

Utilization of Digital Storytelling as an Aid in Improving Speaking Skills Among Grade 3 Learners of Sampaga Elementary School, Batangas City

Renalyn M. Domindiano¹
1 – Golden Gate Colleges

Publication Date: May 23, 2026

DOI: [10.5281/zenodo.20351003](https://doi.org/10.5281/zenodo.20351003)

Abstract

This action research examined the utilization of digital storytelling as an aid in improving the speaking skills of Grade 3 learners of Sampaga Elementary School, Batangas City. The study aimed to determine the learners' level of speaking performance based on comprehensive assessment results analysis in terms of pronunciation, fluency, grammar, and vocabulary; determine how digital storytelling enhances speaking in terms of clarity and context and emotional connection; identify the challenges encountered by learners in using digital storytelling; and propose activities based on the findings of the study. The respondents of the study were 65 Grade 3 learners from two sections, namely Burgos and Aquino, during the school year 2025–2026.

The study employed descriptive quantitative research design. Data was gathered using an oral examination, recorded performance activities, and a self-made questionnaire validated by experts. Statistical tools such as frequency, percentage, ranking, and weighted mean were used in the interpretation of data. Findings revealed that the majority of learners had very satisfactory performance in the post-assessment in pronunciation, fluency, grammar, and vocabulary after the integration of digital storytelling. Learners also perceived digital storytelling as very useful in enhancing speaking in terms of clarity and context and emotional connection. However, they encountered challenges such as lack of video-editing skills, technical problems, and frustration in editing.

Based on the results, proposed activities such as online games, videoconferencing, online interviews, fluency activities, and vlogging were suggested to further improve the speaking skills of learners. The study concluded that digital storytelling is an effective and engaging aid in the improvement of speaking skills among Grade 3 learners.

Keywords: *Digital Storytelling, Speaking Skills, Grade 3 Learners, Pronunciation, Fluency, Grammar, Vocabulary*



I. Introduction

Speaking is one of the most essential language skills because it is used in daily communication and in expressing thoughts through oral language. It plays a vital role in learning and understanding a language, particularly English, which is widely used in school and in many forms of interaction. For young learners, speaking competence is not only a sign of language development but also an important foundation for academic participation, confidence, and social communication. According to the manuscript, speaking is considered the heart of learning English because learners use it almost every day in sending and receiving messages.

In classroom settings, however, not all learners are comfortable speaking in English. The manuscript explains that many Grade 3 learners become nervous when using a second language. Some feel shy because they are afraid of making mistakes, while others fear being laughed at by their classmates. These conditions create barriers that affect pronunciation, fluency, grammar, and vocabulary use. Since speaking ability develops through meaningful and repeated use, learners need engaging and supportive strategies that will help them practice oral communication with confidence.

One instructional approach identified in the study is digital storytelling. Storytelling has long been used as a means of learning, explaining, and entertaining. With the growth of technology, traditional storytelling has evolved into digital storytelling, which combines narration with multimedia elements such as text, pictures, animation, audio, and video. The manuscript describes digital storytelling as a modern instructional medium that can stimulate learners' interest and attention while helping them use language in meaningful ways. Because learners today are often exposed to digital tools, teachers are expected to adopt modern teaching techniques that respond to their learning needs.

The researcher, drawing from teaching experience in English, observed the need for an approach that would make learners more comfortable in speaking and more engaged in the lesson. This led to the conduct of the study on the utilization of digital storytelling as an aid in improving speaking skills among Grade 3 learners of Sampaga Elementary School, Batangas City. The study focused on the learners' speaking performance, how digital storytelling enhances speaking, the challenges encountered by learners in using digital storytelling, and the activities that may be proposed based on the findings.

The study is significant to school heads, English teachers, teachers, students, and future researchers. For school heads, it may serve as basis for improving English instruction by adopting updated strategies in speaking development. For English teachers and other teachers, it may help in identifying more appropriate teaching approaches and activities for speaking improvement. For students, it may provide activities that improve pronunciation, fluency, grammar, and vocabulary while building confidence in communication. For future researchers, the study may serve as a guide for related investigations on speaking instruction and digital storytelling.



II. Materials and Methods

Research Design. The study employed a descriptive quantitative research design. This design was used to determine the level of performance of learners in speaking and to describe how digital storytelling may help improve their speaking skills. The design was appropriate because it aimed to describe characteristics, frequencies, trends, and categories based on gathered data without manipulating variables. Through this approach, the researcher was able to quantify learners' performance and perceptions regarding digital storytelling.

Subjects of the Study. The respondents of the study were 65 Grade 3 learners of Sampaga Elementary School, Batangas City, during the school year 2025–2026. They came from two sections: 32 learners from Grade 3-Burgos and 33 learners from Grade 3-Aquino. The school was selected because it was the researcher's workplace, which made the conduct of the study more manageable in terms of time, access, and expenses. The learners were chosen to determine their level of English-speaking skills, identify the factors that affect their speaking, and examine strategies that could help improve those skills.

Data Gathering Instruments. The primary instruments used in the study were the oral examination and a self-made questionnaire. The oral examination, done through recorded performance activities, was used to determine the learners' speaking performance in terms of pronunciation, fluency, grammar, and vocabulary. The questionnaire was used to determine how digital storytelling enhances speaking and to identify the challenges and problems encountered by learners in using digital storytelling.

In constructing the test questionnaire, the researcher conducted a thorough reading of books, magazines, pamphlets, and other related materials to gather information about factors influencing English-speaking skills and the effects of digital storytelling on speaking improvement. The researcher then conceptualized the possible topics for the performance test and developed a rubric containing performance criteria, levels of quality, descriptors, and numerical scores. The rubric was shared with learners before the pre-assessment.

For validation, the rubrics and questionnaire were presented to a jury of experts for comments and suggestions. Their recommendations were incorporated into the final instrument. The appendices include validation requests addressed to research experts, showing that the instrument underwent review before final use.

Data Gathering Procedure. The researcher first sought permission from the school head to conduct the study and to integrate digital storytelling into the intended lessons for Grade 3 learners. After approval, a letter of consent was also addressed to the parents of the learners during the ESLG PTA meeting, requesting permission for their children to participate in the study. The appendices also show the parent consent form and school permission letter used in the research process.

The oral performance test was administered through recorded performance activities to assess whether learners improved their English-speaking skills. At the same time, the survey questionnaire was distributed to the Grade 3 learners. The researcher carefully explained the mechanics, content, and answer choices of the instrument. After administration, the video



recordings and questionnaires were retrieved, and the results were tallied, tabulated, analyzed, and subjected to statistical treatment.

Scoring and Data Analysis. The performance of learners in the oral assessment was interpreted using the following scale: 92–100 Very Satisfactory, 84–91 Satisfactory, 75–83 Fairly Satisfactory, and Below 75 Unsatisfactory. For the questionnaire on the usefulness of digital storytelling, a 4-point Likert scale was used: 3.50–4.00 Very Useful, 2.50–3.49 Useful, 1.50–2.49 Moderately Useful, and 1.00–1.49 Least Useful. Moreover, the data gathered were analyzed using frequency, percentage, ranking, and weighted mean. Ranking was used to determine the positional placement of responses from highest to lowest, while weighted mean was used to determine the degree to which digital storytelling enhanced speaking and to interpret learner perceptions and challenges.

Ethical Considerations. The study observed data privacy and confidentiality in compliance with Republic Act No. 10173 or the Data Privacy Act. The manuscript states that all information gathered from the respondents would remain confidential and would be used only for research purposes to improve the teaching and learning process. Parent consent and learner assent were also part of the ethical safeguards shown in the appendices.

III. Results

1. Learners' Level of Performance in Speaking

The study assessed learners' speaking performance in terms of pronunciation, fluency, grammar, and vocabulary using pre- and post-assessment results. Findings showed notable improvements after the integration of digital storytelling. In pronunciation, learners significantly improved from varied performance levels to a majority (83.07%) achieving very satisfactory ratings, with no learners remaining in the unsatisfactory level. Similarly, fluency results showed a shift from mostly fairly satisfactory performance to 81.54% reaching very satisfactory, indicating enhanced speech flow, pacing, and confidence. These improvements suggest that digital storytelling effectively supports repeated practice, listening exposure, and contextualized speaking.

Moreover, grammar and vocabulary also showed marked progress after the intervention. In grammar, the percentage of learners at the very satisfactory level increased from 50.77% to 84.6%, reflecting better sentence construction and correct language use. In vocabulary, learners advanced from mostly satisfactory to 83.03% achieving very satisfactory, demonstrating improved word usage and expression in speaking tasks. Overall, the results confirm that digital storytelling is an effective tool in enhancing multiple components of speaking skills, leading to more accurate, fluent, and meaningful oral communication.

2. How Digital Storytelling Enhances Speaking

For clarity and context, the learners rated digital storytelling with a composite mean of 3.60, interpreted as Strongly Agree, indicating that it was perceived as very useful in enhancing speaking. The highest-rated indicator was that visuals, audio, and text combined help reinforce



the key point in ideas while learning digital storytelling, with a weighted mean of 3.98. Other high-ranking indicators included easily understanding the whole story and refining content that enhances the mind (3.92), decreasing anxiety and increasing motivation in speaking (3.89), and providing a broader context through images, videos, and audio (3.85). These results indicate that digital storytelling helps make spoken ideas clearer, more meaningful, and more understandable for learners.

For emotional connection, the learners gave a composite mean of 3.57, also interpreted as Strongly Agree. The highest-rated statement was that digital storytelling maximizes creativity and starts independent speaking in the process of telling stories, with a weighted mean of 3.94. This was followed by heightening the ability to communicate thoughts and feelings in a lucid manner (3.88) and helping learners understand and relate stories, adventures, experiences, or perspectives (3.78). The results show that digital storytelling not only clarifies content but also strengthens emotional involvement, confidence, and expressiveness in speaking.

3. Challenges and Problems Met by Learners in Using Digital Storytelling

The most common challenge was lack of video-editing skills, reported by 17 learners or 21.51%, ranking first. This was followed by technical problems while doing digital storytelling, with 16 learners or 20.25%, and frustration in editing, with 12 learners or 15.18%. Other challenges included the perception that digital stories take longer to create than traditional stories (13.92%), limited access to needed resources (8.86%), unequal workload (8.86%), and the task being difficult and time-consuming (6.32%). The least-ranked challenge was viewing digital storytelling as highly personal and emotionally rising, with only 2.53%. These findings suggest that the main barriers were technical and production-related rather than emotional resistance to the storytelling process itself.

4. Proposed Activities to Enhance Speaking Skills

Based on the findings, the study proposed several activities to enhance the speaking skills of students. These included online games, videoconferencing, online interviews via Skype, fluency activities, and vlogging in YouTube. Pages 44 to 51 of the manuscript present a compendium of activities, including specific examples such as The Grammar of Doom from GameZone, Wordshake, Human Brain Cloud, and Magnetic Poetry under online games. Other activities include class presentations and read-alouds through videoconferencing, online interviews using Skype, fluency exercises such as reader's theatre and short speeches, and vlogging to build confidence, grammar, pronunciation, and vocabulary. These proposed activities were presented as practical outputs of the study for teachers and students.

IV. Discussion

The results of the study demonstrate that digital storytelling can serve as an effective aid in improving the speaking skills of Grade 3 learners. The improvements observed in pronunciation, fluency, grammar, and vocabulary from pre-assessment to post-assessment indicate that the use of digital storytelling created a learning environment where speaking was practiced in a more meaningful, engaging, and less intimidating way. Because learners were



exposed to stories supported by visual, audio, and contextual cues, they were given multiple forms of assistance in understanding and producing language. This appears to have contributed to gains not only in accuracy but also in confidence and oral expression.

The learners' strong agreement regarding clarity and context suggests that digital storytelling helped them organize ideas, understand story flow, and connect language with images and sound. This is especially important for young learners, who often benefit from multimodal learning experiences. When the message becomes clearer and more contextualized, speaking becomes easier because learners have a richer framework from which to express themselves. Likewise, the findings on emotional connection show that digital storytelling encouraged creativity, independent expression, and more effective communication of feelings and thoughts. These elements are important in speaking development because oral language becomes stronger when learners feel emotionally connected to what they say.

However, the study also revealed that the use of digital storytelling is not free from challenges. The most common difficulties centered on video editing, technical problems, and frustration in the production process. These indicate that while digital storytelling is pedagogically promising, it also requires digital skills, access to resources, and technical guidance. For young learners, these production demands may become obstacles unless teachers provide sufficient scaffolding and support. Thus, the effectiveness of digital storytelling depends not only on its instructional value but also on the availability of resources and the readiness of both teachers and learners to use digital tools.

The proposed activities in the manuscript strengthen the practical value of the study. By suggesting online games, videoconferencing, interviews, fluency exercises, and vlogging, the researcher translated the findings into usable classroom interventions. These activities extend the use of digital storytelling and related digital strategies into varied formats that can continuously support learners' speaking development. In this sense, the study does not merely identify the usefulness of digital storytelling but also provides applied directions for further improvement of English speaking instruction in the elementary level.

V. Conclusion

Based on the findings of the study, it was concluded that the majority of Grade 3 learners had very satisfactory performance in the post-assessment in terms of pronunciation, fluency, grammar, and vocabulary. The results show that digital storytelling contributed positively to the improvement of learners' speaking skills. Learners also perceived digital storytelling as very useful in enhancing speaking through clarity and context and emotional connection, which means that the strategy helped make their speaking more understandable, meaningful, confident, and expressive.

The study further concluded that although digital storytelling is beneficial, learners encountered challenges such as lack of video-editing skills, technical problems, and frustration during editing. These challenges suggest the need for guidance, training, and supportive activities when integrating digital storytelling into classroom instruction. The proposed activities developed from the findings may therefore help strengthen the implementation of digital



storytelling and further improve speaking development among learners. Overall, the study affirms that digital storytelling is an effective and engaging instructional aid for improving the speaking skills of Grade 3 learners at Sampaga Elementary School.

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