation skills. These results show that the combination of various storytelling techniques and meeting students' personal needs can increase the effectiveness of storytelling as a means to improve English pronunciation skills.

The third is interaction and appreciation in storytelling: improving students' English pronunciation. The research findings indicated that interaction and recognition among students during the storytelling activity played a role in improving English pronunciation skills. Throughout the storytelling process, students showed active participation by listening to their peers' stories and expressing appreciation for the imagination and effort reflected in each narrative. Positive reinforcement came from students' frequent verbal remarks and compliments, such as “Well done!” and “I like the way you said it!” This shows their recognition of the importance of storytelling as a powerful method for improving speaking skills. Observations show that students who engage in storytelling show progress in imitating English sounds, intonation and rhythm. Through storytelling, students can listen to and imitate proper pronunciation, making them more sensitive to the phonetic elements of pronunciation. In addition, students feel more confident when speaking because they feel more comfortable and brave to express their ideas in English. The storytelling activity is not only fun, but also supports students in remembering vocabulary more effectively, especially when the story has elements related to their experiences. Students' engagement during this activity further strengthened the element of appreciation, where they appreciated each other's storytelling efforts.

The fourth is improving students' skills with storytelling: repetition and self-evaluation approach. In the storytelling sessions observed, students used various methods to improve their pronunciation skills. Observations indicated that students tended to repeat words and sentences after hearing the story, known as the repetition method. This gives them the opportunity to self-

assess against elements of improper pronunciation. The teacher expressed the importance of repetition by stating, "I often ask you to repeat terms that are difficult to pronounce so that you become more familiar with them and eventually get used to pronouncing them." Students also made use of mental images of sound and intonation to support them to practice pronunciation more effectively. Some students use personal notes and voice recordings to assess and improve their pronunciation. Another powerful strategy is to listen to the story repeatedly and pay attention to intonation and emphasis, so that they can correct words that they find difficult to pronounce. The implementation of these strategies shows that storytelling not only improves pronunciation, but also encourages students to actively find effective methods of learning and practicing pronunciation independently.

Students' Responses to Storytelling Activities

The second research question concerning "How students' respond to the use of storytelling in language learning?". This research question is answered by conducting semi-structured interviews to gain an in-depth understanding of how students respond to the use of storytelling in learning English pronunciation. The researcher gave eleven open-ended questions related to the topic to the respondents. The focus of the questions was adapted from the original questions created by (Lucarevski, 2018), which discussed the role of storytelling in the development of pronunciation. By modifying the questions that are relevant to this study, the researcher created systematic questions. The interview consisted of eight students as the sample for the findings.

The students showed an excellent response to the use of storytelling to learn English pronunciation. They appreciated the fun and engaging aspects of storytelling, which reduced their anxiety in speaking. Many students observed that stories allowed them to engage emotionally with the content, facilitating vocabulary retention and pronunciation practice. Nevertheless, some challenges were noted, including problems in applying pronunciation acquired in spontaneous conversations and experiencing pressure during certain tasks.

In conversations about the elements of storytelling they liked best, students emphasized interactive features, such as character dialogue and post-story discussions, which allowed them to practice new vocabulary. On the other hand, some students expressed their discomfort with rapid evaluation and frequent narration, indicating that they preferred a slower pace.

In general, the students agreed that storytelling greatly improved their pronunciation skills, with many participants observing that listening to accurate pronunciation in context was helpful. They stated that they were more confident in their speaking ability and improved clarity of articulation after engaging in storytelling activities. A variety of training techniques were used, such as mimicking the instructor's spoken sentences, reading aloud, and reading aloud.

Discussion

This section presents an analysis of the research results based on the data previously presented, with an emphasis on the utilization of storytelling activities to improve their English pronunciation skills. The study found two important results relating to the effects of storytelling activities and students' responses to the implementation of storytelling activities.

Regarding the first research question, the results showed that students generally realized the impact of storytelling significantly improved their pronunciation awareness and confidence when speaking English. Most students reported that participating in storytelling activities made pronunciation practice more interesting and less daunting, which is consistent with the assertion that an interactive and fun learning atmosphere increases motivation and eases anxiety. For example, learners feel more confident when practicing pronunciation in a storytelling context because they can mimic native-like intonation and stress patterns demonstrated by their peers and teachers. This observation reinforces statement of Haryanti & Febriani (2022) in that storytelling facilitates students in internalizing proper pronunciation through repeated practice in context, which in turn improves their speaking ability.

On the second research question, students' responses indicate that storytelling activities encourage active engagement and interaction with peers, which plays a role in their language development. The collaborative character of storytelling, based on data observation, supports peer feedback and model imitation, which are important elements for pronunciation improvement. This result reinforces the theories of Smeda et al. (2014), which highlight that collaborative and interactive learning techniques increase participation and build a good emotional connection with language learning, thus supporting pronunciation practice. The findings support the notion that collaboration in learning and repetitive practice are effective methods in pronunciation improvement, which is in line with studies on task-based learning approaches. However, a number of students still felt stress and uncertainty, which suggests that additional direction and motivation is needed to optimize the benefits of storytelling activities.

Furthermore, students suggested that incorporating multimedia elements, such as digital storytelling or visual media, could make the activities more engaging, skills development and accessible to a range of learning preferences (Rustandi et al., 2023). They also suggested providing appropriate feedback and pronunciation guidance to address repeated errors, with students expressing a desire for more detailed pronunciation support. These recommendations led to more diverse and technology-enriched storytelling methods, which proved effective in improving motivation as well as pronunciation skills (Islamiah, 2023).

Overall, the results show that storytelling activities positively influence students' pronunciation learning strategies by increasing self-confidence, encouraging active language use, and creating a supportive learning atmosphere. However, challenges such as student anxiety and varying levels of engagement must be addressed through strategic teacher intervention and customization of activities. Future implementation needs to be geared towards the integration of various narration formats and the delivery of tailored feedback to optimize its effectiveness in pronunciation development. This view confirms the significance of interactive and student-focused teaching methods in improving language learning outcomes.

CONCLUSION

Based on the previous discussion of the research findings, it can be concluded that storytelling activities have a significant positive impact on students' pronunciation learning strategies. Students generally perceive storytelling as a fun, engaging and effective method to improve pronunciation, build confidence and encourage active participation in speaking activities. The interactive and collaborative nature of storytelling facilitates feedback and imitation from peers, which is crucial for mastering pronunciation nuances such as intonation, stress and pronunciation.

However, the findings also show that some students experience anxiety and low motivation during storytelling sessions, which highlights the need for teaching strategies that cater to the different needs of learners. The support of a positive classroom environment and the use of various storytelling formats, including digital storytelling and visual media, were suggested to further increase engagement and effectiveness. These insights underscore the importance of integrating creative and adaptive teaching approaches that motivate students while addressing their individual challenges.

Overall, this study emphasizes the important role of innovative and supportive teaching strategies in improving students' pronunciation skills through storytelling. Educators should focus on creating a stimulating and inclusive learning atmosphere, providing purposeful feedback, and using multimedia tools to maximize learning outcomes. Future research could explore additional digital storytelling methods and their long-term effectiveness in pronunciation development. By encouraging fun, interactive and personalized learning experiences, teachers can make a significant contribution to students' language proficiency and confidence in speaking English.

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