

**THE EFFECT OF DIGITAL STORYTELLING TOWARD STUDENTS' SPEAKING
ACHIEVEMENTS AND LANGUAGE ANXIETY**



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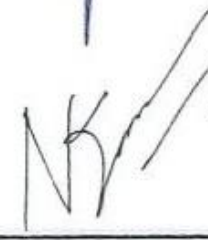
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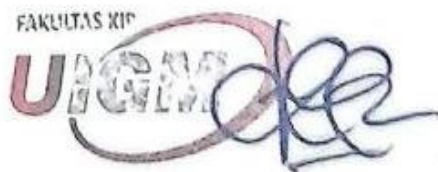
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DEDICATION

Bismillahirrahmanirrahim.

All praise and gratitude be to Allah SWT for His endless mercy, blessings, and guidance, which have enabled me to complete this undergraduate thesis. This thesis is sincerely dedicated to:

1. To my dearest mother, Wulandari, the strongest woman I have ever known. You have been my mother, my father, my best friend, and my greatest source of strength all at once. Your love has been the constant light in my life, guiding me through every darkness. I owe everything I am and everything I have become to you, Ibu. No amount of words can ever fully express my gratitude, but please know that this achievement is as much yours as it is mine. I love you more than words can say.
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I recognize that this thesis is far from perfect, and there may be areas that require further improvement. Therefore, I warmly welcome constructive criticism and suggestions from readers. It is my hope that this study will provide valuable insights and benefits for those who read it, as well as serve as a reference for future researchers.

MOTTO

“And do not lose hope in the mercy of Allah.”

(QS. Yusuf: 87)

“Allah will not change the condition of a people until they change what is within themselves.”

(QS. Ar-Ra’d: 11)

“Because no matter what happens, I’ve already weathered the storm”

(Raisa, Bila)

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ABSTRACT

THE EFFECT OF DIGITAL STORYTELLING TOWARD STUDENTS' SPEAKING ACHIEVEMENTS AND LANGUAGE ANXIETY

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ABSTRACT

Speaking is an essential skill in English as a Foreign Language (EFL) learning; however, many Indonesian students experience difficulties due to limited practice opportunities, low confidence, and speaking anxiety. This study investigated the effect of Digital Storytelling on students' speaking achievement and language anxiety at SMAN 11 Palembang. A quantitative approach with a quasi-experimental pretest-posttest non-equivalent control group design was employed. The participants were 68 tenth-grade students in the 2025/2026 academic year, comprising 35 students in the experimental group and 33 students in the control group, selected through purposive sampling. The experimental group received instruction using Digital Storytelling, while the control group received conventional instruction. Data were collected through a speaking test and a language anxiety questionnaire. The data were analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test. The findings revealed that Digital Storytelling significantly improved students' speaking achievement. However, no significant difference in speaking achievement was found between the experimental and control groups. Furthermore, Digital Storytelling did not significantly affect students' language anxiety, and no significant difference in language anxiety was found between the two groups. In conclusion, Digital Storytelling may support improvements in speaking achievement but did not demonstrate a significant effect on language anxiety. The findings highlight the importance of considering instructional duration and students' affective needs when implementing Digital Storytelling in EFL classrooms.

Keywords: *Digital Storytelling, speaking achievement, language anxiety*

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