

**THE USE OF DIGITAL STORYTELLING IN FOSTERING ENGLISH SPEAKING
ABILITY OF THAI SECONDARY STUDENTS**

**A THESIS
BY
PHONGDANAI NAMPAKTAI**


**Submitted in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
May 2018**

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The objectives of this study were to explore the effectiveness of digital storytelling in fostering Thai secondary students' English speaking ability and to investigate the students' confidence in their speaking. The participants were 40 Grade 11 students at Saipanya Rangsit School. The study was a quasi-experimental study with quantitative and qualitative data analysis. The instruments used in this study included: pre and post speaking tests, a confidence in speaking English questionnaire, and a semi-structured interview. The pre and post speaking tests were given at the beginning and at the end of the course respectively. The purpose was to measure the students' speaking ability by comparing the mean score of the pre-test and post-test. During the experiment, the participants were assigned to create their digital stories as extra homework for six weeks (once a week). At the end of the course, the students were asked to complete a questionnaire about confidence in speaking English. The questionnaire included three themes: ability, assurance and willing engagement. A semi-structured interview was administered to the group of 20 students who were randomly selected by the researcher. It was found that a) there was a significant difference in students' mean scores on English speaking ability before and after using digital storytelling (p value < 0.05) and b) students had positive perceptions about confidence in digital storytelling. However, some students had problems with the amount of time to create the assigned tasks.

การพัฒนาความสามารถในการพูดภาษาอังกฤษของนักเรียนไทยในระดับชั้นมัธยมศึกษา
โดยการเล่าเรื่องผ่านสื่อดิจิทัล



บทคัดย่อ
ของ
พงษ์ดนัย นามปักใต้

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษ

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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการใช้การเล่าเรื่องผ่านสื่อดิจิทัลของนักเรียน และเพื่อสำรวจความมั่นใจในการพูดภาษาอังกฤษที่มีต่อการเล่าเรื่องผ่านสื่อดิจิทัล กลุ่มตัวอย่างคือนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 โรงเรียนสายปัญญารังสิต จำนวน 40 คน งานวิจัยนี้เป็นการศึกษาในรูปแบบวิจัยกึ่งทดลองเชิงปริมาณและเชิงคุณภาพ เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แบบทดสอบการพูดก่อนเรียนและหลังเรียน แบบสอบถามความมั่นใจในการพูดภาษาอังกฤษ แบบสัมภาษณ์ความมั่นใจในการพูดภาษาอังกฤษ แบบทดสอบการพูดก่อนเรียนและหลังเรียนซึ่งนำมาใช้ทดสอบในตอนเริ่มต้นและตอนสิ้นสุดหลักสูตรตามลำดับ โดยมีวัตถุประสงค์เพื่อวัดความสามารถในการพูดภาษาอังกฤษซึ่งเปรียบเทียบจากคะแนนเฉลี่ยจากแบบทดสอบก่อนเรียนและหลังเรียน ตลอดการทดลอง กลุ่มตัวอย่างได้รับมอบหมายให้สร้างการเล่าเรื่องผ่านสื่อดิจิทัลของตนเองซึ่งเป็นภาระงานที่นอกเหนือจากงานในชั้นเรียนจำนวนทั้งสิ้น 6 เรื่อง (สัปดาห์ละ 1 เรื่อง) เมื่อสิ้นสุดการทดลองกลุ่มตัวอย่างทำแบบสอบถามวัดความมั่นใจในการพูดภาษาอังกฤษ ประกอบด้วย 3 หัวข้อ ได้แก่ ความสามารถ ความรู้สึกต่อการพูด และความต้องการที่จะพูด ผลจากการเปรียบเทียบค่าเฉลี่ยแบบทดสอบก่อนเรียนและหลังเรียนแสดงให้เห็นว่า ความสามารถในการพูดของนักเรียนมีการพัฒนาที่ดีขึ้นหลังจากใช้การเล่าเรื่องผ่านสื่อดิจิทัลอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และนักเรียนมีความมั่นใจมากขึ้นหลังจากใช้การเล่าเรื่องผ่านสื่อดิจิทัล อย่างไรก็ตามมีนักเรียนจำนวนหนึ่งที่มีปัญหาเรื่องของเวลาที่ใช้ในการเล่าเรื่องผ่านสื่อดิจิทัล

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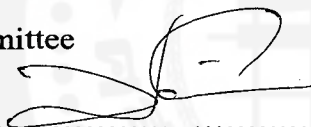
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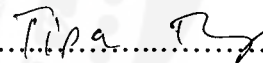
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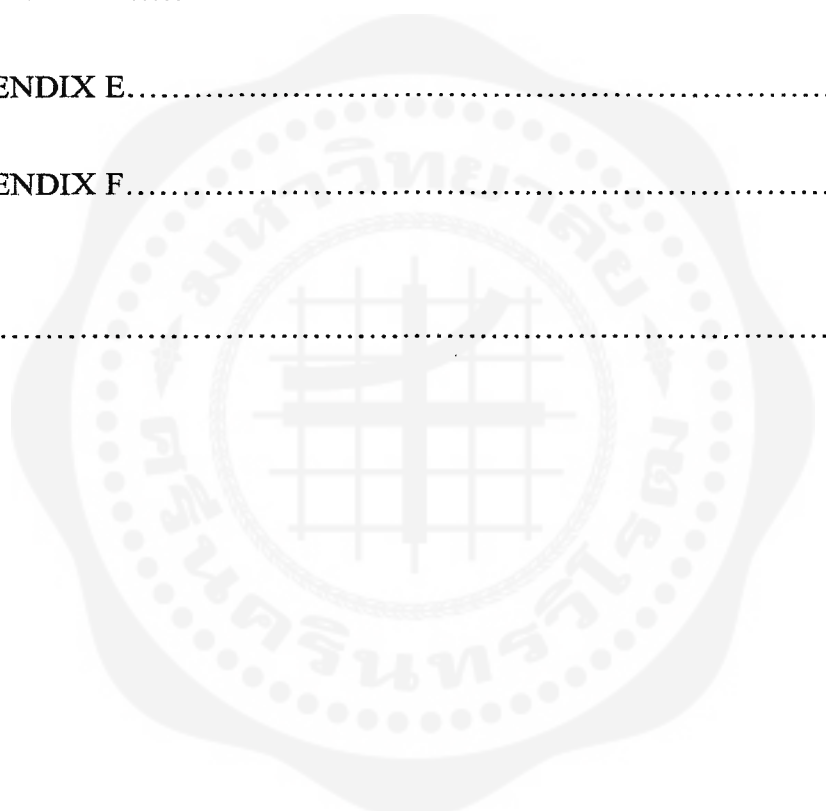
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CHAPTER I

INTRODUCTION

Background of the Study

Of all the four English skills (listening, speaking, reading, and writing), speaking is the most vital skill because it includes all kinds of language skills, and it is an indicator of mastering the language (Ur, 2012). Moreover, Ur (1996), asserts that speaking is the most important skill to achieve because people who can speak a language are the ones who know that language. Specifically, speaking is also an active and productive skill that people use to communicate with interlocutors (Widdowson, 1994). Furthermore, Fauzan (2014) confirms that speaking is crucial in an English learning context because it enables speakers to express their thoughts. This is in line with Hosni (2014), who explains that the ability to speak English becomes a must because it is common to use English as a second language (ESL) or as a foreign language (EFL) in oral communication. Therefore, speaking is an important goal to master in learning English.

However, EFL students have obstacles and feel unsatisfied with their English speaking abilities, and they have difficulty speaking English because they experience reluctance, hesitation, lack of necessary vocabulary, and fear of making mistakes (Fauzan, 2014). Wossabi (2016) emphasizes that EFL students find it difficult to speak or construct a simple question despite many years of exposure. However, Zhang (2009) argues that EFL students have limited chances to speak English outside the classroom. According to Zhang (2009), it indicates that the years of exposure are not contributing

factors in speaking. If the students have more opportunities to use the language outside the classroom, their English speaking abilities may gradually improve. In addition, Ur (2012) points out speaking problems that teachers may confront when getting students to speak in the classroom include some of the following: shyness and inhibition, limited language ability, low participation of individuals, and mother-tongue use.

In Thailand, English has been taught for a long time, but Thai students have low English proficiency, especially English speaking ability because most of the students lack the opportunity to use English, and they are not confident when they speak in a speaking class (Somdee & Suppasetsee, 2012). Moreover, Boonkit (2010) states that learning English as a foreign language in the Thai context, many Thai EFL students are not able to speak English confidently, especially when they are in a real situation that they have to speak with international speakers. This is because they lack confidence and are afraid of making mistakes in pronunciation, vocabulary, and grammar. In addition, Maskhao (2002) and Siritanarath (2007) reveals that most of the Thai students have few opportunities to speak English in the classroom because they do not expose several speaking activities but emphasize the study of grammatical rules, vocabulary, and reading from the textbooks. Therefore, it is necessary to provide speaking activities that enhance speaking, and one of the most effective speaking activities is storytelling (Harmer, 2007).

Storytelling in the classroom has been proposed as a way of learning a new language, and it is an important technique that prepares students for speaking activities (Somdee & Suppasetsee, 2012). For several years, people have utilized storytelling to pass on information and knowledge; furthermore, it is widely promoted in several forms in order to help students to improve their listening and oral competencies (Lwin, 2016). This is because the process of storytelling is similar to the process of meaning-making in

which people understand or make sense with their stories. Hence, storytelling can be adjusted to a wide range of mediums that emerge, and nowadays in the age of modern technology, storytelling is adjusted to be digital storytelling, a modern way of passing on stories to an audience (Razmi et al., 2014)

Digital storytelling has been promoted as a pedagogical technique to improve students' capacities to work collaboratively as well as to enhance target language proficiency, such as speaking, listening, writing, and reading (Nishioka, 2016). It is a technique which is used to express ideas and experiences in order to add value to the learning of the students. This technique not only assists teachers in teaching their courses but also helps them in conveying values, behaviors of different cultures, and societies so that their students can effectively compete in the world because students acquire language that is related to their stories when they design, shoot, and evaluate digital storytelling (Nazuk, 2015). Similarly, Robin (2016) contends that digital storytelling is a well-suited technique for secondary school students to construct their own learning because students have a chance to create their own stories through the use of digital contents. Furthermore, digital storytelling empowers students' English speaking ability and other skills including emotion, collaboration, and social learning through choosing story topics, doing research on the topics, using pictures, and recording authors' audio to create the final story (Benmayor, 2008). It can be argued that not only does English speaking ability enhance, but also students' confidence develops (Smeda, Dakich & Sharda, 2014).

Digital storytelling is a fruitful and engaging teaching technique, which helps students to improve their English speaking ability (Gimeno-Sanz, 2015). With the use of the digital storytelling technique, students develop better English speaking ability because it provides opportunities for the students to use the language in authentic and personally

meaningful ways (Razmi, Pourali, & Nozad, 2014). This is similar to Malita and Martin (2010) who report that students develop English speaking ability through digital storytelling by asking questions, expressing opinions, and constructing stories for an audience. Similarly, Rokni and Qarajeh (2014) reveal that the use of digital storytelling in EFL classrooms not only improves students' English speaking ability but also creates a positive effect on students' motivation toward language learning. Therefore, digital storytelling can be used in an EFL classroom as a way to motivate students' English speaking ability.

Digital storytelling has been adopted by researchers, such as that of Rokni and Qarajeh (2014), Gimeno-Sanz (2015), and Tahriri and Tous (2015). They found that digital storytelling could significantly enhance students' English speaking ability and motivation to learn the target language. In this present study, digital storytelling is used as a way to improve the EFL students' English speaking ability and promote confidence in speaking English. The students will have a chance to build up their communication with friends and teachers in terms of asking and answering questions in the classroom. Moreover, outside the classroom, they will be assigned by their teachers to create their own stories through the use of digital contents. At this state, the students will be active to search for information and prepare personal recorded audios in the stories to make digital storytelling for an audience. In other words, the most important element of digital storytelling is the authors' audio because students have to use their voices in telling stories. Students' English speaking ability will improve because the more they tell stories, the better their English speaking ability becomes. This means that the students express ideas, feelings, and experiences that are related to the story. Therefore, this research is important for Thai EFL students to improve their English speaking ability.

Research Objectives

The objectives of this study are as follows:

1. To investigate the effectiveness of digital storytelling on English speaking ability of Thai secondary students
2. To investigate the effectiveness of digital storytelling on confidence in speaking English of Thai secondary students

Research Questions

This study attempts to answer the following research questions:

1. To what extent does learning English through digital storytelling improve the students' English speaking ability?
2. To what extent does digital storytelling foster the students' confidence in speaking English?

Research Hypotheses

The hypotheses of this study are as follows:

1. Students who learn through digital storytelling will gain higher average scores on the posttest than the pretest at the significant level of .05.
2. Students will have positive perception about confidence towards learning through digital storytelling.

Significance of the Study

The study aims to enhance students' English speaking ability by instructing them to use authentic digital storytelling and create their own stories digitally. It was not found that digital storytelling was utilized as the teachers' instructional technique to

improve the students' English speaking ability in the context of the Thai secondary level. To fill the gap of the previous studies, digital storytelling will be promoted as the teachers' instructional technique both inside and outside the classroom. Therefore, this study will be fruitful for EFL secondary students who have difficulty speaking English. Furthermore, teachers who teach conversation classes can utilize this pedagogical technique to develop their students' English speaking ability because it helps teachers to present abstract contents so that students can understand difficult concepts that cannot be understood by words alone. Finally, students can construct their own learning through creating personal stories using digital contents.

Definition of Terms

The terms that are used in this study are defined as follows:

Digital storytelling refers to the creation of personal stories through the practice of combining digital contents using computer editing software.

Speaking ability refers to the ability of the students to express opinions fluently and accurately, to pronounce words and use vocabulary appropriately, and to form sentences correctly based on grammatical structures.

Confidence in speaking refers to being ready and motivated to have a conversation with interlocutors using English.

Thai Secondary Students in this study refers to 40 students in Grade 11 studying public speaking English at Saipanya Rangsit School, who participated in digital storytelling class during the second semester in academic year 2017.

Scope of the Study

This study focuses on the improvement of Grade 11 students' English speaking ability by using digital storytelling. The study is one group quasi-experimental research design with both qualitative and quantitative data analyses. Forty participants are purposively selected to participate in the study. The participants have a pre-intermediate level of English proficiency.



CHAPTER II

LITERATURE REVIEW

This study investigates the use of digital storytelling to foster Thai secondary students' English speaking ability. Literature on speaking teaching, speaking assessing, storytelling, digital storytelling, English speaking ability, confidence in speaking English, theoretical framework, conceptual framework, and related studies are reviewed. This chapter provides information that is used to conceptualize the research framework, and shed light on research methodology.

The first section explores English speaking ability, confidence in speaking English, reasons for speaking teaching, speaking teaching, speaking assessing, and assessment criteria for speaking ability.

English Speaking Ability

The important focus on speaking is the ability of the students to convey thoughts and ideas with their interlocutors. Bailey (2005) asserts that the purpose of teaching speaking is to empower the students to use the language appropriately and accurately by emphasizing fluency rather than accuracy. This means that the students who can speak a language are the ones who have speaking ability. To understand what speaking ability is, different definitions of speaking ability are defined as follows:

First of all, Nunan (2015) defines speaking ability as the ability of language learners to interact with other speakers, to make meaning, which is distinct from the

ability to perform on discrete-point tests of grammatical knowledge, and this ability requires sociocultural context of language use. This means that people who have speaking ability are those who are able to interact with other people and they are required to obtain social and cultural contexts of the language.

Likewise, Bailey (2005) refers to speaking as the ability to use the language appropriately in different contexts, to use strategic competence to compensate for gap skills and knowledge, and to understand discourse competence. According to this statement, Bailey (2005) indicates a similar point to that of Nunan (2015) that is the ability to use the language in different contexts, but Bailey (2005) states more different points that the speakers of that language must be able to understand the ways that the utterances are linked together in sentences, and the speakers who have speaking ability must keep the conversation going as well.

Moreover, Wossabi (2016) claims that speaking ability is the competency to use a foreign language by using personality, self-image, and knowledge to reason and express ideas. This idea is different from the others because this researcher emphasizes the speakers' speaking ability that if they can express their ideas and reasons in different ways, it means that they have ability to communicate with other speakers.

Finally, Nunan (1999) says that speaking ability is the speaker's competency to master not only linguistic competence but also sociolinguistic and conversational skills that can help them to say what to whom and when. Based on Nunan's statement (1999), the speakers who have speaking ability are required to achieve not only grammar, vocabulary, pronunciation, and punctuation but also understand and use the language appropriately in social and cultural contexts.

To summarize, speakers, who have speaking ability, are considered to be those who can use the language appropriately in terms of linguistics competence in socio-cultural contexts. Moreover, they must be able to deliver their speech fluently when they speak with other speakers. The students' language ability in speaking will affect their confidence in speaking English.

Confidence in Speaking English

It is commonly realized that students who lack confidence will keep silent when they make mistakes or do not make their interlocutors understand. This shows that these students lack confidence to communicate. It is necessary to build the students' confidence in speaking English. The different definitions are proposed differently as follows:

First of all, Jamila (2014) defines confidence as the learners' motivation and energy to become positive about their own learning, and it drives them to acquire the target language, enjoy learning processes, and experience real communication. According to Jamila (2014), confidence in speaking English of the students is related to the students' motivation and willingness to learn the target language, and it will lead them to have instinct power to communicate in the real situation. If the students have confidence, they will speak without reluctance and shyness.

This is similar to Doqaruni (2015), who cites that confidence in speaking is significantly contributed to the learners' willingness to communicate in a foreign language. In the statement above, Doqaruni (2015) emphasizes the willingness of the students to speak in a foreign language. When the students are confident in speaking English, it means that they are willing to communicate in the target language.

In addition, Gurler (2015) refers to confidence as individuals' recognition of their own ability, loving themselves, and being aware of their own emotion. As such, confidence is considered to be individuals' self-awareness. Gurler's statement (2015) is related to those of the previous researchers because most of the definitions are about the students' instinct feeling in learning and speaking a foreign language. It is estimated that confidence in speaking may be perceived when it is shown through speaking without inhibition, reluctance, and low participation.

Moreover, Yates and Chisari (2013) indicate that confidence is a pattern of self-reliance that is linked to self-esteem and motivation. This indicates that if the students have motivation and self-esteem, they have confidence in communication.

Lastly, MacIntyre et al. (1998) assert that self-confidence is considered a higher order construct comprising anxiety and self-evaluation of proficiency. According to MacIntyre et al. (1998), it can be concluded that confidence is not only related to motivation but the level of high anxiety as well. To be precise, a great deal of initial anxiety may result in confidence in speaking.

According to the definitions above, it can be concluded that confidence in speaking foreign languages or target languages is the individual's willingness to communicate. Additionally, it is related to motivation, anxiety, and self-esteem that has an impact on the effectiveness in speaking (Jamila, 2014; Doqaruni, 2015; Gurler, 2015; Yates & Chisari, 2013; MacIntyre et al., 1998).

Reasons for Speaking Teaching

Nowadays, English plays a significant role in communication, and speaking is the most important skill to master as speaking becomes a part of daily activities (Thornbury, 2005). Speaking involves daily communication in several places worldwide both inside and outside the classroom (River, 1981). Hence, it is crucial to encourage the students to practice speaking English as much as possible. The following reasons are given why teaching speaking is of value.

First of all, Harmer (2007) suggests that there are three important reasons to encourage students to speak in the classroom. First, speaking activities provide the students an opportunity to practice speaking in the classroom where real life communication is practiced or rehearsed safely. Second, both teachers and students have a chance to know their progress in teaching and learning a language and discuss a particular problem that they face during the process of speaking. Third, the students can activate their language abilities that are stored in their brain to use with their interlocutors. By this, the more the students activate language elements, the more fluent they become in speaking.

Similarly, Afrizal (2015) claims that teaching speaking is necessary for the students because the ability to deliver correct and clear speech in a target language is contributed to the students' success at all levels. For this reason, English teachers must pay attention to promoting speaking in the classroom instead of teaching grammatical rules in the text books alone. Additionally, English teachers must provide speaking activities where meaningful communication takes places and give the students opportunities to practice speaking using the meaningful and interesting activities.

Likewise, Fauzan (2014) states that speaking is a fruitful skill to master as it plays an important role for people all over the world; moreover, in this modern era, people use English as a means of communication in not only science and technology but also in national and international interaction. By this, the major goal of teaching speaking is to provide the students a chance to communicate in English effectively and accurately so that they can communicate with other speakers.

For the important reasons for teaching speaking discussed above, Bailey (2005) also recommends that the teachers have to provide speaking input and practice opportunities for the students when designing lesson plans in order to promote speaking skills; besides, three principles must be employed into a speaking class. First, provide a topic for the students to talk about, and the topic must respond to their needs and purposes. With the students' needs and purposes to communicate, they can joyfully express their ideas with their interlocutors. Second, engage the students to interact both in group and pair work and limit the teachers' talk. This helps the students to overcome their reticence and increase their confidence in speaking. Third, manipulate the physical environment in the classroom. For example, the teachers should manage seating models in speaking classes. This is a way to encourage the students to participate in the speaking activity because some students are bored with the same atmosphere that unmotivates them to learn the target language.

As a result, students' speaking ability can improve if the teachers are aware of its importance. Moreover, the teachers must provide the students with speaking input and opportunities to use the language both inside and outside the classroom as well as manipulating the atmosphere in the classroom. In this study, the researcher has the students expose to digital storytelling both inside and outside the classroom based on

Bailey's principles (2005). It means that a major concern in the limitation of exposure is omitted because the students have enough chance to study in the classroom and practice by themselves out of the classroom.

Speaking Teaching

Several approaches in language teaching have been adopted in teaching a language for a long time, and these approaches are still used nowadays (Ur, 2012). The dominant models in teaching the language in the middle 20th century were grammar translation method, direct method, and audio-lingual method. However, in the late 20th century, the communicative method became the most dominant method of all because it promotes communication through learning naturally. Bailey (2005) also contends that over the years of teaching a language, a number of methods have been promoted in the classroom, but three different methods have been used extensively to teach speaking: the grammar-translation method, the direct method, and the communicative language teaching.

Grammar translation is the method by which the teachers teach grammar rules and engage the students to translate the source text into the target text (Ur, 2012). The focus of this method is the study of the written form of the language, but it does not support communication. It does not entirely prepare or engage the students to speak English, but it helps the students to improve the understanding of language structures to use in speaking. The students may practice speaking through reading translations or sentences orally. Although the characteristics of the grammar translation method do not

improve the students' speaking directly, it prepares the students to achieve language competency for producing oral performance.

Another method which is used to react against the grammar translation method is the direct method (Ur, 2012). The direct method is different from the grammar translation method because it focuses on the use of the target language and promotes more communication in the classroom. The mother tongue use is banned and the target language is used to teach everything in the classroom. This method is still popular until today. Likewise, Bailey (2005) believes that the direct method emphasizes the use of vocabulary and sentences in everyday life. The students are taught to ask and answer the question with teachers. Moreover, the direct method has an impact on the development of the audio-lingual method because it provides students to familiarize with the use of sounds and structural patterns in the language. As such, the students are taught by repeating sentences from the dialogue until they speak a language automatically. This method accepts the ideas of behaviorism that the students frequently repeat and correct the language in order to form good habits in learning the language. The main technology of the audio-lingual method is the language laboratory where the students spend time listening to the native speakers' recorded audios. The students are controlled to listen to and repeat after the recorded audios, and they do not have opportunities to construct their own learning. Ur (2012) explains that audio-lingual method emphasizes the students' spoken form to learn the language by memorizing and repeating the pattern of the language until they can produce speech correctly and become automatic to use the language. This method is similar to grammar translation in two regards. First, it involves accuracy more than fluency of the language. Second, the students learn grammar rather than vocabulary.

However, the audio-lingual method eventually loses its popularity because the practice of this method is considered boring and uninteresting in learning a language (Bailey, 2005). With the disadvantages of the audio-lingual method, communicative language teaching method is promoted to fill the gap of the previous methods. In this method, the students will acquire the language by interacting with other people. This means that the students have more opportunities to construct their own learning through interacting with their interlocutors instead of repeating and memorizing language components alone or in the laboratory. Similarly, Ur (2012) confirms that the communicative method is superior to the previous methods because it is based on the notion that language is learned through communication. This means that the students learn the language by communicating with friends. In the classroom, the students are dominant, and they can convey the meaning with less emphasis on accuracy. It is more learner-centered and focuses on communication rather than on written forms.

The communicative method provides opportunities for the students to use the target language with an emphasis on fluency rather than accuracy (Carter & Nunan, 2001). The communicative method leads the students to use the language freely and creatively in order to express the language using their knowledge. However, it is difficult to focus on fluency ignoring accuracy. It must be eclectic if accuracy and fluency can be integrated. Hence, in this study, the notion of the communicative method is used in the speaking class, but accuracy and fluency are integrated to promote students' speaking ability. The integration of fluency and accuracy in speaking is generated through the cycles of activities that consist of three stages which are an input stage, a rehearsal stage, and a performance stage (Willis, 1996). In the first stage, the students listen to and watch authentic digital storytelling. In the second stage, the students practice speaking using

language features in the stories. In this stage, the teacher can observe and give feedback to the students. Finally, the students perform their final tasks after practicing.

Speaking Assessing

Burns and Richards (2012) state that speaking is the most difficult skill to assess despite the aid of recording devices because the examiners may have different opinions on what constructs speaking proficiency. This means that it seems invalid when the examiners apply the standards of written grammar, the pronunciation of native speakers, and the speech of non-native speakers on students' speaking ability. Consequently, to assess speaking accurately, Bailey (2005) suggests that the examiners may consider the criteria of validity, reliability, practicality, and washback or instructional impact. In addition, Thornbury (2005) proposes that the use of rating criteria and performance descriptors, which contains check-lists or speaking scales, can help construct validity of speaking tests. Examples of different criteria include range, accuracy, fluency, interaction, and coherence.

Speaking tests are very important in order to assess students' speaking ability. According to Bailey (2005), three types of speaking test which are used to assess students' speaking ability include direct test, semi-direct test, and indirect test. First, the direct test is used for the test takers to deliver their oral performances or interact directly to the examiners, such as an interview, a conversation, and unrehearsed or unscripted role plays. Another is the semi-direct test which is suitable for the test takers who are required to speak into a recording device after listening to the prompts delivered by a recorded audio. Finally, the indirect test is necessary for the test takers who do not have to speak but take paper tests, such as the conversational cloze test in order to assess students'

grammar ability in speaking. On the contrary, Thornbury (2005) proposes types of speaking tests that are commonly used, such as interviews, live monologues, recorded monologues, role-plays, and collaborative tasks and discussions. Moreover, Thornbury (2005) insists that testing students' speaking ability in most language courses can be done by an interview that includes different speaking tasks; however, a placement test or any tests of overall language proficiency without spoken parts may lack an adequate basis of speaking assessment.

Choosing types of speaking tests is considered to be another important part in assessing speaking. Underhill (1987) recommends that speaking tests are mainly consisted of controlled and less controlled tasks. The controlled tasks are discussion, oral report, and interview. Less controlled tasks are sentence completion, sentence transformation, and sentence correction. In the former, the students are less dependent on the teachers or the examiners, but in the latter, the students are mostly dependent on the teachers or the examiners. On the other hand, Bailey (2005) asserts that in choosing speaking tests, it is not absolutely right or wrong to choose direct, semi-direct, or indirect tests because it depends on the appropriateness of the examiners to carefully consider the teaching contexts and the students' needs. The key issue in assessing students' speaking ability is to apply the tests which contain validity and reliability that is practical in the tester's contexts. Moreover, a positive instructional impact on teaching and learning must be generated.

Evaluating the students' speaking ability is concerned about how their speaking abilities are assessed between scoring and rating. Bailey (2005) proposes three methods for scoring students' speaking ability: objective scoring and analytic and holistic rating. Objective scoring is involved in the judgment that contains only one correct answer on

each test item. This approach is totally different from analytic and holistic rating because it can be done by untrained scorers or computers. In holistic rating, the oral performance of the students, such as an interview and a recorded conversation is given as an overall evaluation. Adversely, an analytic rating is involved the rating systems in which the students' speaking ability is evaluated on how their sub-skills are performed including grammar, vocabulary, pronunciation, and fluency. Similarly, Coombe (2012) recommends that the use of criteria both holistic and analytic rating scale is necessary for the scorers. The holistic scale which is based on descriptors offers an overall score or grade. This type of criteria is uncomplicated and practical because of its simplicity and speed. The analytic scale contains multi-faceted aspects that each aspect leads to overall scores. It is beneficial for the raters who evaluate minor details or sub-skills in speaking tasks. Furthermore, Folse (2009) proposes two ways to assess the students' speaking ability: direct and indirect assessment. In the direct assessment, the examiners can interview the students and record oral performances in order to evaluate the students' ability in carrying conversation through the use of scoring rubrics. The indirect assessment is used for assessing the students' language ability to use correct structures in speaking because the ability to produce correct utterances is often evaluated in the written form. In addition, Thornbury (2005) insists that after obtaining the students' oral performance records, the examiners must assess students' speaking ability by considering two main methods: holistic and analytic scoring. In the holistic scoring, it is quick to give the mark as a whole, but it is suitable for informal evaluation. Although the analytic scoring takes long time because of various categories, it is more reliable and fairer than holistic scoring. Moreover, Thornbury (2005) suggests that the maximum number of categories for the analytic scoring should contain four or five categories so that the trained scorers can handle at one time.

In this study, the holistic rating scale and the analytic rating scale are used to evaluate students' speaking ability. The reason that the researcher uses the holistic rating scale is that it is quicker and less complicated. In terms of practicality, the holistic rating scale is easy for the examiners to match the oral performance of the speaker to the descriptors. In addition, it can mark an overall score or grade without complication. However, the holistic rating scale cannot cover all the minor details of students' oral performances. Moreover, it is risky for the examiners to be biased by first impression because only one score is given to the test takers. Due to the disadvantages of the holistic rating scale, the analytic rating scale is also adopted because the analytic rating scale can reflect the operations of language in responding to the tasks. Moreover, it is formal and more reliable than the holistic rating scale. Therefore, the both types of scoring are used in this study.

Assessment Criteria for Speaking Ability.

Examiners utilize two different ways to assess the students' speaking ability, the holistic rating scale and the analytic rating scale (Coombe, 2012). The decision on language testing depends on the practicality of the examiners or assessors because the holistic rating scale and analytic rating scale offer different grades or scores based on the descriptors and criteria. The differences of these scales are illustrated as follows:

For the analytic rating scale, Spratt et al. (2008) proposes criteria for assessing speaking that consists of accuracy, fluency, and pronunciation. Based on the criteria of Spratt et al. (2008), the oral performance of the students is rated into three aspects, and each aspect is divided into five levels that contain a clear-cut description for the raters. The details are presented as follows:

scores	Criteria		
	Accuracy	Fluency	Pronunciation
5	Grammatical and lexical accuracy extremely high.	Speaks fluently without hesitation or searching for words.	Very clear; stress and intonation help to make meaning clear.
4	Quite accurate; some errors, but meaning is always clear.	Some hesitation and sometimes has to search for words.	Generally clear; reasonable control of stress and intonation.
3	Frequent errors; meaning is not always clear.	Quite hesitant; limited range of vocabulary and structures.	Frequent errors; not always clear enough to understand.
2	Very frequent errors; difficulty in making meaning clear.	Extremely hesitant; very limited range of language available.	Very frequent errors; often very difficult to understand.
1	Almost unable to communicate.		

Figure 1. Analytic Rating Scale (Spratt et al., 2008)

According to Spratt et al. (2008), it is the analytic rating scale that comprises three categories of language ability. This is a good assessing scale because it does not contain over the maximum of categories for the analytic rating scale. Thornbury (2005) suggests that the analytic rating scale should not exceed four or five categories.

For the holistic rating scale, Coombe (2012) claims that a single grade or score is given by the examiners using the descriptors; the examiners match the closest performance of the test takers to the descriptors. An example of this sort of scale is presented as follows:

Scores	Band
9	Expert speaker. Speak with authority on a variety of topics. Can initiate, expand and develop a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary.
7	Good speaker. Present case clearly and logically and can develop the dialogue coherently and constructively. Rather less flexible than band 8 performer but can respond to main changes of tone or topic. Some hesitation and repetition due to a measure of language restriction but interacts effectively.
6	Competent speaker. Is able to maintain theme of dialogue, to follow topic switches and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language but these will not impede exchange of views. Show some independence in discussion with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification and similarly be asked for them. Lacks flexibility and initiative. The interviewer often has to speak rather deliberately. Cope but not with great style or interest.
4	Marginal speaker. Can maintain a dialogue but in a rather passive manner, rarely taking the initiative or guiding the discussion. Has difficulty in following English at normal speed; lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L2 accent.
3	Extremely limited speaker. Dialogue is a drawn out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on to discussion gist, without making major contribution to it.
2	Intermittent. No working facility; occasional, sporadic communication.
1	Non-speaker. Not able to understand and/or speak.

Figure 2. Holistic Rating Scale (Carroll, 1980 as cited in Coombe, 2012)

According to Carroll (1980) as cited in Coombe (2012), it is the holistic rating scale that comprises nine descriptors. It is easy and quick for the examiners to match the descriptors to the single score. However, the examiners must be careful with the risk of

“trial by first impression,” which means that the examiners may rely on first impression of the test takers because the examiners are asked to give one grade or score only.

Therefore, choosing the holistic or the analytic type is based on the examiner’s decision. If the examiners are also the interlocutors, it is very difficult to maintain the conversation and give the test takers’ score using the analytic type. According to this context, the holistic type may be more effective. However, the holistic is not as formal as the analytic type. If the examiners do not have distractions with time and a number of the test takers, the analytic type is a good choice because it contains an individual score for each of the criteria in the scale that leads to an overall score.

Digital Storytelling in EFL Classrooms

This section explores digital storytelling in EFL classrooms in two parts which include traditional storytelling and digital storytelling.

Traditional Storytelling.

Storytelling is of value when used in a school setting (Livo & Rietz, 1987). Several researchers (Livo & Rietz, 1987; March, 1986; Reineher, 1987; Tway, 1985) ascertain the effectiveness of storytelling that it plays a crucial role toward students’ language development. Reineher (1987) states that engaging the students to tell their own stories can help them to get a sense of story and awareness in speaking. March (1986) also points out that storytelling can be used to enhance students’ imaginative skills and improve a way of learning a language. In addition, storytelling is not only fostered to activate students’ imaginative skills but to develop their language abilities as well.

According to Tway (1985), storytelling is adopted as a useful way to improve speaking because students learn how to use structures while they are telling the stories. This is similar to that of Livo and Rietz (1987), who reveal that storytelling makes stories alive and accessible, and storytellers improve their confidence and speaking abilities as they experience many stories while telling stories. This means that the more the students tell stories, the more they attain speaking ability and confidence. Similarly, Harmer (2007) proposes that storytelling is one of the most effective ways in engaging the students to participate in speaking activities. The students will speak more effectively if they have opportunities to talk about their own stories. With speaking, the teachers can offer a chance for the students to tell stories based on their personal experiences. In addition, their classmates can ask questions about what happens in the stories. If the students have enough elements of language in their brain, the teachers can ask them to tell stories spontaneously. In the age of modern technology, many people utilize storytelling by combining them with digital contents in order to tell personal stories, resulting in a new way of storytelling which is called digital storytelling.

Digital Storytelling.

Digital storytelling has been adopted for several years as a result of the development of modern technology (Gray, Young & Blomfield, 2015). It involves the narration of personal stories that combines the techniques of traditional storytelling with multimedia and other digital contents. Digital storytelling is considered to be a crucial technique for communicating ideas or passing on personal stories because it is not only based on the notion of telling stories but provides various ways of learning a language, especially listening and speaking.

Digital storytelling is interpreted differently based on the contexts of the utilizers. It is mostly known as the creation of personal stories with a combination of digital contents including pictures, sound effects, texts, and music using computer software (Meadow, 2003). First of all, Rossiter and Garcia (2010) define digital storytelling as short personal multimedia stories comprising multimedia features, such as pictures, audios, and videos. This statement gives a clear-cut notion of digital storytelling that it is a product of combining multimedia in creating stories. Digital storytelling is more interesting than storytelling because it is not only a modern technique but also stimulating way of telling stories to create personal stories digitally.

Ohler (2013) also refers to digital storytelling as the use of digital technology to create personal tales combining a number of media into a consequent narrative. This definition is similar to that of Rossiter and Garcia (2010) because it restates that digital storytelling is the creation of individual stories using technology and media in narrating.

Similarly, Pappamihiel and Knight (2016) indicate that digital storytelling is the practice of combining images, music, and author's personal voice into the story that helps the teachers to productively use technology in the classroom. Pappamihiel and Knight (2016) also agree with the aforementioned definitions about the use and the practice of digital storytelling that is digitally made by each individual to convey their own stories. Moreover, they state an interesting point that digital storytelling can be used in the classroom.

Consequently, digital storytelling is an art of telling stories with a combination of digital media including pictures, recorded audios, songs, and videos. Furthermore, it is a powerful means of expressing thoughts and ideas that can be utilized to improve students' speaking ability. Especially, it provides opportunities for the students to be the

creators of the stories. This encourages the students to learn the language because sharing personal stories through the use of digital contents can improve speaking and other language components.

Nowadays, digital storytelling has been adopted to be a captivating technique for both teachers and students to use in the classroom (Brown, 2005). This is because digital storytelling is a new way of telling stories that can effectively promote language development and learning process in EFL classrooms. Compared to traditional storytelling, digital storytelling is more interesting because the audience can understand the stories easily. While they are listening to and watch digital stories, they will see pictures as well as other multimedia features and hear recorded audios of the storyteller. This is different from traditional storytelling that the audience hears only the storyteller's voice. If the audience do not have good imagination, it is difficult for them to understand the whole story.

Similarly, Gimeno-Sanz (2015) states that digital storytelling is a pedagogical technique that helps students to learn by doing. Accordingly, with the use of digital storytelling, students have a chance to form communication and transmit knowledge through telling stories. In fact, it is a way for the students to construct their own stories because the owners of the stories will create their stories. The students use their own recorded audios and other multimedia elements to form stories and present to the audience. The most important feature of digital storytelling is personal recorded audios, which are created individually. At this stage, the students have opportunities to speak English as much as possible.

In addition, Ohler (2013) and Robin (2008) conclude that teachers can use digital storytelling as an effective learning technique to make abstract or difficult

concepts more understandable and provide students a chance to discuss particular topics with friends or individuals.

That is to say, digital storytelling is a new way of telling stories that the storytellers have to create their own stories by using technology as well as digital contents. According to the advantages mentioned above, digital storytelling is of value to use in the EFL classrooms in order to improve students' speaking ability. In this study, the students use digital storytelling as a tool to learn and create personal stories digitally. The students expose many stories, and it helps them to learn the pattern of the language appeared in the stories. Moreover, the knowledge of language that they acquire in class is activated when they create their stories digitally. This indicates that the knowledge that they get in class will be stored in their brain as a long term memory because they not only learn the language from the stories but also construct their own learning through the creation of personal stories digitally (Robin, 2016). Based on the aforementioned statement, their learning is meaningful, and it results in a lifelong learning.

Related Studies

Several studies have investigated the use of digital storytelling in the English speaking classroom. The following studies showed that the use of digital storytelling in the English speaking classroom was a fruitful way to improve students' language ability in terms of grammar, vocabulary, pronunciation which led to the activation of background knowledge in English speaking ability.

A number of researchers have examined the effectiveness of digital storytelling on English speaking ability and other scopes of language proficiency. Rokni and Qarajeh

(2014) investigated the effectiveness of the two ways of storytelling on English speaking ability. The participants were 42 EFL learners aged 19 to 25 years. Participants were assigned to experimental (digital storytelling) group and control (traditional storytelling aloud) group. Quantitative data were obtained from TOEFL speaking tests whereas qualitative data were extracted from a questionnaire that was administered to both groups in order to investigate students' motivation toward digital storytelling course and traditional storytelling aloud. The result of the study revealed that the students in the experimental group outperformed the students in the control group. As a result, digital storytelling improved students' English speaking ability much more than traditional storytelling aloud. This is because the digital contents as well as personal recorded voices of digital storytelling make the stories more understandable. However, the researcher does not give much time for the students to prepare for retelling the stories after exposing to the stories. The students are asked to retell the stories orally and immediately. It seems that the researcher allows the students to learn by themselves from computer software. The students might not be successful in speaking because they have limited time to practice retelling stories; moreover, the researcher only monitors the students while learning digital storytelling from computer software. The students might have problems with difficult vocabulary and structure. Therefore, the teacher had better teach them difficult vocabulary, structure, and the process of retelling stories.

Similarly, Tahriri and Tous (2015) suggested that the way to promote EFL students' English speaking ability and motivation, students should use digital storytelling instruction. In their study, 30 intermediate EFL female students whose age ranged from 12 to 16 years were selected based on an Oxford Placement Test (OPT) and were randomly assigned to experimental (digital storytelling) group and control (non-digital)

group. Each group contained 15 participants. The researchers administered pre-and post-tests of the listening and speaking and motivation questionnaire. The result revealed that digital storytelling instruction had a positive effect on students' motivation, and it played an important role in students' English speaking ability because the students in the experimental group surpassed the control group in both listening and speaking. In this regard, the use of digital storytelling in the EFL classrooms is necessary in terms of improving students' computer skills, motivation, and English speaking ability. The reason that the experimental group students outperformed the control group students is that the multimedia features of digital storytelling help them understand well about the stories. This is different from traditional storytelling that an audience is restricted to narrators' voice only. Although the researchers employ digital storytelling as an instructional technique in the classroom, they do not pay much attention on speaking performance of the students. The participants in the study are taught and required to write what they have learned from the stories. This does not reflect students' English speaking ability. The researcher should provide opportunities for the students to speak as much as possible. In addition, the students should create their own stories by practicing out of classroom as well. This study does not conduct the experiment with a variety of participants because the researcher accepted only female, and the number of the participants was not large enough.

In addition, Malita and Martin (2010) conducted a study to investigate the use of digital storytelling in creating electronic portfolio to success in the 21st century. They found that storytelling was one of the most effective means for sharing and exchanging information. The students were assigned to reflect their ideas through storytelling because it helped students to think critically and understand factual information. In the

society of 21st century, a new technique that is used to pass along the stories is digital storytelling. With digital storytelling, students improve their communication skills, computer skills, and the other aspects of language proficiency because the students use computer to create digital storytelling as a tool to present about their stories. Therefore, when the students construct digital storytelling, students are not only technologically well-educated, but they also become designers, thinkers, and communicators. This means that the students have to make a plan, do research, shoot videos, and record their voices in order to make their own digital storytelling. One of the most effective elements of digital storytelling is multimedia contents; the multimedia elaborates students' ideas about a topic, and makes them understand the stories better than the storytellers' voice alone. However, the researchers do not tell how to choose the subjects of the study. They state that digital storytelling is used as a technique to create electronic portfolio of the students who prepare for employment, but they do not explain how to use digital storytelling in electronic portfolio. Furthermore, they indicate that digital storytelling empowers the students' language skills whereas they do not elaborate what linguistic skills improve.

To help students' English speaking ability effectively, Razmi, Pourali, and Nozad (2014) examined the use of digital storytelling on oral presentation and oral production. The participants were 60 Iranian undergraduate EFL students who were divided into two groups: 30 in the experimental group and 30 in the control group. The students in the experimental group were assigned to use PowerPoint to create stories and present them in the class, but the students in the control group were restricted to read stories and retell stories orally in front of the class. The result showed that the experimental group outperformed the control group in terms of English speaking ability and motivation. The students' English speaking ability in the experimental group is better

than that of the control group because of the effectiveness of multimedia contents and authors' recorded audios. It can be claimed that the technique of digital storytelling can improve the students' English speaking ability as it encourages the students to produce digital storytelling for an audience by learning to reflect and construct their ideas. On the contrary, the researcher does not allow the students to create their own stories. The students have to select the stories given by the researcher, and use PowerPoint to create digital storytelling through combining digital pictures, videos, sounds, and texts. It means that the students are required to use PowerPoint as a tool to present a particular topic. It would be better if the students create authentic digital storytelling that can be uploaded on website. Without the owner of the PowerPoint, nobody can understand what the story is. This is different from authentic digital storytelling. Without the story creator, the audience can understand the stories because in authentic digital storytelling, it is included digital contents and other multimedia features, especially the narrator's recorded voice.

Moreover, Gimeno-Sanz (2015) conducted a study to investigate the benefits of digital storytelling in English for Specific Purposes. A group of 26 undergraduate students studying Technical English in Spain participated in the study. All of the participants were assigned to create a digital storytelling project and share their stories on University's Learning Management System. The data were analyzed from pre- and post-surveys to gather information on how students perceived the experience and the improvement in language performance. The result of the study revealed that there were several skills improved during the process of digital storytelling including pronunciation, speaking, listening, and so on. Thus, using digital storytelling is an effective technique for learning a language. This is because digital storytelling contains a variety of multimedia contents and the narrator's voices that is rarely found in a traditional storytelling. With

digital storytelling, students are exposed to pictures, audios, and videos, which help their learning to be more successful. However, the researcher does not explain how to measure linguistics and non-linguistics skills, such as pronunciation, speaking, writing, and reading. He distributes the survey to get the information whether students' linguistics skills improve or not. This does not justify whether the students' language skills are fostered.

In another case, Somdee and Suppatseree (2012) conducted a study to investigate the utility of digital storytelling as an instructional technique for 50 Thai undergraduate students who enrolled in the English compulsory course at Suranaree University of Technology, Thailand. The study was a quasi-experimental research in the form of one group pre- and post-test design. The participants' English speaking ability was assessed before and after using digital storytelling website. Then, the participants created their own stories and shared the videos of their stories on website. The result indicated that digital storytelling could be used as an effective technique to improve speaking skills and promote positive attitude toward creating stories using digital storytelling website. In this study, the use of digital storytelling is successful because students have a chance to learn through authentic digital storytelling, and they have to construct their own stories. This technique is beneficial because the students gain knowledge from the story that they make. The most important element of their digital storytelling is their voices that are used to narrate stories. On the other hand, the researcher promotes self-directed learning by assigning the students to learn by themselves via website. Learning digital storytelling through a website is a good idea but it is not successful for irresponsible students. Moreover, the researcher will not know whether the students study the given lesson or not. It is a time-consuming process

because the students are required to create their own digital storytelling using advanced program like Movie Maker. The students may put more emphasis on technology than speaking. Some students might have good English speaking ability, but they could not express their stories on that program.

According to the results from the studies discussed above, it can be concluded that applying digital storytelling in the classroom can help teachers to make the students more understandable because digital storytelling combines several multimedia features such as recorded audios, pictures, and videos that have an impact on students' cognition and motivation to learn the language. The students also have a chance to create their own stories by working in a group and as an individual for developing English speaking ability. On the other hand, little attention has been paid to the effectiveness of digital storytelling on enhancing students' English speaking ability and confidence in speaking English in the context of secondary level. To fill the gap of the previous studies, the researcher aims to use digital storytelling in the classroom as a pedagogical technique and engages the students to create their own stories using the pattern of digital storytelling in terms of combining numerous multimedia elements such as videos, pictures, and author's recorded audios in order to enhance English speaking ability and level of confidence in speaking English.

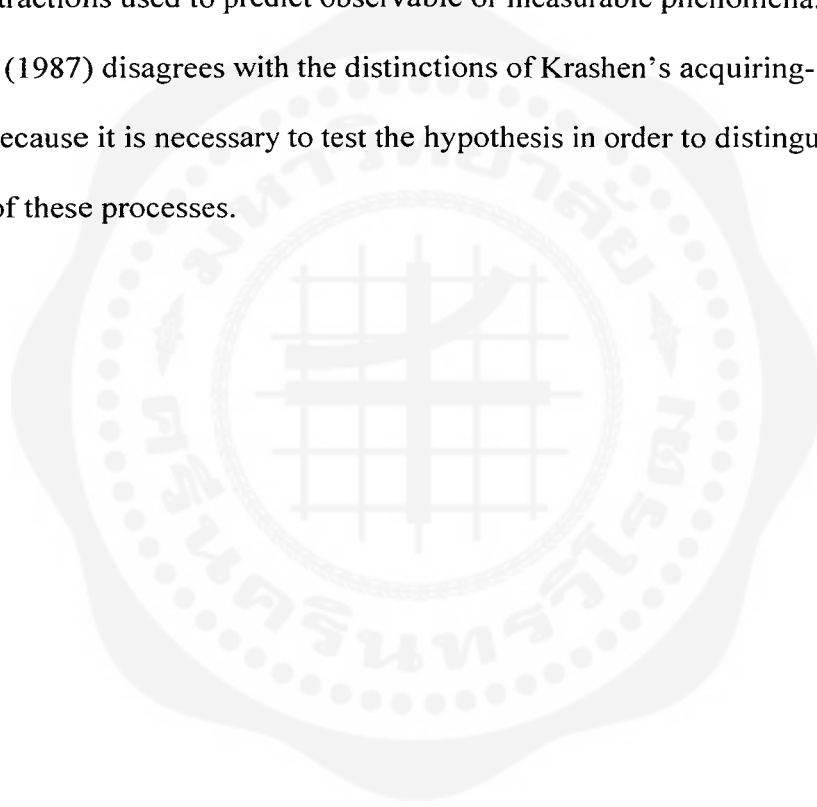
Theoretical Framework

Language Learning Theory.

One of the most fundamental hypotheses of Krashen is the acquisition-learning hypothesis. According to a hypothesis in second language acquisition, Krashen (2013) claims that students foster two different ways to improve language skills: learning and acquisition. The first way is acquisition, a subconscious process, which students obtain the target language without being aware (Krashen, 1987). This process is similar to the process that children utilize to acquire their first language. The acquirers of a language are not aware that they acquire the language, but they are aware that they use the language for communication. This means that if the children who acquire the language are asked to explain the grammatical rules of the given utterance, they cannot explicitly explain the grammaticality of the language because they intuitively acquire the language without being aware of the grammaticality.

The second way is learning, a conscious process, which students develop second or foreign language competence. This process is different from language acquisition. The students learn the language by being aware of the rules and are able to explain the knowledge of the language. Moreover, an explicit teaching is used to engage the students to use the grammatical rules to a similar context. Krashen (1987) reveals that language learning is “know-about” knowledge that may not be changed into language acquisition. Moreover, he believes that the fluency of second or foreign language that involves in producing utterances is based on language acquisition. This indicates that language learners must be involved in an acquiring process as much as possible (Brown, 2000).

Based on the statement mentioned above, McLaughlin (1987) criticizes that it is subjective to determine whether acquisition or learning is related to the utterances of the language; furthermore, there must be an objective way to determine what acquisition is and what learning is. Krashen (1979) argues that it is no point considering whether acquisition or learning is subjective or objective because there are many phenomena that are predicted by abstractions. He compares his hypothesis to cognitive psychology that involves abstractions used to predict observable or measurable phenomena. However, McLaughlin (1987) disagrees with the distinctions of Krashen's acquiring-learning hypothesis because it is necessary to test the hypothesis in order to distinguish the differences of these processes.



Application in This Study.

On the basis of the theoretical framework of Krashen's acquisition-learning hypothesis, students use both conscious and subconscious processes in learning a language. Students learn the structure of the language when they listen to and watch digital storytelling consciously. After the lesson, the students are asked to retell the stories. Moreover, they are assigned to create their own stories digitally. At this state, the students acquire the language because the more students are exposed to the stories, the more they acquire vocabulary, structure, and other scopes of language competency.

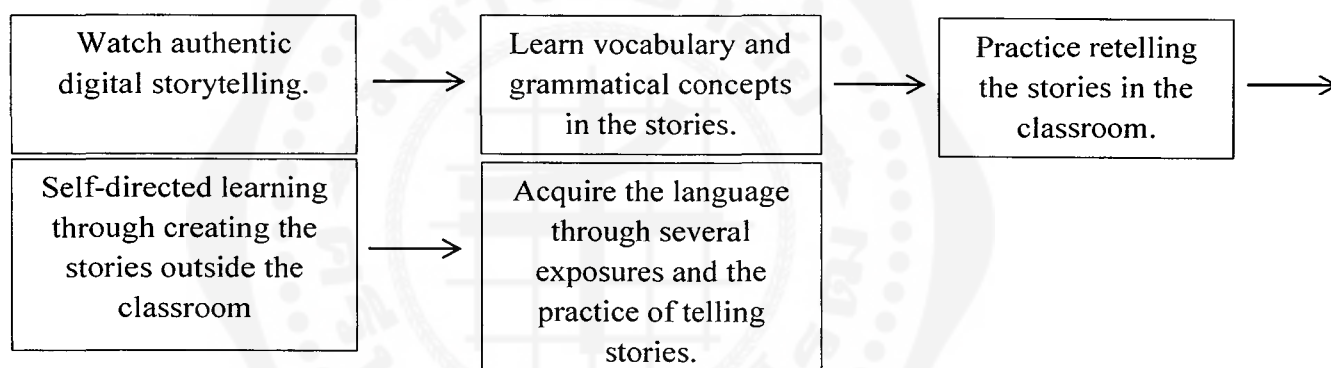


Figure 3. Application of Theoretical Framework

Conceptual Framework

The researcher compares students' English speaking ability before and after learning by using digital storytelling and examines students' confidence in speaking.

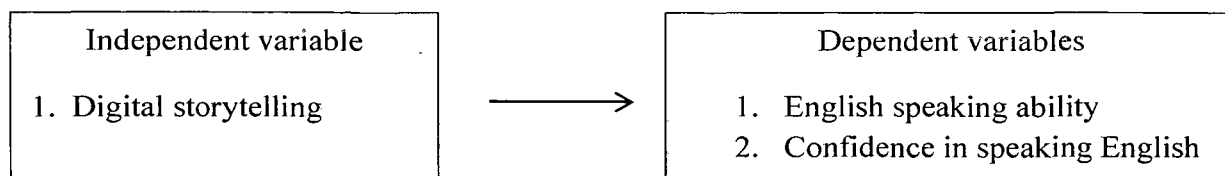


Figure 4. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, procedures used in conducting the present study are detailed to examine the use of digital storytelling in fostering English speaking ability and confidence in speaking English of Thai secondary students. The procedures of the study begin with research design, participants, instrumentation, research instruments, data collection, and data analysis.

Research Design

This study was conducted in an EFL secondary context. It aimed to investigate the effectiveness of digital storytelling to enhance Thai EFL secondary students' English speaking ability and to increase their confidence in speaking English. The study was a quasi-experimental research in the design of one group pre-and post-tests with both qualitative and quantitative data analyses. The experiment lasted for eight weeks. Forty participants were selected. The participants' speaking ability was assessed before and after using digital storytelling. In all, 20 participants were randomly selected to express their reactions through an interview about confidence in speaking English after using digital storytelling.

To answer research question 1, the quantitative data were obtained from the students' score of pre-and post-speaking tests. The scores were analyzed via a dependent *t*-test.

To answer research question 2, the qualitative data were gained from an interview of the 20 randomized students to find out their reactions towards the use of digital storytelling to improve their confidence in speaking English. The data were analyzed via content analysis.

Participants

This study comprised 40 participants studying at secondary school that took English speaking class and were selected via purposive sampling method. The participants were divided into two groups of 20 participants and were equally treated. Their ages ranged from 16 to 17 years. The participants had a pre-intermediate level of English proficiency, and they shared the similarity of language ability. The researcher kept the class size small to be easy to access the students. Suksiripakonchai (2014) suggested that the number of students in an English speaking class should be around 20 so that the interactions of the students and the teachers would not be difficult.

Treatment

The digital storytelling was an authentic digital storytelling that the researcher selected to teach in the class as an instructional technique. This authentic digital storytelling was consisted of six topics. The students were required to listen to and watch the stories from the authentic digital storytelling in the classroom, and they were assigned

to create their digital storytelling outside the classroom. They had to send their tasks via e-mail.

Instrumentation

Lesson Plans.

In this study, three lesson plans were adopted as a road map to instruct the students. One lesson plan was used for two weeks and the class met two periods per week (50 minutes per period). The lesson plans were designed based on the language functions that were related to the course objectives. Three steps were used: pre-speaking, while-speaking, and post-speaking to instruct the students in each lesson plan. Three experts were asked to assess the lesson plans in order to check the content validity. The lesson plans were piloted with Grade 11 students who were not the participants in the study in order to calculate the reliability using Cronbach's (1951) Alfa Coefficient method.

Pre-and Post-Speaking Tests.

Key English Test.

The researcher used *Key English Test* (Cambridge English preliminary for schools, 2012). The speaking test comprised two parts. The first part lasted for five to six minutes, and the second part lasted for three to four minutes. In the first part, the participants were asked to talk about their personal information, and then talk to their interlocutors based on a given situation. During the conversation, an oral performance record was administered so that it could be rated later. The reason that the researcher used this speaking test was because it evaluated the secondary students' English speaking

ability directly. Moreover, it was the requirement of the school to use the standardized test to assess the students' speaking.

Scoring Rubric.

Speaking assessment was used in order to measure the students' speaking ability. Speaking assessment (Cambridge English preliminary for schools, 2012) contained checklist of conversation performance, such as grammar and vocabulary, pronunciation, and interactive communication in order to minimize the subjectivity of the raters. Burns and Richards (2012) suggested that the use of rating criteria and speaking performance descriptors in the form of speaking scales or check-lists was able to construct validity of assessing speaking.

Confidence in Speaking English Questionnaire.

The research used a 12-item-Likert scale questionnaire (adapted from Griffiee, 1997) to investigate students' confidence in speaking English. Griffiee (1997) revealed that his questionnaire had satisfactory validity and reliability. The questionnaire comprised three aspects of confidence in speaking English, which were ability, assurance, and willing engagement. This questionnaire was adapted by the researcher according to these three aspects of confidence and it also fitted the research question of this study. Three experts were asked to investigate the questions through the Index of Item-Objective Congruence (IOC) to check the content validity. The questionnaire items were piloted with Grade 11 students who were not the participants in the study to evaluate the reliability using Cronbach's (1951) Alfa Coefficient method.

Semi-Structured Interview.

To investigate students' confidence in speaking English through the use of digital storytelling, a semi-structured interview was administered at last. Twenty students were randomly selected to be interviewed in order to find out the effectiveness of digital storytelling on confidence in speaking English. Three experts were asked to investigate the questions through the Index of Item-Objective Congruence (IOC) to check the content validity of the interviewed questions. The questions for the interview were piloted with Grade 11 students who were not the participants in the study to evaluate the reliability using Cronbach's (1951) Alfa Coefficient method.

Raters

A native speaker of English, a second language speaker of English, and a foreign language speaker of English were asked to evaluate the speaking ability of the participants. All of the raters had taught English for several years.

Data Collection

The data used in this study were obtained from the students studying in speaking class at Saipanya Rangsit School. The pretest was administered to the students one week before the digital storytelling began, and the posttest was administered one week after the course ended. Twenty students were selected to complete a semi-structured interview on the same day they took the posttest. This study was conducted in the first semester of the 2017 academic year.

Data Analysis

Quantitative Data Analysis.

The data were collected through an oral performance record. Then, descriptive statistics was used to analyze the quantitative data. The dependent *t*-test was used to compare the mean scores of the pre- and post-tests. To assure if the difference between digital storytelling and speaking ability was statistically significant, the *p* value level of .05 was used for all statistical tests.

Qualitative Data Analysis.

To gain in-depth information about the students' confidence in speaking English towards digital storytelling, an interview was administered and recorded. In this study, the researcher randomly selected 20 students to be interviewed five minutes for each student in order to collect detailed information about their confidence in speaking English. The data obtained from the interview were transcribed into a theme immediately after interviewing.

Summary

The study aimed to examine whether the use of digital storytelling improved Grade 11 students' English speaking ability. It was conducted with 40 students for eight weeks. The researcher compared the students' mean scores before and after learning through digital storytelling. The students' confidence towards learning through digital storytelling was examined by interviewing randomized students of 20. The findings will be presented in the next chapter.

CHAPTER IV

FINDINGS

This chapter reports the findings based on two research questions. The first research question was to investigate the effectiveness of digital storytelling on Grade 11 students' English speaking ability. The quantitative results obtained from the pretest and posttest mean scores were used to answer this research question. The second research question was to investigate Grade 11 students' confidence in speaking English. The information obtained from the questionnaire and the interview was transcribed into a theme to answer this research question. The findings regarding the effectiveness of digital storytelling on English speaking ability and confidence in speaking English of Grade 11 students are presented into two parts. The first part is to answer research question 1, and the second part is to answer research question 2.

Research Question 1: *To what extent does learning English through digital storytelling improve the students' English speaking ability?*

Table 1

Tests of Normality

Categories	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1. Grammar and Vocabulary	.285	40	.000	.773	40	.000
2. Pronunciation	.367	40	.000	.687	40	.000
3. Interactive communication	.226	40	.000	.877	40	.000
4. Global achievement	.253	40	.000	.808	40	.000
5. Overall English speaking ability	.233	40	.000	.913	40	.005

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 1 demonstrates distribution of the data from five categories of the participants' English speaking ability in the study. It is clear that the distributed data are in the shape of a normal bell shape. This meant that the data from five categories of English speaking ability met the assumption of normal distribution. Therefore, a dependent *t*-test can be utilized to compare the differences of the participants' English speaking ability mean scores.

A dependent *t*-test was employed to compare the mean scores of English speaking ability before and after the implementation of digital storytelling. As presented in Table 2, the dependent *t*-test revealed a significant difference in the pretest mean scores of English speaking ability ($M = 7.77, SD = 2.05, t_{39} = -54.55$) and the posttest mean scores of English speaking ability ($M = 14.25, SD = 2.20, t_{39} = -54.55$). This indicated that the students demonstrated higher ability in the posttest than in the pretest ($MD = 0.15, p = .00$). As a result, the null hypothesis that there would be no significant difference in the mean scores of English speaking ability before and after the implementation of digital storytelling was rejected.

Table 2

Findings from English Speaking Ability Test Scores

English Speaking Ability Test (Total scores = 20 points)	Min	Max	Mean Scores (\bar{X})	SD	Mean Difference	t	df	Sig.
Pretest	4	12	7.77	2.05	6.48	-54.55	39	.000*
Posttest	10	18	14.25	2.20				

* $p < .05, n = 40$

The total score of English speaking ability test was 20 points. The 20 points were from four criteria of English speaking ability, each criterion provided five points, which were grammar and vocabulary, pronunciation, interactive communication, and global achievement.

From Table 2, in the pretest, the minimum score was four points out of 20 points, and the maximum score was 12 points out of 20 points. In the posttest, the minimum score was 10 points out of 20 points, and the maximum score was 18 points out of 20 points. The students' posttest mean scores ($M = 14.25$, $SD = 2.20$, $t_{39} = -54.55$, $p = .00$) were significantly higher than the pretest mean scores ($M = 7.77$, $SD = 2.05$). The mean difference was 6.48, and the t -value was -54.55 with a degree of freedom of 39 ($n = 40$). These scores showed that it was statistically significant between digital storytelling and English speaking ability at a significant level ($p = .00$). Therefore, the null hypothesis was rejected, and the first hypothesis was accepted as students' English speaking ability improved after learning through digital storytelling.

Table 3 displays the minimum and maximum values, mean scores, standard deviations, mean difference, degree of freedom, and a dependent t -test of pretest and posttest for grammar and vocabulary.

Table 3

Findings from English Speaking Ability Test Scores in Terms of Grammar and Vocabulary

Grammar and vocabulary (Total scores = 5 points)	Min	Max	Mean Scores (\bar{X})	SD	Mean Difference	t	df	Sig.
Pretest	1	3	2.07	0.76	1.25	-16.01	39	.000*
Posttest	2	4	3.32	0.69				

* $p < .05$, $n = 40$

According to Table 3, in the pretest, the minimum score was one point out of five points, and the maximum score was three points out of five points. In the posttest, the minimum score was two points out of five points, and the maximum score was four points out of five points. The students' posttest mean scores ($M = 3.32$, $SD = 0.69$, $t_{39} = -16.01$, $p = .00$) were significantly higher than the pretest mean scores ($M = 2.07$, $SD =$

0.76). The mean difference was 1.25, and the t -value was -16.01 with a degree of freedom of 39 ($n = 40$). Therefore, the statistics revealed that the students gained higher scores of English speaking ability in terms of grammar and vocabulary after learning through digital storytelling.

Table 4 displays the minimum and maximum values, mean scores, standard deviations, mean difference, degree of freedom, and a dependent t -test of pretest and posttest for pronunciation.

Table 4

Findings from English Speaking Ability Test Scores in Terms of Pronunciation

Pronunciation (Total scores = 5 points)	Min	Max	Mean Scores (\bar{X})	SD	Mean Difference	t	df	Sig.
Pretest	1	2	1.52	0.50	2.03	-	39	.000*
Posttest	3	4	3.55	0.55				

* $p < .05$, $n = 40$

According to Table 4, in the pretest, the minimum score was one point out of five points, and the maximum score was two points out of five points. In the posttest, the minimum score was three points out of five points, and the maximum score was four points out of five points. The students' posttest mean scores ($M = 3.55$, $SD = 0.55$, $t_{39} = -20.66$, $p = .00$) were significantly higher than the pretest mean scores ($M = 1.52$, $SD = 0.50$). The mean difference was 2.03, and the t -value was -20.66 with a degree of freedom of 39 ($n = 40$). Therefore, the statistics revealed that the students gained higher scores of English speaking ability in terms of pronunciation after learning through digital storytelling.

Table 5 displays the minimum and maximum values, mean scores, standard deviations, mean difference, degree of freedom, and a dependent t -test of pretest and posttest for interactive communication.

Table 5

Findings from English Speaking Ability Test Scores in Terms of Interactive Communication

Interactive communication (Total scores = 5 points)	Min	Max	Mean Scores (\bar{X})	SD	Mean Difference	t	df	Sig.
Pretest	1	4	2.15	1.00	1.27	-15.94	39	.000*
Posttest	2	5	3.42	0.95				

* $p < .05$, $n = 40$

According to Table 5, in the pretest, the minimum score was one point out of five points, and the maximum score was four points out of five points. In the posttest, the minimum score was two points out of five points, and the maximum score was five points out of five points. The students' posttest mean scores ($M = 3.42$, $SD = 0.95$, $t_{39} = -15.94$, $p = .00$) were significantly higher than the pretest mean scores ($M = 2.15$, $SD = 1.00$). The mean difference was 1.27, and the t -value was -15.94 with a degree of freedom of 39 ($n = 40$). Therefore, the statistics revealed that the students gained higher scores of English speaking ability in terms of interactive communication after learning through digital storytelling.

Table 6 displays the minimum and maximum values, mean scores, standard deviations, mean difference, degree of freedom, and a dependent t -test of pretest and posttest for global achievement.

Table 6

Findings from English Speaking Ability Test Scores in Terms of Global Achievement

Global achievement (Total scores = 5 points)	Min	Max	Mean Scores (\bar{X})	S.D	Mean Difference	t	df	Sig.
Pretest	1	4	2.02	0.86	1.93	-45.64	39	.000*
Posttest	3	5	3.95	0.71				

* $p < .05$, $n = 40$

According to Table 6, in the pretest, the minimum score was one point out of five points, and the maximum score was four points out of five points. In the posttest, the minimum score was three points out of five points, and the maximum score was five points out of five points. The students' posttest mean scores ($M = 3.95$, $SD = 0.71$, $t_{39} = -45.64$, $p = .00$) were significantly higher than the pretest mean scores ($M = 2.02$, $SD = 0.86$). The mean difference was 1.93, and the t -value was -45.64 with a degree of freedom of 39 ($n = 40$). Therefore, the statistics revealed that the students gained higher scores of English speaking ability in terms of global achievement after learning through digital storytelling.

The comparison of mean scores and standard deviations from students' English speaking ability in all four criteria was summarized and displayed below.

Table 7

The Comparison of Mean Scores and Standard Deviations from Students' English Speaking Ability

English speaking ability	Pretest		Posttest		Mean Difference	t	Sig.
	Mean Scores (\bar{X})	SD	Mean Scores (\bar{X})	SD			
1. Grammar and vocabulary	2.07	0.76	3.32	0.69	1.25	-16.01	.000*
2. Pronunciation	1.52	0.50	3.55	0.55	2.03	-20.66	.000*
3. Interactive communication	2.15	1.00	3.42	0.95	1.27	-15.94	.000*
4. Global achievement	2.02	0.86	3.95	0.71	1.93	-45.64	.000*

* $p < .05$, $n = 40$, $df = 39$

In considering separately the highest to the lowest mean difference, it could be said that students obtained the highest mean scores in the criterion of pronunciation ($MD = 2.03$), followed by global achievement ($MD = 1.93$), interactive communication ($MD = 1.27$), and grammar and vocabulary ($MD = 1.25$) respectively.

In the pretest, interactive communication criterion was the highest mean scores of all four criteria. From the researcher observation, the students spoke English actively when they communicated with their interlocutors. However, in the posttest, every criterion was higher than that of the pretest especially, in terms of global achievement that the researcher evaluated the overall English speaking ability of all students. This was because students were asked to listen to and create their own digital stories that helped them enhance the overall English speaking ability effectively. Consequently, in the posttest, it revealed that the criterion of pronunciation had the highest mean difference when compared to the pretest mean scores. This indicated that the students improved their English speaking ability in terms of pronunciation the most and it was followed by global achievement, interactive communication, and grammar and vocabulary respectively.

In conclusion, students' English speaking ability in terms of pronunciation improved the most of all four criteria. Moreover, the posttest mean scores were significantly higher than the pretest mean scores. Therefore, the findings of this study supported that digital storytelling could enhance students' English speaking ability at the significant level of .05.

Research Question 2: *To what extent does digital storytelling foster the students' confidence in speaking English?*

The second research question was concerned with the students' confidence towards the use of digital storytelling. To examine students' confidence in speaking English towards the use of digital storytelling, the researcher used a questionnaire to examine students' confidence in speaking English. The questionnaire composed of 12 statements, which revealed general confidence in speaking English after learning through digital storytelling. The following Table 8 reports mean scores, standard deviations, and level of confidence.

Table 8

Findings from Students' Confidence in Speaking English Questionnaire

Questionnaire Items	(\bar{X})	SD	Level of Confidence
1. I can be interviewed in English after learning through digital storytelling.	3.30	0.64	Average
2. I would like to study abroad or in an English speaking country after learning through digital storytelling.	2.55	1.21	Average
3. I like speaking English after learning through digital storytelling.	4.17	0.81	Above Average
4. I can discuss in English with native speakers after learning through digital storytelling.	2.77	0.76	Average
5. After learning through digital storytelling, I feel cheerful when I speak English.	3.82	0.81	Above Average
6. I can speak English easily after learning through digital storytelling.	3.42	0.93	Average
7. I can show an English speaking visitor around my school and answer questions.	3.47	0.55	Above Average
8. I say something to other people in English every day after learning through digital storytelling.	4.32	0.57	Above Average
9. I can give my opinion in English when talking to English speaking people after learning through digital storytelling.	3.47	0.87	Average
10. I look for chances to speak English after learning through digital storytelling.	4.42	0.50	Above Average
11. I am willing to speak to a group of people in English after learning through digital storytelling.	4.55	0.50	Very High
12. After learning through digital storytelling, I am relaxed when speaking English.	4.07	0.76	Above Average
Total Mean Scores	3.67	0.74	

Notes: 1. The agreement of this questionnaire was classified into five levels according to

Likert 5-point scale: 5 = Very High, 4= Above Average, 3 = Average, 2 = Below Average, and 1 = Very Low.

2. The mean scores of confidence scale were interpreted below (Paranapiti, 2014).

4.51-5.00	Very High
3.51-4.50	Above Average
2.51-3.50	Average
1.51-2.50	Below Average
1.00-1.50	Very Low

In Table 8, the total mean score was 3.67. This indicated that the overall mean score of students' confidence in speaking English was at the above average level. Moreover, considering each questionnaire item, it showed that questionnaire item 11, *I am willing to speak to a group of people in English after learning through digital storytelling*, had the highest mean score. The questionnaire item 2, *I would like to study abroad or in an English speaking country after learning through digital storytelling*, had the lowest mean score.

The findings of the questionnaire could be categorized into three themes: ability, assurance, and willing engagement. According to Griffiee (1997), he defined ability as a command of language in terms of grammar, vocabulary, and pronunciation, assurance as a feeling of security and comfort in speaking, and willing engagement as being glad to speak English to English speaking people.

In the ability theme, four questionnaire items (1, 4, 7, 9) were categorized into this theme. The mean score of the statement *I can be interview in English after learning through digital storytelling* (questionnaire item 1) was 3.30 which was at the average level. Questionnaire item 4, *I can show an English speaking visitor around my school*

and answer questions, earned 3.47 mean scores which were at the above average level. Questionnaire item 4, *I can discuss in English with native speakers after learning through digital storytelling*, reflected the lowest mean score of 2.77 in terms of ability theme. Questionnaire item 9, *I can give my opinion in English when talking to English speaking people after learning through digital storytelling*, earned the mean score of 3.47 which was at the average level. It could be said that there were no questionnaire items that were below the average level in this category. Moreover, the mean score of this theme reported that the more mean scores they earned, the more confident they became.

The second theme was assurance. Four questionnaire items (3, 6, 11, 12) were categorized into this theme. It was found that questionnaire item 11, *I am willing to speak to a group of people in English after learning through digital storytelling*, had the highest mean score of 4.55, which was at the very high level. The second highest mean score of 4.17 was questionnaire item 3, *I like speaking English after learning through digital storytelling*, which was at the above average level. The third highest mean score of 4.07 was questionnaire item 12, *After learning through digital storytelling, I am relaxed when speaking English*, which was at the above average level. Finally, the lowest mean score of 3.42 was found in the questionnaire item 6, *I can speak English easily after learning through digital storytelling*. The findings showed that students felt comfortable to speak English as the level of confidence varied from the average to very high level. This meant that if they felt comfortable to speak, their anxiety would decrease and it was a contributor to confidence in speaking English.

The final theme was willing engagement. Four questionnaire items (2, 5, 8, 10) were categorized into this theme. It was found that ranking the lowest to the highest mean score, questionnaire item 2, *I would like to study abroad or in an English speaking*

country after learning through digital storytelling, had the lowest mean score of 2.55, which was at the average level. The second lowest mean score of 3.82 was questionnaire item 5, *After learning through digital storytelling, I feel cheerful when I speak English*, which was at the above average level. The third lowest mean score of 4.32 was questionnaire item 8, *I say something to other people in English every day after learning through digital storytelling*, which was at the above average level. Finally, the highest mean score of 4.42 was questionnaire item 10, *I look for chances to speak English after learning through digital storytelling*, which was at the above average level. All in all, the mean score of this theme indicated that students were willing to speak English as every item was at the average to above average level.

It could be concluded that students' confidence in speaking was concerned with several aspects. In this study, there were three aspects including ability, assurance, and willing engagement. A good command of a language was considered to be an aspect that affected confidence in speaking. Students who had good competency of language skills could speak English excellently and confidently. Similarly, a good command of language skills resulted in a feeling of comfort or security to use the target language. Students who held good language ability would use the target language without hesitation and anxiety. Finally, they would be glad to speak with other people.

The researcher constructed a semi-structured interview question to interview 20 randomized students. Four questions were employed to reveal students' perception about confidence in speaking English. The findings of the interview were outlined below.

1. How do you think that digital storytelling can help you to overcome your fear and become more confident?

Most students (80%) said that they liked digital storytelling because they had opportunities to learn through the use of authentic materials. They listened to the audio which enhanced their pronunciation and vocabulary. Moreover, they also had a chance to create their own stories digitally. At this state, they could practice speaking as they had to record their voices into digital stories. These students confirmed that their anxiety about speaking gradually decreased because they were not worried about making mistakes or felt embarrassed. Some examples of the students' perception about confidence were presented below.

Student 6 "I really liked digital storytelling because I could speak a lot, and the topic that I was talking was about me, so I did not have to worry or panic. On the other hand, I had more confidence."

Student 11 "Digital storytelling could help to decrease anxiety about using the target language. It provided me time to prepare my script before I recorded myself. This helped me a lot when I practiced speaking."

However, some students (20%) did not have positive perception about confidence towards digital storytelling. They thought that digital storytelling was a time consuming process. In addition, they did not desire to use technology to improve their speaking ability.

Student 8 “I did not want to use technology to improve my language. I thought that technology was complicated. I just wanted to speak, but I did not want to create stories digitally.”

Student 15 “ I think that digital storytelling was not a good idea to be used in a speaking classroom because I focused on technology so much that I did not pay attention to speaking.”

2. To what extent does digital storytelling improve your confidence in speaking English?

Most students (90%) revealed that digital storytelling could improve their confidence in speaking as they had a chance to learn vocabulary, structures, and contents of the sample stories before they were assigned to create their own stories digitally. Students' confidence increased according to several exposures of the target language both inside and outside the classroom. Moreover, the stories that students were creating were based upon their interest. This was one of the most important factors that drove them to practice speaking because they spoke what was related to their interest. Some examples of the students' perception about confidence were presented below.

Student 35 “I had confidence when I recorded my voice to be part of digital storytelling. I was not worried about my speaking because I could replay what I was saying, and rerecorded if there were any mistakes. Furthermore, I learned the language from my own mistakes as well.”

Student 39 “Digital storytelling made me confident a lot. I learned grammar, vocabulary, and pronunciation from it. I imitated how to pronounce, and guessed the meaning of vocabulary by looking at the pictures displayed in the stories. This helped me when I had to create my digital storytelling.”

However, some students (10%) argued that digital storytelling was not of value. They thought that it was totally different when they had to speak in real life. They preferred talking face to face to recording their voices.

Student 1 “I did not want to record my voice, and I wanted to speak with the real person in the real situation.”

Student 5 “I wanted someone to correct my errors immediately when I made mistakes. If I recorded my voice into digital storytelling, I was not sure whether my pronunciation and other scopes of language proficiency were correct or not. I had to wait until the audience or viewers gave comments. That was a waste of time.”

3. Which parts of digital storytelling improve your confidence in speaking English?

Most students (90%) said that several parts of digital storytelling enhanced their confidence in speaking English. In particular, digital storytelling comprised pictures, videos, and audios. Therefore, when they watched authentic digital storytelling from teachers. They perceived how to pronounce and how to use sentences in their conversation. The students agreed that author’s audio was the most critical part in terms of improving their English speaking ability and confidence. They reasoned that they had to speak repeatedly until they were satisfied, and this made them confident when they

delivered their speech or talked to their interlocutors. Some examples of the students' perception about confidence were presented below.

Student 24 "When I studied in the classroom, the teacher instructed me to use authentic digital storytelling which I saw multimedia features that helped me learn the language in the story understandably; moreover, I had ideas to create my own stories that I did not have to worry about the language usage because I had already seen the example in the classroom."

Student 29 "The video and the voice of the autor in the story encoraged me to speak confidently because I used some words and patterns of those sentences when I had to speak with my friends."

On the contrary, some students (10%) did not quite agree that digital storytelling fostered their confidence in speaking English . The record of personal audios was crucial for the improvement of confidence because students could learn by trial and error, and they did not have to worry about their mistakes. However, they stated that language ability was the most important factor that affected confidence in speaking English. If their competency of the language was good, they were confident when they spoke both in the public and in private.

Student 17 "I did not totally agree that digital storytelling completely developed my confidence in speaking; I was not anxious or worried when I delivered my specch because I had a good command of language."

Student 20 "I did not panic when I recorded my voice into my own digital storytelling; however, I felt a bit worried when I spoke with the real person."

4. To what extent does digital storytelling motivate you to speak the target language?

Many students (95%) confirmed that digital storytelling changed the way that they learned the language. Reluctant students became sociable and participated a lot in creating their digital stories. In addition, students felt so proud when they presented and shared their stories with their friends. Digital storytelling encouraged them to create more stories to share for their audiences. They thought that creating digital storytelling was enjoyable. The more they created stories, the more they had a chance to speak. This indicated that digital storytelling motivated them to create more stories, and they could learn the language in the story that paved the way for their intrinsic motivation to learn the target language. Some examples of the students' perception about confidence were presented below.

Student 14 "When I created the first story, I was very appreciated of my product and wanted to create the next story for my audience in order to share experience."

Student 21 "I was looking forward to creating a lot of stories because it inspired me to learn the language, and I had a chance to explore new things that were useful for me."

However, some students (5%) said that they were not sure whether digital storytelling motivated them to learn the target language. These students had problems with time. They said that if they had time, they would create digital storytelling in order to enhance their language ability.

Student 2 “I was not sure that I would create my story digitally. I probably used another way to improve my language skills because I had to spend much time working on digital storytelling.”

Student 8 “Digital storytelling was not a bad way of learning the language, but I had problem about time as I had to spend much time creating stories. I wanted to try another way that was quicker and more effective than this method.”

According to the findings of the interview earlier, it could be categorized in to three themes which were anxiety, willingness to communicate, and motivation. As could be seen in the aforementioned excerpts, these three themes were contributed to students' confidence in speaking English.

The first theme was anxiety. Anxiety was a main element which affected students' performance both listening and speaking. Students who had high anxiety would keep silent when they spoke in English. In addition, speaking was the most anxiety-provoking which impacted students' confidence. When students experienced confidence in speaking, their anxiety in speaking decreased as could be seen from the way they spoke. They would not keep silent but delivered their oral performance fluently. In this study, students were confident to speak English after the use of digital storytelling. Digital storytelling provided them a chance to speak in the form of recorded audios which there was no one laughed at them when they spoke something incorrectly.

The second theme was willingness to communicate. The use of the target language referred to willingness to communicate (WTC). Students with willingness to communicate were able to use the target language communicatively such as meeting new people, travelling, as well as using a language in a job. This meant that willingness to

communicate was adopted as a means of interpersonal communication. In this study, students possessed willingness to communicate because they were ready to communicate in English. The evidence could be seen from students' products that they created digital storytelling to share with their classmates, and the activities both inside and outside the classroom. Students spoke a lot during the time that they were instructed through digital storytelling. Furthermore, they achieved the goal of willingness to communicate because they became autonomous learners when they used the target language authentically and communicatively out of the classroom.

The final theme was motivation. Motivation was a psychological factor that drove students to achieve a goal and make an effort to learn the target language. Motivation was considered to be one of the key factors to success of language learning. In general, students had both integrative motivation (personal interest to learn a language), and instrumental motivation (the advantages of language learning). In this study, students were interested in creating digital storytelling after learning, and this indicated that they had integrative motivation which intrinsically led them to do what they were interested in. On the contrary, some students learned a language because they wished to have a good grade or a reason for concrete rewards, but they did not want to create stories digitally anymore. It could be said that both groups of the students used digital storytelling as integrative and instrumental motivation.

All in all, students' perception about confidence in speaking was positive. They strongly agreed that digital storytelling enabled them to speak English confidently. Moreover, they said that digital storytelling increased their confidence in speaking English because they had opportunities to practice and learn the language by themselves. Digital storytelling enhanced students' English speaking ability in general and confidence

in speaking English in particular. Additionally, it was found that there were many factors affecting students' confidence in speaking English such as anxiety, willingness to communicate, and motivation. These factors affected the way that students spoke English.

Summary

This chapter presented the results of the study focusing on the effectiveness of digital storytelling on Grade 11 students' English speaking ability and confidence in speaking English. The results were provided to answer two research questions: (a) to what extent does learning English through digital storytelling improve students' English speaking ability and (b) to what extent does digital storytelling foster students' confidence in speaking English.

It was found from the *Key English Test* that the students gained higher means scores of the posttest than those of the pretest. Similarly, the results from a questionnaire and a semi-structured interview indicated that the students had positive perceptions through the use of digital storytelling as a pedagogical technique to improve their English speaking ability and confidence in speaking English.

To summarize, using digital storytelling was effective to improve students' English speaking ability. Moreover, the students had positive perception after learning through digital storytelling. The next chapter will present summary of the study, discussion of the finding, implications of the finding, limitations of the study, and recommendations for future research studies.

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

In this chapter, the results of the study are discussed in accordance with research objectives. It will be followed by plausible implications, limitations of the study, and potential opportunities for future research studies.

Summary of the Study

This study was one group quasi-experimental research design in the form of pre- and posttest. Digital storytelling was used as a pedagogical technique on Grade 11 students' English speaking ability and confidence in speaking English. The purposes of the study were to (a) investigate the effectiveness of digital storytelling on Thai secondary students' English speaking ability and (b) to investigate the effectiveness of digital storytelling on Thai secondary students' confidence in speaking English. The participants of the study were 40 secondary students selected by purposive sampling method. The instruments used in this study included: pre- and post-speaking tests, lesson plans, English speaking ability criteria, a questionnaire, and a semi-structured interview. Each lesson was 50 minutes long, and the class met once per week during the eight-week period. The students' English speaking ability was measured by comparing their pre-speaking test with their post-speaking test by using a dependent *t*-test. The questionnaire was analyzed to find out their perception about confidence in speaking English towards the use of digital storytelling in the classroom. A semi-structured interview was also conducted in order to gain more detailed information about their perception about confidence in speaking English towards the use of digital storytelling in the classroom.

This study was divided into two phases. The first phase concerned with the preparation of digital storytelling and the second phase concerned with the implementation of digital storytelling.

The first phase of the study was the preparation of digital storytelling. The researcher studied the foreign language curriculum and investigated the concepts in accordance with English speaking ability, the use of digital storytelling in the EFL classrooms, English speaking ability tests, a confidence in speaking English questionnaire, and a semi-structured interview. Then the instruments were designed according to digital storytelling and evaluated by three experts. After that, the instruments were conducted to a pilot study with a group of 30 students who were different from the sample group. The researcher revised the instruments based on the problems found in the pilot study.

Having conducted the first phase, the researcher carried out the implementation of digital storytelling. First, the students were asked to take the *Key English Test*. Then the students studied English through digital storytelling for six weeks. Each lesson lasted for 50 minutes. In the classroom, the researcher utilized three steps of instruction which were pre-speaking, while-speaking, and post-speaking. After the course ended, the students were asked to take the *Key English Test*, which was the same as the pretest so as to measure their English speaking ability after learning through digital storytelling. In order to gain detailed information about confidence in speaking English, a confidence in speaking English and a semi-structured interview were employed to seek students' perceptions about confidence in speaking English towards the use of digital storytelling.

To assure the effectiveness of digital storytelling, the mean scores obtained from pre-and post- speaking tests were statistically analyzed by means of descriptive statistics and a dependent *t*-test. Moreover, the data, which were gained from a confidence in

speaking English questionnaire and a semi-structured interview towards the use of digital storytelling, were analyzed by means of descriptive statistics.

The analytic rating scale (see Appendix C) and the holistic rating scale (see Appendix D) were adopted from Cambridge English preliminary for schools (2012). It was a scoring rubric designed for a speaking response based on four criteria of English speaking ability: grammar and vocabulary, pronunciation, interactive communication, and global achievement. The score for each criterion was five points, and the total score was 20 points.

Summary of the Main Finding

Research Question 1: *To what extent does learning English through digital storytelling improve students' English speaking ability?*

In regards to the first research question, it was found that the mean scores of the posttest were significantly higher than those of the pretest at the significant level of .05.

To assess students' English speaking ability, the researcher utilized scoring rubric of analytic and holistic rating scales which comprised four scoring schemes: grammar and vocabulary, pronunciation, interactive communication, and global achievement. Each criterion provided five points. The data were analyzed in order to find mean scores, standard deviation, mean difference, and *t*-values. The results showed that the posttest mean scores of every criterion were significantly higher than the pretest mean scores at the significant level of .05. Therefore, it could be said that digital storytelling enhanced Grade 11 students' English speaking ability.

Research Question 2: *To what extent does digital storytelling foster students' confidence in speaking English?*

In regards to the second research question, the students were asked to do a confidence in speaking English questionnaire and interviewed through a semi-structured interview at the end of the course. The data from the questionnaire revealed that the overall mean score of the students' confidence in speaking English was at the above average level. To consider separately, it was found that there were five questionnaire items ranked at the average level, six questionnaire items ranked at the above average level, and one questionnaire item ranked at the very high level. Furthermore, the data from a semi-structured interview indicated that the use of digital storytelling helped them to achieve several scopes of language proficiency including grammar, vocabulary, pronunciation, and communication. The most outstanding aspect was pronunciation because the students had many exposures to listen to the voices in the digital storytelling that they could imitate how to pronounce the word they had heard accurately. They also thought that studying English through digital storytelling was interesting and challenging for them as they used different skills to produce the assigned task and it made them enjoyable. After the course ended, they were confident to apply knowledge from the class to use English as a means of communication in their real lives. However, they had some difficulties while using digital storytelling. They did not have enough time to create the assigned task to hand in the teacher in time. In addition, some students were not good at technology, so they found it difficult to combine multimedia data in their tasks.

It could be summarized that two hypotheses of the study were accepted because the posttest mean scores were significantly higher than the pretest mean scores. Likewise, the data from a confidence in speaking English questionnaire and a semi-

structured interview demonstrated that students had confidence in speaking English after using digital storytelling.

Discussions of the Finding

The use of digital storytelling could improve students' English speaking ability and confidence in speaking English as in the finding of Rokni and Qarajeh (2014). As Rokni and Qarajeh (2014) claimed that digital storytelling was an effective means of enhancing students' English speaking ability. According to its multimedia forms, digital storytelling engaged students' auditory and visual senses. In addition, it made abstract content more understandable and accessible. This attracted the students to participate and be engaged in learning a language. As a result, the students' English speaking ability could improve. This was similar to this study. It was found that the students had opportunities to study vocabulary, grammar, and pronunciation from digital storytelling. The students improved their pronunciation the most because they listened to the voice and pronounced what they had heard. Moreover, they also learned how to use a sentence from the story that they had watched.

To further elaborate, the finding of this study revealed that digital storytelling improve students' English speaking ability and their confidence. When the students exposed to several multimedia forms, they gradually acquired the language and improved vocabulary as well as other skills of the language proficiency. This could be seen from the way that the students produced and used words for communication. The results mentioned above appeared to reflect the language learning theory of Krashen (2013) who stated that through several exposures to the target language, the acquirers of the language

obtained the target language without being aware but they were aware that they used the language for communication. Apart from English speaking ability, Rokni and Qarajeh (2014) also revealed that the use of digital storytelling could motivate the students to have more confidence in learning English. This was similar to this study. The students felt confident to speak English because they spoke English fluently and accurately, and it was an indicator that they had self-confidence. Furthermore, they were encouraged to speak English as much as possible.

Similarly, Tahriri and Tous (2015) studied the effectiveness of digital storytelling on English speaking ability and motivation. They found that digital storytelling played a significant role in learning a language and motivated students to speak English. In addition, they asserted that students had positive attitude towards digital storytelling because it was congruent with their learning styles. For the students who learned best by listening and watching, digital storytelling could provide them auditory and visual senses. This was similar to this study. The students' English speaking ability enhanced after learning through digital storytelling. They said that the author's voice in digital storytelling helped them understand the story well. When they created their stories, they had to speak and it encouraged them to be more confident when they spoke with their interlocutors in the real situations. Moreover, in terms of confidence in speaking English, this finding confirmed the statement made by Jamila (2014) who said that students who had confidence and motivation about their own learning could acquire the target language and enjoyed learning. This indicated that the students' motivation and confidence in language learning were important factors that were contributed to students' English speaking ability.

Furthermore, digital storytelling changed the students' way of learning a language. The students became active learners because they created their own learning to share with their friends in the classroom. Moreover, they got comments from their friends when they presented their work. This encouraged the students to discuss about a particular topic so that they took the comments from their classmates to revise their assignments. This study confirmed the previous finding of Malita and Martin (2010), who found that digital storytelling was one of the most useful means of sharing and exchanging information. Besides, they revealed that the students not only used digital storytelling to pass on knowledge or information but they also used it to improve speaking ability, writing ability, and critical thinking. When the students constructed their stories, they had to do the research in order to understand and scrutinize information before taking the information into their real stories. This meant that digital storytelling provided students a chance to be designers, thinkers, and speakers.

In addition, Razmi, Pourali, and Nozad (2014) proposed two techniques of digital storytelling: "Teacher-created digital storytelling" and "Student-created digital storytelling", and they found that the improvement of learning in the classroom could be gained from student-created digital storytelling. This was because digital storytelling assisted learning process in the classroom and promoted students' multimodal communicative competence by providing child-centered learning environment. This was similar to this study. As the researcher adopt student-created digital storytelling technique. The students had a chance to interact with authentic materials which resulted in meaningful learning outcomes. The students wrote stories and recorded themselves using a variety of multimedia forms. In this way, the students changed their roles from listeners to storytellers. Based on this, reluctant speakers became fluent speakers and

their English speaking ability could develop. Instead of English speaking ability, the finding of Razmi, Pourali, and Nozad (2014) showed that digital storytelling improved students' motivation to speak English, especially presenting their work process. Moreover, the students had more confidence because they did not encounter any interruptions.

Finally, the use of digital storytelling confirmed the study of Somdee and Suppatseree (2012). Somdee and Suppatseree (2012) revealed that digital storytelling was a fruitful technique for the students because it increased students' English speaking ability and motivation towards learning a language. Moreover, they found that the multimedia in digital storytelling motivated the students to learn the language. The students practiced speaking English by using digital storytelling created by the teacher and the teacher assigned the students to construct their own digital stories as well. This meant that the students learned the language from the teachers' digital stories, and then created their own stories based on the instruction of the teacher. This was similar to the present study because the researcher used digital storytelling as a teaching technique and encouraged the students to create their own digital stories. The finding of Somdee and Suppatseree (2012) was not only similar to the present study but it was also congruent with the finding of Razmi, Pourali, and Nozad (2014) who claimed that students could improve their learning environment by creating their own tasks called student- created digital storytelling technique which provided them to be creators of the learning, and it helped them develop their skills effectively. Moreover, after using and creating digital storytelling, the students had positive attitude towards learning through digital storytelling. This was the same as the present study because the students had more confidence in speaking English when they had to speak in the real life situations. In

addition, they wished to use digital storytelling as a means of communication for their future learning.

Implications of the Finding

The results of the study can be applied for both teachers and students who are looking forward to improving skills of teaching and learning English as a foreign or second language. For the students, digital storytelling is suitable for the creation of personal digital stories. The students who participate in creating stories can improve communication skills because they learn how to organize ideas, ask question, and express opinion when they create their stories for an audience. In addition, when the students present their stories for their friends, they also gain valuable knowledge in critiquing not only their own work but also other students' work, which may promote emotional intelligence and social skills. For the teachers, the teachers can use the techniques of digital storytelling to teach the students in their classroom in the form of authentic digital storytelling. As containing multimedia, digital storytelling can be used to foster students with different learning styles, and it also promotes collaboration when they work in a group with other students. However, the teachers should realize that digital storytelling is quite a time-consuming process, and be aware that it takes several attempts to accomplish the assignment.

Limitations of the Study

In this study, the researcher investigated the effectiveness of digital storytelling on students' speaking ability and confidence in speaking English. Although this study achieved its objectives, it was found that some limitations appeared during the process of the study.

1. The researcher has recognized that although the small group of participants allowed the researcher to investigate an in-depth observation of the study, it may be inaccurate to claim the results that are able to be generalized to the population of Grade 11 students at Saipanya Rangsit School. Therefore, the results of this study need to be substantiated in a wider range of participants so that the results can be generalized to the population. Further studies probably need to implement digital storytelling with various levels such as primary, college, and university to ascertain the effectiveness of digital storytelling.
2. The improvement of English speaking ability needed more time to enhance, but this study was conducted only eight weeks. It may not be confirmed that English speaking ability of the students improves in a short length of time. Further studies may extend the length of time for data collection procedures at least one or two semesters to ascertain the results.
3. This study was based on the comparison of pre- and post – speaking test scores. The researcher focused particularly on the speaking ability at the beginning and at the end of the course. It would be better if future studies could take the ongoing process into account by assessing students' assignments during the implementation of the study.

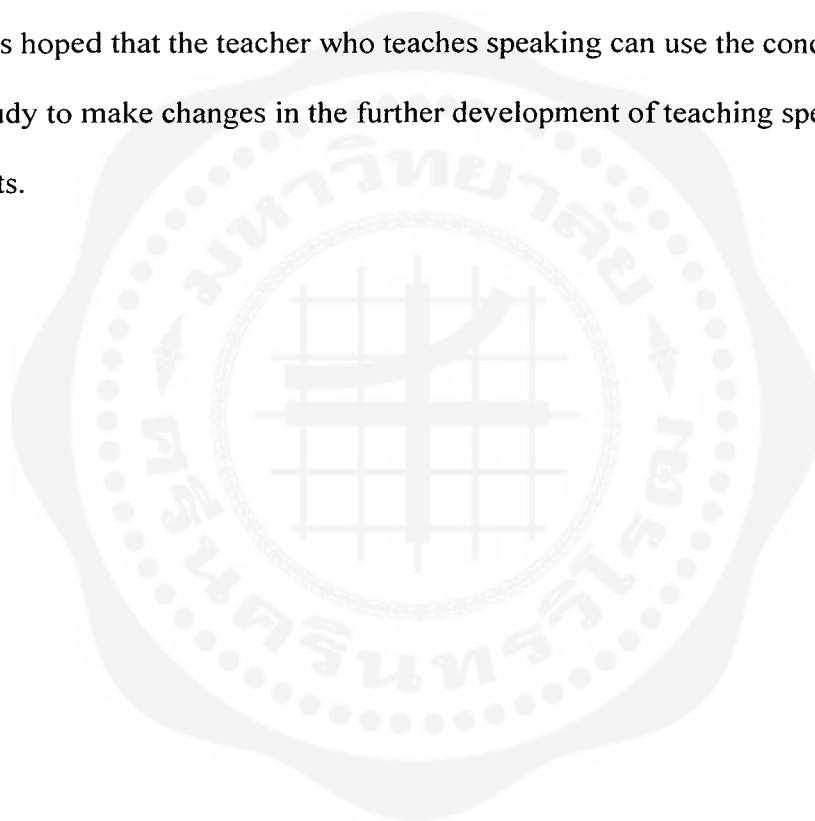
Recommendations for Further Studies

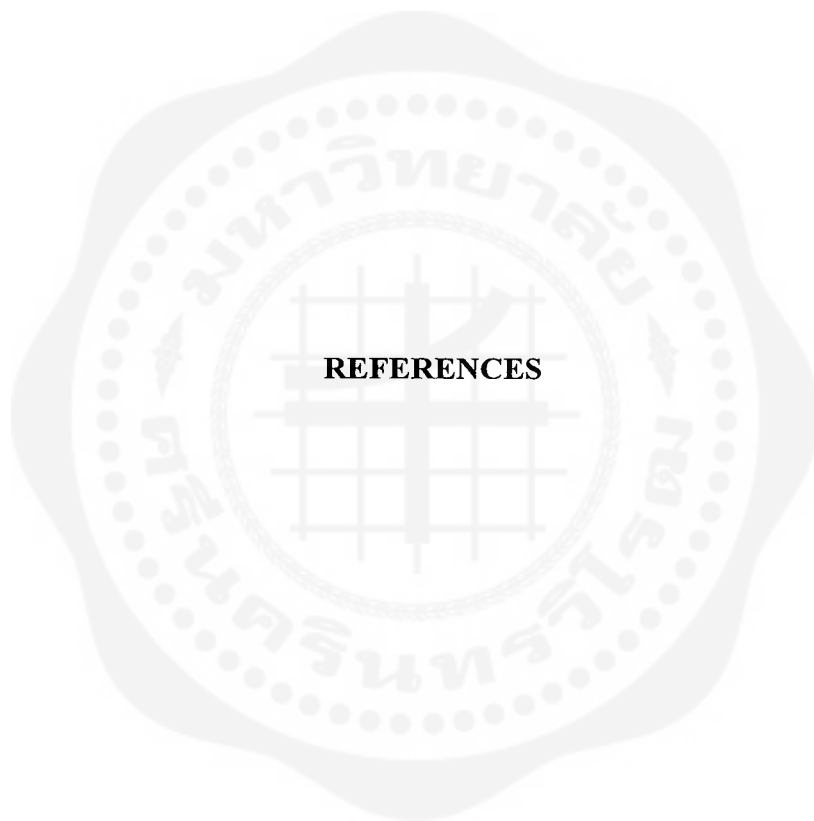
According to the results, the researcher would like to offer some general thoughts of how to enhance students' English speaking ability using digital storytelling further in the future based on the following recommendations.

1. It is recommended that the continual practice of digital storytelling be necessary for various reasons. First, it provides students a chance to construct their own learning environment. As presented in the findings, it can be said that student-created digital storytelling method is effective and supportive for the better learning environment of the students both inside and outside the classroom. Furthermore, digital storytelling improves the students' confidence in speaking English as they have to create personal stories digitally, they do not have to worry about their mistakes and no one laughs at them as well. Therefore, they have more confidence when speaking.
2. The student-created digital storytelling technique is required for students-centered activities. When the students are assigned to create their own stories, they will have more responsibility of their own learning. Moreover, they will be confident to speak as they speak about the stories that they are interested in.
3. Digital storytelling can be used to increase students' motivation. As presented in the questionnaire, they enjoyed creating stories digitally and they were happy to use digital storytelling as a pedagogical technique for improving language skills. In addition, the students' anxiety decreased as they could produce their longer utterances. When they realized that they could speak longer, they felt motivated and were aware that they could speak English.

4. In this study, the researcher utilized a quasi-experimental research in the design of pre- and posttests. It would be better if future studies could be carried out with a true experimental design which selected the participants to participate in both control and experimental groups in order to shed more light on the effectiveness of digital storytelling on English speaking ability and confidence in speaking English.

It is hoped that the teacher who teaches speaking can use the conclusions drawn from this study to make changes in the further development of teaching speaking in the Thai contexts.





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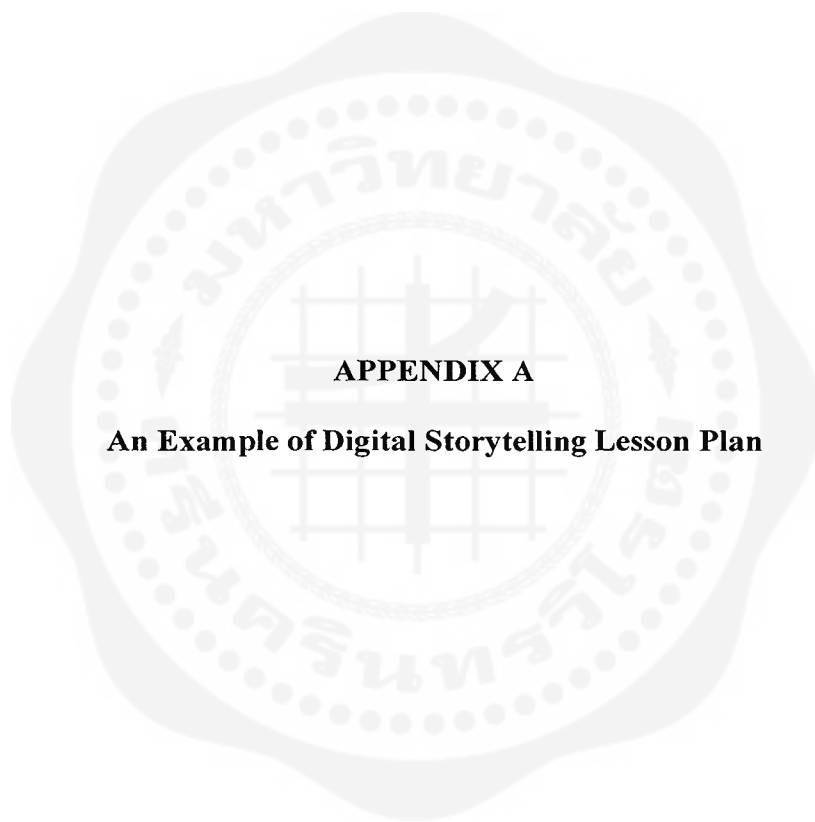
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APPENDICES



APPENDIX A

An Example of Digital Storytelling Lesson Plan

Appendix A

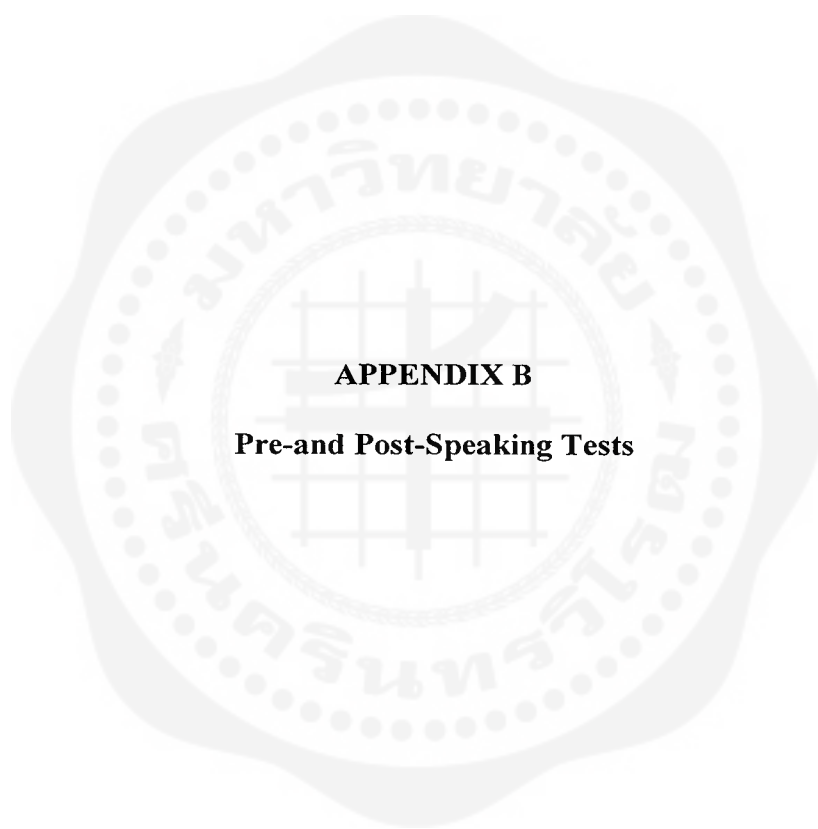
An Example of Digital Storytelling Lesson Plan

Lecturer's name: Mr. Phongdanai Nampaktai	Date: 6 th November 2017
Course: Public Speaking (E 32203)	Duration: 50 minutes
Topic: Volcanoes	
Aims of lesson: To improve students' speaking ability through digital storytelling	
Lesson objectives: Students will be able to retell stories after watching and listening to digital storytelling. Students will be able to create their own digital storytelling.	
Assumed prior knowledge: Students have pre-intermediate level of English proficiency.	
Resources: Digital storytelling	
Assessment: The teacher will assess speaking ability of the students through speaking tests.	
Differentiation: Visual- watching digital storytelling, Auditory-listening to digital storytelling	
Skills for Life/Key Skills to be addressed Communication Capacity, Thinking Capacity, Problem-Solving Capacity, Capacity for Technological Application	
Information Technology Authentic digital storytelling	

Time	Content & Teacher Activity	Student Activity	Resource
15 minutes	<p>Presentation</p> <p>1. Teacher asks students questions about volcanoes as follows: - Where is magma? - What is magma? - What is lava? - What cities and countries are on the maps?</p> <p>2. Teacher teaches vocabulary and structure appeared in the story. - Vocabulary: lava, ash, erupt, magma - Structure: Present Simple Tense and Past Simple Tense</p> <p>3. Teacher tells students to complete a worksheet about volcanoes before watching the story of volcanoes.</p> <p>4. Teacher plays digital storytelling of volcanoes for students.</p>	<p>1. Students are asked to use their background knowledge about volcanoes. Then students look at the map and the diagram of volcanoes.</p> <p>2. Students study vocabulary and structure from the teacher and practice pronunciation of each vocabulary.</p> <p>3. Students work in pair to complete a worksheet about volcanoes.</p> <p>4. Students watch digital storytelling of volcanoes.</p>	<p>The picture of volcanoes</p> <p>Worksheet</p> <p>Worksheet</p> <p>Authentic digital storytelling</p>
20 minutes	<p>Practice</p> <p>1. Teacher tells students to rearrange sentences into the correct order after watching digital storytelling.</p> <p>2. Teacher tells students to practice retelling stories from digital storytelling with friends.</p>	<p>1. Students rearrange sentences into the correct order in worksheet.</p> <p>2. Students work with their partners to practice retelling stories.</p>	Worksheet
15 minutes	<p>Production</p> <p>1. Teacher asks students to retell stories in front of the class.</p>	<p>1. Students retell stories in front of the class individually.</p>	

	<p>2. Teacher gives feedback.</p> <p>3. Teacher assigns students to create their own digital storytelling based on their interests outside the classroom.</p>	<p>2. Students listen to the feedback from a teacher for improving in the next period.</p> <p>3. Students create their digital storytelling as an assignment and hand in the assignment later.</p>	<p>-</p> <p>Digital storytelling</p>
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APPENDIX B

Pre-and Post-Speaking Tests

Appendix B

Pre-and Post-Speaking Tests

(Adopted from Cambridge English preliminary for schools, 2012)

Part 1 (5-6 minutes)

Greeting and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names, and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their schools/studies.

Extended responses

In the first section of Part 1, candidates are expected to give an extended response to a 'Tell me something about...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3-4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (Pablo), here is information about a **shop**.

(Interlocutor shows answer card 1A to Pablo)



(Laura), you do not know anything about the **shop**, so ask (Pablo) some questions about it.

(Interlocutor shows questions card 1B to Laura)

Use these words to help you. (Interlocutor indicates prompt words)

Do you understand?

Now (Laura), ask (Pablo) your questions about the **shop**, and (Pablo) answer them.

<p>1A</p> <p>'Happy Friends' <i>The newest ice cream shop in town</i></p>  <p>More than 50 kinds of ice cream – take away or eat in the shop – 10 a.m. – 8 p.m. every day 33 Long Street, Sydney</p>	<p>1B</p> <p>Shop</p>  <ul style="list-style-type: none">• name / shop ?• what / sell ?• address ?• new shop ?• time / close ?
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When the candidates have asked and answered their questions about the shop, they then exchange roles and talk about a different topic.



APPENDIX C
Analytic Rating Scale

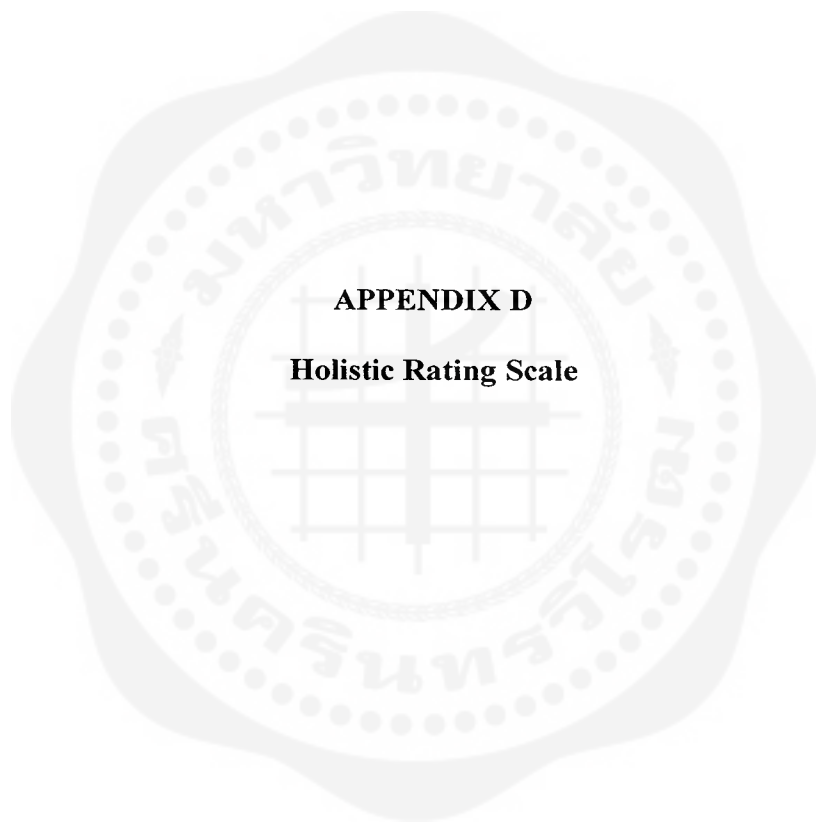
Appendix C

Analytic Rating Scale

(Adopted from Cambridge English preliminary for schools, 2012)

Scores	Criteria		
	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty.

	<ul style="list-style-type: none"> • Uses appropriate vocabulary to talk about everyday situations. 	features.	<ul style="list-style-type: none"> • Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	Performance below Band 1		



APPENDIX D
Holistic Rating Scale

Appendix D

Holistic Rating Scale

(Adopted from Cambridge English preliminary for schools, 2012)

Scores	Global Achievement
5	<p>Handles communication in everyday situations, despite hesitation.</p> <p>Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.</p>
4	Performance shares features of Band 3 and 5
3	<p>Conveys basic meaning in very familiar everyday situations.</p> <p>Produces utterances which tend to be very short-words or phrases-with frequent hesitation and pauses.</p>
2	Performance shares features of Band 1 and 3
1	<p>Has difficulty conveying basic meaning even in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.</p>



APPENDIX E

Confidence in Speaking English Questionnaire

Appendix E

Confidence in Speaking English Questionnaire (Adapted from Griffee, 1997)

- Directions:**
1. This questionnaire comprises 12 items.
 2. Please read the statements and put a \surd in a box to indicate the degree of your agreement.

1 = Very Low

2 = Below Average

3 = Average

4 = Above Average

5 = Very High

Questionnaire Items	Level of Confidence				
	5	4	3	2	1
1. I can be interviewed in English after learning through digital storytelling.					
2. I would like to study abroad or in an English speaking country after learning through digital storytelling.					
3. I like speaking English after learning through digital storytelling.					
4. I can discuss in English with native speakers after learning through digital storytelling.					
5. After learning through digital storytelling, I feel cheerful when I speak English.					
6. I can speak English easily after learning through digital storytelling.					
7. I can show an English speaking visitor around my school and answer questions.					
8. I say something to other people in English every day after learning through digital storytelling.					

9. I can give my opinion in English when talking to English speaking people after learning through digital storytelling.					
10. I look for chances to speak English after learning through digital storytelling.					
11. I am willing to speak to a group of people in English after learning through digital storytelling.					
12. After learning through digital storytelling, I am relaxed when speaking English.					

Thank you for your cooperation





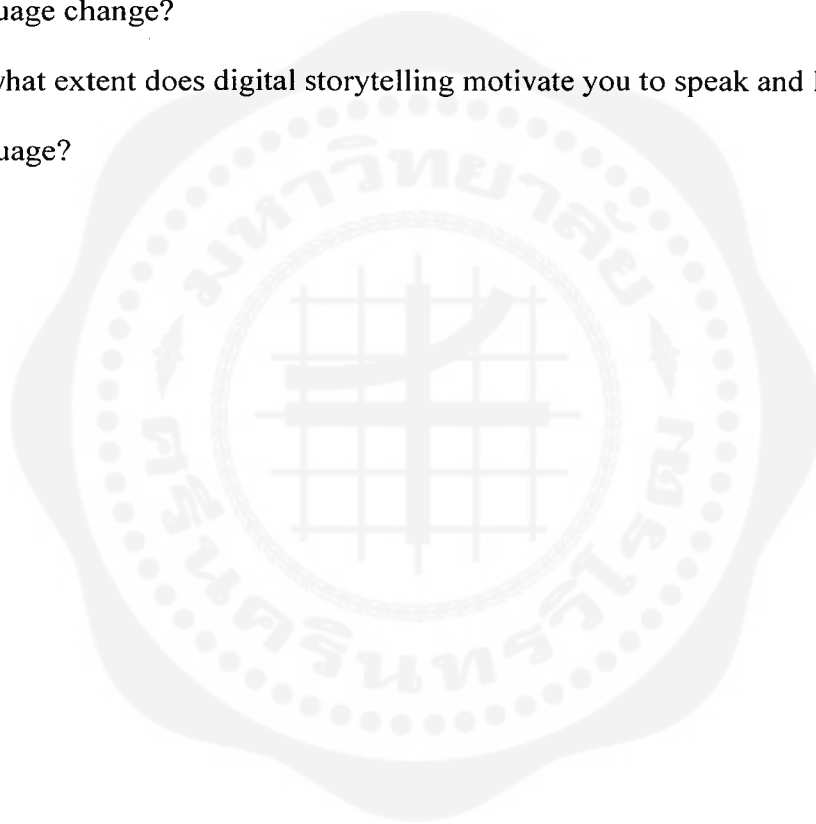
APPENDIX F

Interview Question Guide

Appendix F

Interview Question Guide

1. How do you think that digital storytelling project can help you to overcome your fear and become more confident?
2. Which parts of digital storytelling improve your confidence in speaking English?
3. After the use of digital storytelling project, how does the use of the target language change?
4. To what extent does digital storytelling motivate you to speak and learn the target language?





VITAE

VITAE

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