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DIGITAL FABLE CONTAINING ASKING AND GIVING OPINION TO STIMULATE CRITICAL THINKING IN EFL LEARNERS' SPEAKING

(A Case Study of 8th Grades at Junior High School in Tasikmalaya)

Salma Nuraulia
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
salma_nuraulia@student.unigal.ac.id

Dedeh Rohayati
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
dedehrohayati2021@unigal.ac.id

Luthfiyatun Thoyyibah
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
luthfiyatun.thoyyibah@unigal.ac.id

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Abstract: This study aims to measure the effectiveness of digital fables and analyze EFL students' perceptions of digital fables containing asking and giving opinions to stimulate critical thinking in EFL learners' speaking. The population and sample consisted of eighth-grade students at a junior high school in Tasikmalaya. The method used was a mixed method with an explanatory model. Quantitative data were collected using a quasi-experimental design and data collection through pre-tests and post-tests on the control group and experimental group. Qualitative data used a case study design, with data collection through EFL learners' perceptions from interviews. The results of the hypothesis testing showed that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected, with a p-value of 0.011 < 0.05, indicating that the results were effective. To measure the level of effectiveness, the N-Gain result was used, yielding a value of 51%, indicating that the results fall into the "less effective" category. Although the quantitative results indicate less effectiveness, the qualitative data show positive student responses, as they improved self-confidence, motivation, and enjoyment in learning. Therefore, the researcher suggests using digital fables in other subjects to enhance student enthusiasm.

Keywords: Speaking skill; Digital Fable; Critical Thinking

INTRODUCTION

Speaking is the process of conveying information using receptive skills. According to Bailey (2005) and Hamdani et al., (2022), speaking is fundamental in communication. Speaking skills are the most important thing to be able to adapt, related to expressing the meaning of something that is being conveyed. Speaking is difficult skill for students of English as a Foreign Language (EFL) to learn, requires teaching methods that motivate students to learn speaking. In addition, speaking is considered the most important skill among the four English language skills; therefore, speaking needs to be studied in education (Harmer, 2007). Especially in the 21st century, having the ability to speak becomes even more important to be able to face competition in the era of globalization.

Good teachers provide EFL students with knowledge to understand the components of

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speaking, as explained by Harmer (2007); and Brown (2004) regarding the five important components of speaking. First, understanding in communication, which involves understanding of context is required when giving and receiving information or the context being discussed. Second, attention to grammar, as language structure determines how sentences and words are formed to convey meaning. Third, vocabulary, which refers to the forms of words that reflect the thoughts being expressed. Fourth, pronunciation, which is the process of how words are clearly spoken so they can be understood by others. Fifth, fluency, which is the process of how sentences are spoken clearly and smoothly in accordance with what is intended to be conveyed

In the speaking competency standards in the English curriculum 2013 for grade 8th junior high school, there are competency indicators that must be achieved which consist of the ability to asking and giving opinion. This material requires the ability to think deeply and critically for students to be able to speak with systematic argumentation content because critical students determine the achievement of targeted learning outcomes. Asking opinion is an expression in the request or need for something from others; while giving opinion is something given to others in the form of opinion, views, or thoughts in response to something (Indrawati, 2022).

As global progress develops, the ability to speak is guided to have soft skills that support it to face a future that has a positive impact. Critical thinking is one of the soft skills that need to be considered in education and an inseparable element in speaking ability to build a better life in the 21st century (Budiarta et al., 2020; Parupalli, 2019; Ennis, 1993). Critical thinking is rational, analytical, trustworthy and practiced thinking that is end-oriented and accountable. Critical thinking is not innate but requires effort to stimulate this ability (Reeder, 1984) so that it is considered difficult to master by students in Indonesia. One of the reasons is due to learning media that is still undeveloped and very boring for students. As a result, proven in the Program for International Student Assessment (PISA) which is a study that measures the level of critical thinking skills in education in various countries, in 2018 Indonesia ranked 7th from the bottom of 72 countries in the math category. It can be said that Indonesia is still very far away in critical thinking skills (Syafitri et al., 2024).

EFL students need to be exposed to enjoyable learning situations in order to learn to speak more actively. According to Nation & Newton (2008), several learning activities can help students improve their speaking skills, namely group discussions, role-playing, simulations in the workplace, information gaps, brainstorming, storytelling, interviews, story completion, reporting, card games, describing pictures, and finding differences. Among these activities, storytelling and describing pictures or videos involve the teacher giving instructions for students to analyze what is being told or shown in the context of the video or picture.

In this era of globalization, there are various technologies that can be used as learning tools for students, especially in training them to communicate in English at the EFL level. One medium that can be used is digital storytelling, which can be used as teaching material to attract students' interest in learning. Digital fable can be used as entertainment during the learning process, students feel more comfortable learning in a classroom with a pleasant atmosphere (Ayu et al., 2024). According to Zulkifli (2013) digital storytelling has benefits for education and can be used as alternative teaching material for students. Digital fable media is learning in the form of literature that tells the characters of animals or living things. It is also a kind media that is expected to stimulate students to be able to think critically because digital media contains interesting things for students. It is in accordance with the views of Arroba & Acosta, (2021) in that fable stories provide students an opportunity to have creative imagination and be able to create new concepts, ideas, and insights because they have interesting audio-visual features and are very easy to understand for student learning.

There are similar variables in previous research conducted by Arroba & Acosta (2021); James et al. (2019); Ummah (2019). The theme used concerns the use of digital storytelling to improve speaking skills, with the results show that digital storytelling has an effect on students' English-speaking skills. Wiwikananda & Susanti (2022), Tamimi (2024), Al-Shaye (2018)

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explored the theme of using digital storytelling media to develop critical thinking in EFL students' The results showed that students tend to be more motivated in learning because they use interactive and enjoyable media, making it less likely for them to become bored. Accordingly, in critical thinking skills, students are able to analyze stories, solve problems, and learn collaboratively.

Based on aforementioned paragraphs, the use of digital storytelling can enhance critical thinking and English-speaking skills in students. Researchers found a gap, namely the absence of studies showing the use of digital storytelling containing questions and opinions to stimulate critical thinking in speaking. Asking for opinions and giving opinions are part of the speaking skills taught in 8th grade English classes. Therefore, researchers are interested in exploring the use of digital media based on fairy tales with interesting stories that include asking for opinions and giving opinions to support students in the process of stimulating critical thinking in English speaking instruction.

METHOD

This research used a mixed method approach with a research design using an explanatory design. Based on Cresswell (2018) the explanatory mixed method is to analyze using quantitative then explain further using qualitative. Quantitative data used a quasi-experimental design with a pre-test post-test type of research to measure data comparison. Meanwhile, qualitative data aims to conduct a more in-depth exploration by collecting interview data in the case study category. According to Cohen et al (2018) and (Creswell (2009), the research process used case studies to collect a detailed data about real life and then explaining and exploring the meaning obtained from participants who have data sources.

The population of this study consisted of all eighth-grade students at a junior high school in Tasikmalaya that implements the 2013 Curriculum. This school was selected based on preliminary interviews indicating that students experienced difficulties in learning English, particularly in speaking. The population used was from interviews with teachers who stated that students in this junior high school faced difficulties learning English. Quantitative data used a saturated population sample. A saturated population sample is a sample determined by selecting from the entire population. Qualitative data used purposive sampling to collect interview data.

The following are the variables contained in the title "Digital Fable Containing Asking Opinion and Giving Opinion to Stimulate Critical Thinking in EFL Learners' Speaking"

1. Digital Fable Containing Asking Opinion and Giving Opinion. This variable acts as an independent variable which is considered as an influence on other variables.
2. Students' Critical Thinking in EFL Learners' Speaking. This variable is the dependent variable which is the object that is influenced by the independent variable and cannot influence other variables.

In the first step of analysis, the research used the normality test. The normality test aims to explain whether or not the data distribution is normal. This research employed the Shapiro-Wilk Test as a normality test table because the population is less than 50 students. The decision-making rule is if ($p > 0.05$), then the null hypothesis (Ha) is accepted, which means that the data is normally distributed. If ($p < 0.05$), then H_0 is rejected, which means the data is not normally distributed. The second step is to measure the homogeneity test. The homogeneity test is carried out with the aim of seeing whether or not the populations have the same characteristics, which is called homogeneous. Data value can be called homogeneous if the probability is more than 0.05. The third step was to measure the independent sample t-test after being carried out the normality and homogeneity. This test also aims to see the proof of the research hypothesis whether the null hypothesis or the alternative hypothesis is accepted. This test used the program of IBM SPSS Statistics 26.

In independent test, a hypothesis is formulated to determine the significant improvement after learning by using digital fable containing asking opinion and giving opinion to stimulate critical thinking in students' speaking skills, which are as follows:

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1. Sig. (2-tailed) < 0.05: The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can indicate a significant effect of learning by using fable media that contains elements of asking opinion and giving opinion in stimulating students' critical thinking in speaking.
2. Sig. (2-tailed) > 0.05: The null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It can indicate that there is no significant effect of learning by using fable media containing elements of asking opinion and giving opinion in stimulating students' critical thinking in speaking.

The last, N-gain is calculated by comparing the score differences of pre-test and post-test scores in the experimental group. The formula for calculating N-gain is as follows:

$$N - Gain = \frac{Score\ post\ test - Score\ pre\ test}{Score\ max - Score\ pretest}$$

This explanation is in the form of values to explain the criteria contained as can be seen in Table 1:

Table 1
N-Gain Testing Criteria

N-Gain Value	Criteria	Interpretation
N-Gain < 0.3	Low	There is no significance effect. Meaning that the method is ineffective.
0.3 ≤ N-Gain < 0.7	Moderate	There is a moderate effect. Meaning that there is some effectiveness, but there is still room for improvement.
N-Gain ≥ 0.7	High	There is a significant effect. This means that the teaching method is highly effective in stimulating critical thinking in speaking.

Subsequently, the following Table 2 shows the formula with percentages for N-Gain values. The explanation is as follows:

Table 2
Categories of N-Gain Effectiveness

Presentase	Categories
< 40 %	Ineffective
40 – 55 %	Less effective
56 – 75 %	Moderately effective
> 76 %	Effectve

After collecting the quantitative data, qualitative data which was based on semi structured interview, was explained by using thematic analysis as the main method for analyzing qualitative data. Thematic analysis is a method of analysis that aims to classify patterns or ways of expressing themes from the collected data. According to Braun & Clarke (2006), this analysis aims to find out qualitative data in detail and the relationships between patterns in a phenomenon, as well as to describe the extent to which the results of the phenomenon have an impact.

RESULTS AND DISCUSSION

This research was conducted in an 8th grade junior high school English class focusing on speaking skills. The aim was to assess how effective digital fables containing opinion questions and opinion statements are in stimulating critical thinking in EFL speaking skills, and analyze EFL students' perceptions of digital fables containing asking and giving opinions to stimulate critical thinking in EFL learners' speaking. The research results from both sets of data are explained and detailed below:

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How effective does digital fable containing asking and giving opinion to stimulate critical thinking in learners' speaking skill?

The first stage of the analysis involved conducting a normality test to determine whether the data were normally distributed. Next, a homogeneity test was carried out to examine whether the variances of the groups were homogeneous. These two tests served as prerequisites for the subsequent analysis. After both assumptions were met, an independent sample t-test was performed to determine whether the use of digital fable media containing asking and giving opinions had a significant effect on stimulating students' critical thinking in English speaking skills.

The data normality test aims to show that the sample data comes from a normally distributed population. This Normality test used the Shapiro-Wilk test which is a test to reveal data with a small sample, no more than 50 sample data (Suardi, 2019). Based on Setiawan et al., (2020), the basis for decision making in this normality test is if the Assymp Significant value obtained is > 0.05, then the sample data from the population can be considered normally distributed, but if the data value obtained from the population is <0.05 then the sample data cannot be a normal distribution. The following next Table 3 explains the normality test result.

Table 3 Test of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk Group		
		Statistic	df	Assymp Sig	Statistic	df	Assymp Sig
RESULT	Pre-Test Control	.211	12	.146	.919	12	.274
	Post-Test Control	.145	12	.200*	.937	12	.459
	Pre-Test Eksperiment	.211	12	.146	.919	12	.274
	Post-Test Eksperiment	.196	12	.200*	.889	12	.114

Source: Data processed SPSS Statistics 26 (2025)

Based on Table 3, the results of the normality test with Shapiro-Wilk obtained from each test result, namely the control group pre-test showed an Asymp Significance 0.274, in the control group post-test shows an Assymp Sig 0.459, the pre-test of the experimental group showed an Assymp Significance 0.274, and finally the experimental group post-test showed an Assymp Significance 0.114. According to the normality test formula, if the Assymp Significance value is greater than 0.05, it can be said to be normally distributed. So, in this research, the results of the entire test group showed an Assymp Significance which is greater than the value of 0.05. So, this research implies a normal distribution, which means that this analysis can be continued with descriptive statistical analysis.

After conducting a normality test that shows a normal distribution, the next step is a homogeneity test to determine whether the population variances are similar or not, this variance-variance similarity test is applied to test whether the data distribution can be considered homogeneous or not. This homogeneity test is a requirement to be able to proceed to the independent sample t test analysis.

If the data group has a uniform variance, the homogeneity test can be carried out if the data group is normally distributed. For the decision-making formula in this homogeneity test, if the Assymp Significance value obtained is more than > 0.05, it is said that the population variances can be assessed as homogeneous, but if the Assymp Significance value obtained is less than < 0.05, it is said that the population variances can be assessed as inhomogeneous.

The homogeneity test in this research is by analyzing the experimental group post-test data and the group post-test data. This test uses the SPSS Statistics 26 test, for the results of the homogeneity test that can be viewed from the following Table 4:

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Table 4
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	AssympSig
RESULT	Based on Mean	.978	1	22	.333
	Based on Median	.963	1	22	.337
	Based on Median and with adjusted df	.963	1	21.651	.337
	Based on trimmed mean	1.034	1	22	.320

Source: Data processed SPSS Statistics 26 (2025)

Based on the output given in Table 4, the Assymp Significance value obtained based on Mean is worth 0.333. This figure is more than > 0.05 as a benchmark for this research to be homogeneous resulting in the variances in the experimental group post- test and the control group post-test are the same or can be called homogeneous. So, with this it has been fulfilled as a requirement to continue to the next test, the independent sample t test.

After receiving a normality test with normally distributed results and homogeneous test results whose variance is homogeneous, the next requirement was to proceed the independent sample t-test. This test used the value of the experimental group post-test results and the value of the control group post-test results to find out the difference in significance between the use of using digital fable and conventional learning models media containing asking opinion and giving opinion and to stimulate students' critical thinking in English speaking.

The basis for decision making in the independent sample t test is:If the value at Assymp Significance > 0.05 then H_0 is accepted and H_a is rejected, which means that there is no effect of the difference in the average value of the test results between the experimental group and the control group. Meanwhile, if the value at Assymp Significance <0.05 then H_0 is rejected and H_a is accepted, which means that there is an effect of the difference in the average value of the test results of the experimental group and the control group. This test used the SPSS 26 test and resulting in the independent sample t-test as can be seen in the following Table 5:

Table 5 Independent Sample T-Test

		Levene's Test for Equality of Variances		T-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Assymp Sig.	t	Df	Assymp Significance (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RESULT	Equal variances assumed	.978	.333	-2.768	22	.011	-5.750	2.077	-10.058	-1.442
	Equal variances not assumed			-2.768	21.233	.011	-5.750	2.077	-10.067	-1.433

Source: Data processed SPSS Statistics 26 (2025)

Based on the output given in Table 5, Independent Sample Test in the "Equal Variances Assumed" section, it is known that the Assymp Significance (2-tailed) value is 0.011 <0.05; so as from the basis for decision making in the independent sample test, it can be concluded that H_0 is rejected and Ha is accepted. It means that means there is a Assymp Significant difference between the average value on the post-test results of the experimental group and the control group. The value of the "Mean Difference" is 5,750. This result shows that there is a difference in the test scores of the experimental group and the control group or 20,670 - 14,920 = 5,750 and the difference is -10,058 to -1,442 (95% Confidence Interval of the Difference Lower Upper).

The following Table 6 is the results of the students' scores from the control group described

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in the N-Gain table using the SPSS 26 application.

Table 6. Student N-Gain Data

No Students	Control Group	
	N-Gain	**Interpretation**
1.	0.07	Low
2.	0.08	Low
3.	0.12	Low
4.	0.21	Low
5.	0.38	Moderate
6.	0.30	Moderate
7.	0.36	Moderate
8.	0.48	Moderate
9.	0.53	Moderate
10.	0.47	Moderate
11.	0.21	Low
12.	0.08	Low

Source: Data processed SPSS Statistics 26 (2025)

As shown in Table 6, student improvement in the control group remained relatively low. Half of the students fell into the low N-Gain category, while the other half showed only moderate improvement. These results indicate that the conventional method did not lead to substantial progress in developing students' critical thinking in speaking.

The following Table 7 is the results of the students' scores from the experiment group described in the N-Gain table using the SPSS 26 application.

Table 7
Student N-Gain Data

No Students	Experiment Group	
	N-Gain	**Interpretation**
1.	0.30	Moderate
2.	0.54	Moderate
3.	0.28	Low
4.	0.29	Low
5.	0.46	Moderate
6.	0.55	Moderate
7.	0.59	Moderate
8.	0.48	Moderate
9.	0.63	Moderate
10.	0.58	Moderate
11.	0.75	High
12.	0.73	High

Source: Data processed SPSS Statistics 26 (2025)

The table 7 show the results of student achievement in the experimental group, indicating that there are still two students who received a low N-Gain interpretation, while eight students received a moderate N-Gain interpretation, and two students received a high N-Gain interpretation. It can be concluded that the use of fable-based media incorporating asking and giving opinions to stimulate critical thinking in speaking demonstrates that this teaching method has led to significant improvement in some students, while the two students in the low interpretation category only experienced minimal improvement. Although there is still potential for significant improvement among students, effective teaching strategies must be considered to enhance understanding among all students.

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Table 8
Description of N-Gain Results Control Group Data

			Statistic	Std. Error
N-Gain Presentase	Mean		27.4620	4.86845
	95% Confidence Interval for Mean	Lower Bound	16.7466	
		Upper Bound	38.1774	
	5% Trimmed Mean		27.1778	
	Median		25.4167	
	Variance		284.421	
	Std. Deviation		16.86480	
	Minimum		7.41	
	Maximum		52.63	
	Range		45.22	
	Interquartile Range		35.89	
	Skewness		.159	.637
	Kurtosis		-1.591	1.232

Source: Data processed SPSS Statistics 26 (2025)

The data in Table 8 shows that the mean percentage score is 27%, indicating that conventional teaching methods in the speaking practice of asking and giving opinions, analyzed using a critical thinking rubric, are not effective for EFL students. Meanwhile, based on the Table 9, the results show that the average N-Gain score obtained in the experimental group that used digital fable learning media containing asking and giving opinions to stimulate critical thinking in students' speaking skills was 51.4964 or 51%. This average refers to the N-Gain percentage formula, which indicates that the results are less effective. The minimum score was 28%, and the maximum score was 75%. Therefore, based on the N-Gain data, it can be concluded that the use of digital fables containing asking and giving opinions to stimulate critical thinking in students' speaking skills is considered less effective. Thus, there is a need for more effective strategies to enhance students' understanding more significantly.

Table 9
Description of N-Gain Results Experiment Group Data

			Statistic	**Std. Error**
N-Gain Presentase	Mean		51.4964	4.64218
	95% Confidence Interval for Mean	Lower Bound	41.2790	
		Upper Bound	61.7137	
	5% Trimmed Mean		51.4960	
	Median		54.5833	
	Variance		258.598	
	Std. Deviation		16.08099	
	Minimum		28.00	
	Maximum		75.00	
	Range		47.00	
	Interquartile Range		28.38	
Skewness			**-.246**	**.637**
Kurtosis			**-.902**	**1.232**

Source: Data processed SPSS Statistics 26 (2025)

These findings are in line with the previous studies on digital storytelling that have consistently shown positive effects on speaking skills (Arroba & Acosta, 2021; James et al., 2019; Ummah, 2019) and on students' critical thinking development (Wiwikananda & Susanti, 2022; Tamimi, 2024; Al-Shaye, 2018). Although the finding does not show the significant effect, it seems that digital storytelling and conventional method are recommended to can enhance

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motivation, engagement, and cognitive processing.

EFL students' perceptions on the use of digital fables containing asking and giving to stimulate critical thinking in speaking

The semi-structured interview was used to create a more flexible and comfortable interview atmosphere, so that students could be more relaxed and open in answering questions resulting in more meaningful data. The questions were adapted and modified from Megiyatri (2020). To compile a clear report, the results of all students' answers were presented in the form of informative analysis and provided examples from the data to illustrate the theme.

The first question addressed how students viewed digital fable videos in stimulating critical thinking when speaking. Based on most of the responses from all students, they considered that learning using digital fable was more enjoyable when it was used in a classroom environment and easier to understand in stimulating critical thinking in speaking. This was confirmed by the students given in the Excerpt 1:

Excerpt 1

S1 : "By watching the video, the speaking learning atmosphere becomes more interesting, it is easier to understand the content of the story."
S2 : "A little bit can learn critical thinking because the video is easy to understand"
S3 : "Fun to learn while watching, so it is easier to think critically when speaking about the content of the story."
S4 : "After watching the fable video, I can think critically about the problems in the story and give my own opinion in speaking because the video is easy to understand."
S5 : "It is easier to think critically, because the story is interesting to learn in speaking."
S6 : "I can learn to give my opinion freely, I can learn to think critically because the video is interesting."

Based on the Excerpt 1, from the first interview question, the use of digital fable has an impact on the learning process of students. Students feel that the use of digital fable in learning has an engaging storyline that is easy for students to understand. This understanding is an important foundation for students to follow the critical thinking learning process in speaking. Additionally, the use of digital fable provides a more enjoyable learning experience for students compared to conventional methods, as the audio and visual elements make the learning process less monotonous. These audio-visual elements align with the research objective in that a more enjoyable learning process will produce effective results for students in analyzing, evaluating, and providing perspectives on the story content, as this environment positively influences students by encouraging their full participation in the learning process. It means that teacher has successfully created a pleasant atmosphere leading to the enjoyable learning (Ayu et al., 2024).

The second question concerned whether students who felt confident in expressing critical thinking while speaking during the learning process of watching digital fable. Students responded that they felt confident because the classroom atmosphere was relaxed, allowing them to freely express their opinions in a comfortable environment, as can be seen in Excerpt 2:

S1 : "The learning process is enjoyable, so I understand what I should speak, because I also wrote down some key vocabulary from the story."
S2 : "With the real images in the video, I can see how the bear acts, which helps me visualize the discussion."
S3 : "The video makes learning fun. I also feel more confident in speaking because the atmosphere supports the fun vibes."
S4 : "Yes, it's fun for me too because the classroom atmosphere feels enjoyable and more relaxed. Usually, I'm shy to speak."
S5 : "The learning concept is simple but gives a pleasant impression and allows me to be more open and confident about what I think while analyzing the video. In class, I can think critically while speaking because the video scenes are not monotonous, so my mind can be refreshed for a moment."
S6 : "I feel confident because the videos has a clear and easy to understand"

Based on the Excerpt 2 from the second interview question, this can be concluded that a relaxed and interactive classroom atmosphere, supported by digital storytelling creates an

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engaging environment, significantly helps students improve their confidence when participating in learning activities related to asking opinion and giving opinion during critical thinking in speaking tests. Students feel that expressing opinions critically is not a difficult task to perform.

The third question is about whether students understand the content of the digital fable contains asking opinion and giving opinion to stimulate students' critical thinking in speaking. This question is the most important question to determine whether this digital fable is worth using in learning speaking or not. From the results of the assessment and interviews, the students gave positive responses as illustrated in following Excerpt 3:

S1 : "Yes, miss, I understand the story because it is easy to understand."
S2 : "I understand miss, about story bear and bee"
S3 : "I easily grasped the main point of the story, which is about the hungry bear."
S4 : "I understood the story, and there were new words I encountered that I didn't know before, like 'honey'. At first I thought it referred to someone in love, but it can also have different meanings, like in the video, which refers to the sweet liquid produced by bees."
S5 : "Mostly I understood, but there was a part I didn't understand at the end of the story, when the other bears talked to the main bear. I used the discussion time with my friends to find the answer, and we also used it when talking in our conversations about asking and giving opinions."
S6 : "I understand, miss. The main point is not to steal from others."

Based on the excerpts from the third interview question shows that students started to think critically about the story content, using it as a topic to asking opinion and giving opinion on the critical thinking test in speaking. The easy-to-understand and interesting content of the story helped students develop critical thinking in speaking by evaluating the content of the story and analyzing the results. After students understand the story content, they feel ready to share their perspectives through speaking. This learning process not only helps students learn passively, but also encourages their active participation in speaking practice, especially in asking opinion and giving opinion. This links to hat is said by Arroba & Acosta, (2021) in that digital story telling provides students the opportunity to be creative in yhinking.

The fourth question is about what benefits students feel during learning using digital fable which contains asking opinion and giving opinion to stimulate critical thinking in speaking. The response is that students feel motivated to learn using videos during English learning, especially in starting to learn critical thinking during speaking. As said in the interview with students depicted in the following are Excerpt 4:

S1 : "The atmosphere is more exciting, the videos feature is interesting, so critical thinking feels easier."
S2 : "The videos are clear and easy to understand."
S3 : "The benefit is that I can learn better, compared to conventional learning."
S4 : "I became motivated to learn English in a new way, I thought during speaking lessons was usually lazy to learn English because it was imagined very difficult to understand."
S5 : "I can learn the meaning of vocabulary because the vocabulary is accompanied by real events."
S6 : "Learning is more enjoyable, and I no longer feel afraid to learn English because I've been motivated to learn through watching fable videos that I enjoy."

In the results of the fourth interview question in Excerpt 4, it can be seen that students experience significant changes in the English learning process, the results of this interesting digital fable change the views of students who initially find it difficult to learn English. To be motivated to do the same to experience learning that is fun and easy to understand is by going to watch interesting videos for difficult learning to be easier. The results also show that concepts that are difficult for students to understand such as critical thinking during speaking learning are easy when following the learning process with this digital fable.

The fifth question was whether students still experienced difficulties or problems during the critical thinking learning process in speaking using digital fables that contained asking opinion and giving opinion. The results showed various challenges faced by students. Some students still struggle to understand the meaning of the text in the video, while others face technical challenges such as not being able to hear the audio because they are sitting at the back of the classroom. Some

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students mentioned that they did not experience any challenges and felt comfortable and enjoyed learning using digital fable. Even students who were exposed to this media for the first time felt that it was beneficial. However, to overcome the challenges of using digital fables is explained by students in the following Excerpt 5.

S1 : "I don't understand the meaning of the text from the video"
S2 : "Voice was not very audible, as I was at the back"
S3 : "At first I didn't understand the video, because I wasn't focused."
S4 : "I had no problems watching the video because I followed the storyline and understood it."
S5 : "I didn't experience any problem, I was even more happy and comfortable because this was my first time learning using video."
S6 : "I have the problem of not being able to read and hear English"

Based on the Excerpt 5 from fifth interview question, despite the fact that students' encounters difficulties in understanding English, the use of digital fables helps them comprehend the story's content more easily, thereby supporting their efforts in following the learning process. However, for this issue, the researcher will certainly make further improvements in the future, such as providing students with a sheet containing vocabulary or a dictionary if they encounter difficulties again; this aimed at providing the students the vibes that will not make them confused and the process of learning English becomes easier for them.

The sixth question concerned solutions to the challenges faced by students during the critical thinking stimulation learning process in speaking using digital fables that contained asking opinions and giving opinions. Student responses indicate that students seek their own strategies in finding solutions to understand the digital fable. Students are also actively involved in the learning process by requesting replays to refocus their attention and noting down some vocabulary words they did not know previously but encountered in the video, by facilitating understanding, as mentioned by students. The following are Excerpt 6 from interviews with students:

S1 : "I noted down some unfamiliar vocabulary to look up their meanings."
S2 : "I approached the video screen."
S3 : "Be more focus."
S4 : "No solution."
S5 : "There is no solution because I don't have any problems."
S6 : "The solution is to read the vocabulary in the text and connect it with the content of the story seen."

Based on the excerpts from the sixth interview question, it shows clearly that the approach involving student focus, replaying the video, and summarizing unfamiliar vocabulary leading to the student who are demonstrates that students are actively engaged in the learning process. This proves that the digital fable presented can enhance understanding and comfort in the critical thinking learning process for English speaking.

The last question was about whether students agreed with teachers using digital fables for English language learning. The students responded that learning English using digital fables created a fun and comfortable atmosphere as illustrated in Excerpt 7.

S1 : "I strongly agree of the use of English learning by involving video media because it seems easier to understand."
S2 : "I want to learn with videos again especially since the videos are fun."
S3 : "I want to learn using videos again, because I don't get bored when learning in class, there is an interesting impression when using videos."
S4 : "I am happy and agree if teachers can use fable videos in the future, so I don't have to feel anxious when learning English because it is difficult to understand".
S5 : "I would like to learn using videos, because the visuals look interesting so that I also don't get sleepy easily when learning in class."
S6 : "I agree that if the teacher uses a video, it will be more interesting, can repeat the video if there is something that is not understood."

Based on the Excerpt 7 from the last interview question, it is an evident that students agree and accept the use of digital fables in English language learning. They feel less anxious and more comfortable during the learning process. Students also do not feel overwhelmed in understanding

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English because the learning process using digital fable is easier to comprehend.

Overall, the result of the interview is evidence of the beneficial value of digital story telling s alternative for learning as stated by Zulkifli (2013) because it makes the aterial easy to understand (Arroba & Acosta, 2021). The way the teacher teaches the students has become the reflection of an innovative teacher in catering the students the enjoyable learning, a stated by Newton & Nation (2008).

CONLUSION

This gap highlights the need for the current study to explore how digital fables with embedded opinion-exchange components can support EFL learners' critical thinking during speaking tasks. Although it is considered less effective, students gave positive responses. Based on students' perceptions, this indicates an influence on students' learning motivation. Although the scores obtained cannot yet be considered successful, fostering learning motivation is very important. This digital fable medium is also new to students because, according to information from the English teacher, the school lacks of learning facilities. Students who experienced learning using digital fables felt assisted in fostering their enthusiasm for learning.

The overall results can be summarized as follows: in terms of scores, students are still at a level that requires improvement through more effective methods or the need for habituation so that students can adapt to the digital fable learning process. Critical thinking is something that must be pursued by any means necessary, so it needs to be evaluated to achieve success in critical thinking among students.

Researchers realize the many limitations in the research that has been done. This study only used one class as a sample for both data, so that future researchers can carried out two different samples, so that the results are will accurate and strong. Researchers also realize that the use of digital fable that has been done with quantitative data analysis is less effective, so that future researchers can expand this research by developing it on other learning materials. The topic used by researchers is also still limited in skills, this can be gap research for future researchers by finding similar topics but with novelty that is of interest

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