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The Impact of Employing Digital Storytelling in the Development of Presentation Skills for Secondary School Students in the Field of English Language

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Abstract. This study investigated the impact of digital storytelling on the development of presentation skills of female secondary school students in English language classes in Amman. The research addresses the problem of limited student engagement, particularly in oral presentation contexts. A quasi-experimental design was employed, involving 40 female students purposefully selected from a private school and randomly assigned to two groups: one using the PowToon application and the other using Vyond. An observation checklist was developed to assess presentation skills, and its validity and reliability were confirmed through expert review and pilot testing. The results reveal statistically significant differences between the experimental groups ($\alpha \leq .05$) in favor of the group that used PowToon. These differences are attributed to PowToon's intuitive interface and engaging visual tools, which enhanced students' verbal delivery, confidence, and content organization. The findings imply that digital storytelling can serve as an effective pedagogical tool in language education. The study recommends integrating presentation skills into English curricula, training both teachers and students on digital storytelling tools, and providing institutional access to applications such as PowToon and Vyond to support creative communication in classrooms.

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1. Introduction

Digital narrative is an innovative educational approach that combines technology with traditional narrative techniques that can significantly enhance students' communication and creativity skills. Tamimi (2024) asserts that this approach is particularly important in education, especially in English language teaching, as it incorporates multimedia elements such as images, audio, and video to engage students actively. This engagement contributes to the creation of an interactive and stimulating learning environment.

Digital storytelling has emerged as a significant educational tool in the 21st century, particularly for enhancing students' presentation skills. This approach utilizes multimedia platforms to create interactive narratives that integrate graphics, audio, video, music, and text, thereby transforming traditional storytelling into engaging learning experiences (Nair & Yunus, 2021). To achieve effective education, it is essential to improve communication among the various elements of the educational process; language skills play a crucial role in conveying ideas and facilitating effective interaction.

Speech is the most fundamental means of human communication (Alibekova & Urinboyeva, 2020), and it emphasizes enabling students to acquire language through practice rather than imposing it through traditional grammar instruction (D. P. Sam, 2016). Jwair (2023) reports that digital storytelling enhanced middle-school students' English vocabulary acquisition and language proficiency, making it an engaging and memorable learning experience, and I. Sam and Hashim (2022) highlight positive impacts on various language skills.

Presentation skills are a crucial component of the development of language and communication abilities. They significantly contribute to students' success in learning English and serve as a prerequisite for integration into the labor market (Sirisrimangkorn, 2021). Several studies have examined the impact of digital storytelling on the development of various skills, including verbal fluency, grammatical accuracy, and linguistic communication (Al-Mansour, 2020; Al-Tuwairqi, 2020; Sintayan et al., 2022). However, these studies have not explored whether digital storytelling can enhance presentation skills.

Therefore, the necessity arose to assess the impact of utilizing digital storytelling on the development of presentation skills of secondary school students in the field of English language. The goal was to enhance digital story production and maximize its effectiveness in the educational process.

1.1 Study Problem

Because the goal of teaching English is to equip students with essential skills—speaking, reading, listening, and presentation skills—that enable them to effectively use the language, it is crucial for students to master and develop their

presentation skills. Having these skills significantly impacts their preparation for university. However, it has been observed that students at this level have weak presentation skills. The researchers conducted a review of teaching methods and strategies that revealed that traditional approaches are often employed in a manner that is not conducive to success with the English language curriculum, which fundamentally relies on presentation skills, speaking, listening, communication, and interaction.

Hayuni (2022) indicates that, in this digital age, students possess a strong understanding of technology. Digital storytelling is one of the tools that teachers can utilize to facilitate English language learning. The results of a study by Nair & Yunus (2022) demonstrate that digital storytelling can enhance learner participation by encouraging students to reflect on their learning processes. Furthermore, the method of digital storytelling fosters a sense of community among students.

This background highlights the benefits of digital storytelling for the development of some skills, especially presentation skills for eighth-grade students. Using digital storytelling makes students eager to interact with the content presented to them. This study was motivated by the absence of research in the field of English language learning regarding the use of the digital story to develop presentation skills. Therefore, the problem addressed by the current research was identified as a weakness regarding knowledge of the effect of employing digital storytelling in the development of presentation skills for secondary school students in the field of English language.

1.2 Study Hypotheses

The study addressed the following two hypotheses:

1. There are no statistically significant differences at the $\alpha \leq .05$ level of significance between the average scores for presentation skills in English language of female students according to the application they used to produce digital stories (either Vyond or PowToon).

2. There are no statistically significant differences at the $\alpha \leq .05$ level of significance for presentation skills in English language of female students according to different skills (visual presentation skill, presentation and delivery skill).

1.3 Study Objectives

The objectives of this study were:

1. To determine the effects of using digital story applications (Vyond/PowToon) on the development of presentation skills in English.

2. To determine the effects of differences in visual presentation skills/presentation skills) in English.

1.4 Significance of the Study

The importance of the study in relation to theory is that it could increase the knowledge and awareness of English language teachers of the importance of

employing digital stories, which enhances in the educational process. Practically speaking, the study contributes to directing the attention of administrators, education supervisors, and people in charge of education curricula to the need to train students to produce digital stories to enhance their presentation skills. The results of the study could also be used to develop training programs that qualify students and teachers to design and produce digital stories. The rationale for the study relates to a growing need to personalize learning experiences to meet diverse learner needs and to align with the need to develop 21st-century skills. While the study aimed to contribute valid and reliable findings, the generalization of its results is inherently limited by the validity and reliability of the tool the researchers had developed. Furthermore, the applicability of the findings is confined to populations whose characteristics are identical or like those of the study sample.

1.5 Research Variables

Independent variable: A training program on presentation skills with two levels (Vyond, PowToon).

Dependent variable: Presentation skills on two levels (visual presentation, presentation and delivery).

2. Literature review

Storytelling is the oldest form of teaching and can significantly enhance learning (Kalogeras, 2021). It serves as a method for communicating and exchanging ideas, knowledge, and experiences in a specific context (Dalcher, 2015). Additionally, storytelling functions as a communication tool that helps uncover meanings and evoke emotions in students. With the advent of technology, storytelling has evolved into a new framework known as digital storytelling. This approach to storytelling combines the art of narrative with various forms of digital media (Qawaqneh et al., 2023; Robin, 2016) Using computer software to seamlessly incorporate multimedia elements such as text, images, recorded audio narration, music, and video enables students to convey a story that typically centers around a specific goal or topic and often presents a distinct point of view.

Digital storytelling fosters the development of various skills by integrating writing, speaking, and listening abilities. Digital narratives enable students to combine different communication styles that are crucial for 21st-century education. Digital storytelling appeals to students' interests, and reliance on technology motivates students, also those who may be reluctant or face challenges in reading and writing, to actively participate in the writing process. The incorporation of music and personal narratives provides students with greater autonomy in how they express themselves (Özüdoğru & Çakır, 2021). Ajabshir (2024) found that digital storytelling improved writing skills, motivation, and engagement of English as a foreign language students more than traditional methods did.

Digital storytelling enhances the development of communication skills, whether auditory, visual, or written. Additionally, it alleviates tension in students' during the educational process, to facilitate the delivery of information in a smooth and enjoyable manner (Nair & Yunus, 2022). The researchers define digital storytelling operationally as a method of presenting narratives by combining multimedia elements such as text, audio, images, video, and animation, typically created and delivered through digital tools and platforms. This narrative usually follows a structured story arc by including introduction, development, climax, and conclusion, thereby aiming to engage the audience both emotionally and cognitively.

Common tools used to create the narrative include multimedia authoring software (e.g., Adobe Spark, iMovie, PowerPoint, Canva), audio and video recording devices, digital cameras, and online platforms for publishing and sharing (e.g., YouTube, Story Map, podcasts). The expected outcomes of digital storytelling include better communication and storytelling skills, increased creativity and digital literacy, improved ability to synthesize and present information cohesively, greater audience engagement and message retention, and facilitation of reflective learning and personal expression.

2.1 Digital Storytelling Production Applications

As previously mentioned, the process of creating digital stories requires the use of various programs, websites, and applications. There are many options available, and individuals can select the most suitable tools according to their skills, experience, and capabilities. As explained by Qawaqneh et al. (2021), Cyber Hunt Strategy is one of many Internet-based strategies.

2.2 PowToon Application

PowToon is a cloud-based animation tool that enables educators and students to design dynamic visual lessons through an intuitive interface, and which supports multimedia learning principles by integrating visual and auditory elements to enhance comprehension and retention. By creating a digital story using PowToon and presenting animated presentations to their peers, students can capture the attention of their audience (Oktaviani et al., 2020). PowToon is an online application designed to enable users to easily create animations and video presentations. It offers features such as handwriting animations, cartoon animations, vibrant transition effects, and user-friendly timing options (Puspitarini & Akhyar, 2019).

PowToon serves as an effective educational tool by fostering and stimulating increased engagement, motivation, and comprehension across various subjects and education levels. Basri et al. (2021) noted a significant increase in student motivation when PowToon was used in online learning, as evidenced by an increase in the experimental group's average motivation score, from 62.69 to 72.31. Akmalia et al. (2021) found that incorporating PowToon into mathematics teaching enhanced students' conceptual understanding when PowToon was used alongside the 5E learning model, thereby effectively boosting elementary school students' motivation in science education.

2.3 Vyond Application

Vyond is a cloud-based video animation tool that enables users to create a wide range of media, from GIFs to videos and beyond. With Vyond, users can produce animated videos that use thousands of props, assets, and characters that represent various industries (Vyond, 2022). The platform offers numerous advantages, including an intuitive drag-and-drop interface that enables users who lack professional video animation experience to navigate it easily. Additionally, Vyond supports importing audio, video, and Flash files from the Internet or directly from a device. The platform offers a vast library of pre-animated assets, including characters, actions, templates, props, and sound effects, which enables educators to produce customized and interactive learning materials. Furthermore, Vyond's animation feature offers educators tools to create compelling narratives that facilitate deeper understanding.

English is an international language that is used for communication between people in various countries, and it has become very important in the educational setting, as English is used as the medium of instruction for many subjects. To learn English, four language skills must be mastered, namely listening, speaking, reading, and writing (Bani Ahmad & Sallam Saif, 2020). Mastering these four skills is one of the most important prerequisites for students' mastery of presentation skills, because presentations require these skills to produce a good digital story and, thus, a good presentation. (Yuniari, 2018).

Presentation skills encompass the essential techniques required for effective speech delivery. When technology is utilized in presentations, several key skills must be considered, including engaging with the audience, effectively communicating information and ideas, employing non-verbal communication, managing nerves and reducing tension, as well as selecting and utilizing appropriate visual aids (Van Emden & Becker, 2016).

Developing students' presentation skills is essential for enhancing their most valuable competencies; presentation skills play a crucial role in students' professional development. The ability to present a topic confidently, clearly, and convincingly is invaluable at every stage of a student's life. Additionally, mastering effective body language is a key component of successful presentations (Van Emden & Becker, 2016).

Visual presentation skills refer specifically to abilities related to creating and utilizing visual aids that enhance communication effectiveness during presentations. These skills relate to designing and implementing visual elements that support and strengthen the presenter's message, rather than serving as mere memory aids. Unfortunately, there is a tendency for presenters to conflate visual aids with the presentation itself, resulting in text-heavy slideshows that primarily function as memory aids for the presenter, instead of enhancing audience communication (Bekker & Clark, 2018).

Delivery-related presentation skills include maintaining good eye contact with the audience, using appropriate gestures, speaking with a clear and audible

voice, and answering questions professionally. Effective communication in this domain also involves demonstrating good language skills and pronunciation, using proper grammar and word choice, and incorporating rhythm, intonation, accent, and tone variation. The pace of delivery is also critical; effective presenters are fluent and articulate while avoiding fillers such as "umm" or "like" and minimizing long pauses (Algouzi et al., 2023).

The relationship between visual presentation skills and delivery skills is fundamentally complementary, with each component serving to enhance the overall effectiveness of a presentation. Visual aids should function as supportive elements that strengthen the spoken portions of a presentation, rather than being treated as the presentation itself (Kongkeo, 2023).

From the discussion above, it is evident that developing students' presentation skills and utilizing these skills in the classroom is crucial in transforming abstract knowledge into tangible reality. This approach to learning facilitates the communication of complex information in simple and engaging ways, thereby enhancing student interaction and improving their understanding of educational content. By transforming traditional material into electronic formats through the creation of digital stories, educators can make learning more accessible and enjoyable. In addition to the literature reviewed above, we present studies related to presentation skills and English language research chronologically, from the latest to the oldest.

2.4 Studies Related to the Topic of Digital StorytellingThe aim of the study of Asnas (2024) was to explore students' attitudes and what they experienced as barriers to using digital storytelling to learn English. The research employed qualitative methodologies, including questionnaires and interviews, to address a methodological gap. In total 40 eighth-grade students at a private junior high school in Malang, East Java, participated in the study. The results reveal that students had a positive attitude to using digital storytelling in English learning, because it helped them focus on the lesson content, be entertained, visualize the material, deepen their understanding, increase engagement, enhance communication skills and feel secure participating in class; all in all, a stimulating learning environment was fostered.

However, some students expressed uncertainty about their confidence and motivation to use digital storytelling, while others showed improvement in these areas. Students found it easier to recall information and use their language skills for listening, speaking, reading, and writing. However, they encountered certain barriers, such as challenges relating to technology and difficulty understanding unfamiliar vocabulary.

A study by Nuriyah et al. (2024) evaluated whether digital storytelling improved English speaking skills. The study employed a pre-test–post-test group design, with a sample of 80 eleventh-grade students divided into experimental and control groups. A pre-test was conducted to identify initial differences between the students. The concept of digital storytelling was introduced to both groups;

however, only the experimental group used it, while the control group did not. The experimental group received instructions on using digital storytelling. A *t*-test was used as the data analysis tool, and the result is that digital storytelling significantly contributed to improving students' English speaking skills. Vandrektus et al. (2024) indicated that digital storytelling can have a significant impact on enhancing tenth-grade students' listening comprehension. Animated stories in digital format were presented with the aim of increasing student engagement in classroom listening activities. The study employed a classroom action research methodology conducted over two cycles, each consisting of four sequential phases: planning, implementation, evaluation, and reflection. Identified weaknesses in the first cycle were addressed through a revised lesson plan, which was then implemented in the second cycle.

The research instruments included assessment rubrics, field notes, and observation tools related to the lesson plan and instructional process. The analysis concluded that digital storytelling contributed to improving students' engagement and achievement in listening comprehension through animated videos of stories created by the students, based on a previous animation of a traditional story prepared by the researcher.

Moreover, using animated stories with unconventional plots stimulated students' initiative and efforts in the classroom and, simultaneously, reduced disruptive and inattentive behaviors. Students' listening comprehension also showed improvement from one cycle to the next. A study by Sintayani et al. (2022) created a PowToon animation video as an English language teaching tool and instructional mediator for seventh-grade students at a middle school in Indonesia. Their primary objective was to enhance students' engagement in writing descriptive texts.

The researcher employed design and development methods, specifically the ADDIE model, for product development. Data was collected via interviews, performing method analyses, administering questionnaires, and applying as an expert assessment guide. Both the material and media components of the video were evaluated as effective media by expert opinions. This initiative significantly increased students' enthusiasm for and interest in learning English, particularly for improving their writing skills.

Al-Mansour (2020) wished to identify the impact of digital storytelling on the development of the verbal fluency and grammatical accuracy of secondary school students. The researcher employed a quasi-experimental approach. Three digital stories were created; they focused on English grammar topics, including the simple past, past continuous, and future tenses, and comparisons. The experimental design included pre- and post-tests, and both written and verbal assessments were administered before and after the intervention. The sample comprised 24 randomly selected female students, divided into two equal groups.

The control group comprised 12 female students who received traditional instruction, while the experimental group comprised 12 female students who were taught using an educational strategy enhanced by digital storytelling. The

results of the study indicate a positive impact of the digital storytelling strategy on pronunciation accuracy, fluency in spoken English, and grammatical proficiency, on all topics except the past continuous tense.

The findings of a study by Oktaviani et al. (2020) indicate that 56% of English literature students at Technocrat University in Indonesia reported that their lecturers utilized more technology in the class. Consequently, the researchers employed classroom action research to investigate whether the integration of technology did more than help lecturers to deliver course material, and whether it also enhanced students' performance in understanding international culture in the English classroom.

To gather data, the researchers applied observations, tests, and questionnaires. The study sample comprised second-semester students in the Department of English Literature at the University of Texas. The results are that students' understanding of international culture improved after each course. Given that technology and the Internet are integral to their lives, students can easily engage with and adopt these tools; furthermore, the features of these tools significantly capture students' attention and facilitate learning. Therefore, this approach can also be applied to teaching other subjects or at different education levels.

A study by Al-Tuwairqi (2020) determined the effectiveness of digital storytelling in developing specific language communication skills for the subject of English for second intermediate grade students in Jeddah, Saudi Arabia. The researcher employed a semi-experimental approach to design a digital storytelling program and compile a list of listening and speaking skills. Additionally, an achievement test was prepared to assess listening skills, along with an oral performance test and a rubric to evaluate speaking skills. The sample consisted of 50 intermediate second-grade students who were randomly allocated to control and experimental groups of 25 students each.

2.5 The Importance of Digital Storytelling in Developing Presentation Skills

In a study that explored the impact of employing digital storytelling on the development of presentation skills, Al-Mansour (2020) found that digital storytelling positively impacted pronunciation accuracy, fluency in spoken English, and grammatical proficiency, except for the past continuous tense. Similarly, Al-Tuwairqi (2020) confirms the effectiveness of digital storytelling for developing specific English language communication skills, specially listening and speaking skills, thereby expanding on the role of digital storytelling in written communication.

Sintayani et al. (2022) used the creation a PowToon animation video as an English language teaching tool and instructional mediator to enhance engagement in writing descriptive texts. This initiative significantly increased students' enthusiasm for and interest in learning English, particularly their writing skills. Moreover, according to Oktaviani et al. (2020), 56% of English literature students at Technocrat University in Indonesia reported that their lecturers utilized more technology in the class, and that the integration of

technology not only helped lecturers to deliver course material but also enhanced students' ability to understand international culture; moreover, students' understanding of international culture improved after each course.

Syafryadin and Salniwati (2019) confirm that digital storytelling not only enhances students' speaking proficiency but also fosters critical thinking, creativity, and confidence, thereby serving as an effective pedagogical tool in language education. Robin (2016) reports that digital storytelling promotes content comprehension and empowers students to become active participants in their learning journeys.

3. Methodology

Because of the nature of the study, which aimed to examine the impact of creating a digital story on the development of presentation skills of secondary school students in the subject of English language, the researchers employed a semi-experimental approach that aligned with the study objectives. The design involved two experimental groups, and an observation card for presentation skills was applied to both groups in two measurements: pre-test and post-test.

3.1 Context and Sample

The study sample comprised 40 female secondary school students at a private school in Amman, the capital of Jordan. The participants were intentionally selected and randomly assigned to two experimental groups—20 students in each group. A pre-test was administered to assess presentation skills. Independent tests were conducted to determine whether there were significant differences between the two groups. The results were statistically non-significant at the level of .05, which indicates that the two groups were equivalent prior to the experiment.

3.2 Limitations

The generalizability of this study's findings is limited by several factors. First, the validity of the research instrument that was developed by the researchers may affect result reliability. Second, the required level of measurement consistency (reliability) achieved by the study influences the applicability of the findings. Finally, the results can only be generalized to populations that share similar characteristics as the study sample in terms of demographics and contextual factors. These limitations highlight the need for caution when extending the study's conclusions to broader contexts.

3.3 Training Materials

Before they practiced producing a digital story, and repeated their presentations on the same topics, this time utilizing digital storytelling tools such as PowToon or Vyond, presentations were delivered by students on various topics related to the English language using the PowerPoint application. The topics that were selected related to English grammar and the four language skills of reading, writing, speaking, and listening.

3.4 Study Tools

Theoretical literature and studies related to the topic were referenced to utilize presentation skills as a tool and a source of data. The process followed the following steps:

1. **Determining the purpose of an observation card:** A card was designed to assess the presentation skills of high school students enrolled in the English language course.
2. **Identifying the fundamental skills associated with the observation card:** There are two essential skills for effective presentation: visual presentation and delivery.
3. **Identifying the subskills measured by the card:** By analyzing the fundamental skills, we developed subskills for each of the presentation skills, which served as the foundation for constructing the observation card.
4. **Setting the observation card:** The observation card was presented to a group of arbitrators representing the teaching staff of the Education Technology Specialization at the Faculty of Education to assess the accuracy of paragraph formulation, the relevance to the skills being measured, and their linguistic accuracy. Feedback was sought regarding the sections of the presentation skills observation card that were relevant to the research topic
5. Calculating the reliability of the observation checklist**:** The reliability of the observation checklist was calculated using the internal consistency method (Cronbach's Alpha) and the test-retest method, applied to a pilot sample of 25 female students. The results indicate that the reliability coefficients are high, with a test-retest reliability coefficient of .94, and an internal consistency coefficient (Cronbach's Alpha) of 96%.

3.5 Scoring the Observation Checklist

The researchers adopted a three-point Likert scale to score the study instrument and assign each item to one of three possible ratings: High degree (3), Moderate degree (2), Low degree (1).

3.6 Study Design

The study employed a quasi-experimental design. The evaluation mechanism involved two groups with pre- and post-observations surrounding a treatment phase:

Table 1: Study Design for Using PowToon and Vyond in Digital Storytelling Production

Group	Pre-Observation (O)	Treatment (X)	Post-Observation (O)
Group 1	Practiced producing a digital story using PowToon	X1	Observed post-treatment
Group 2	Practiced producing a digital story using Vyond	X2	Observed post-treatment

Note. X1 represents the treatment involving practice to produce a digital story using PowToon; X2 represents the treatment involving practice to produce a digital story using Vyond.

3.7 Statistical Treatment

Means and standard deviations were used to describe students' performance on the presentation skills observation checklist for both groups—those taught using PowToon and the group taught using Vyond—to identify apparent differences in performance between the two groups.

One-way ANCOVA (analysis of covariance) was used to test the main hypothesis of the study by comparing the performance of the group taught via PowToon with that of the group taught via Vyond, to determine whether the differences between the two groups can be attributed to the teaching method rather than to other factors.

Effect size using eta squared (η^2) was used to determine the extent of the impact of the teaching method (independent variable) on presentation skills (dependent variable).

4. Results

The results highlight the importance of this research, which examined the effectiveness of digital storytelling for developing students' presentation skills in an English language course.

Table 2: Arithmetic Means and Standard Deviations of the Study Members' Marks Captured Using the Presentation Skills Observation Card

Group	Skill	M	SD	N
PowToon	Visual art	42.05	2.46	20
	Presenting and delivering	95	7.61	20
	Total	54.50	13.79	40
Vyond	Visual art	40.40	4.22	20
	Presenting and delivering	63.85	9.22	20
	Total	05 52 13	13.82	40

Note. *N: number of participants, M: Mean, SD: Standard Deviation

Table 2 shows that there are apparent differences in the arithmetic means of the scores of students who had practiced using the PowToon app and those who practiced using the Vyond app. To investigate whether these differences are statistically significant, we tested the data using a companion one-way analysis (one-way ANOVA).

Table 3: Analysis of the Single Variance Associated with Differences Between Averages of Students using Powtoon and Vyond

Source of variation	SS	DF	MD	F value	Sig	η
Pre-observation	13031.591	1	13031.59	.546	.000	0.877
Group	442	1	249.44	10.47	.002	0.120
Error	784	77	23.83			
Total	242357.000	80				

Table 3 demonstrates that there are statistically significant differences at the significance level of $\alpha \leq .05$ between the average scores of students who had trained using the PowToon app and those who trained using the Vyond app, with differences favoring PowToon. Additionally, Table 3 indicates that the effect size (eta squared) is substantial; specifically, if the students who trained with the Vyond application had, instead, trained with the PowToon application, their presentation skills would have improved by 12%. Furthermore, it shows that approximately 88% of the explained variance in presentation skills can be attributed to the use of digital storytelling applications.

This result can be attributed to the observation that students found PowToon to be easier and quicker to use than Vyond. PowToon is more flexible for modifying existing templates, which minimizes the need to start from scratch. Additionally, students can make straightforward adjustments to text, characters, movements, sound, and colors to suit the subject of their presentations. PowToon also offers a diverse range of presentation formats, which facilitates the selection of the most suitable options for digital presentations.

One of the options that the students explored was the possibility of incorporating a presentation that had been created using PowerPoint. Some students included presentations that were developed to provide a pre-training overview of the use of various applications. Consequently, the students focused on creating a digital story and integrating it into the presentation content and adding multimedia elements. This approach facilitated the production process and enhanced the integration of different programs and applications, which enabled students to benefit from and use each tool effectively.

Additionally, students who were trained using the Vyond application worked on utilizing the Zoom feature, which adds greater movement and realism to scenes. This feature helps a producer to emphasize specific points and characters of a story. However, the students encountered challenges in employing this feature correctly and appropriately. Mastering this aspect requires professionalism and experience in using the application.

Despite the greater ease and flexibility offered by PowToon in comparison to Vyond, the researcher observed that the creative potential for presentations created with Vyond was greater. Students demonstrated a stronger commitment to generating ideas for digital stories, producing presentations, utilizing available templates, and crafting scenes from scratch. This increased engagement necessitated additional training and time.

The positive effect of producing digital storytelling using PowToon aligns with the findings of a study by Sintayani et al. (2022), which reports greater student enthusiasm and interest in learning English. Additionally, it supports the results of research conducted by Oktaviani et al. (2020), namely that using PowToon can enhance students' understanding of the English language. Given that technology and the Internet are integral to their lives, students find it relatively easy to utilize and embrace these tools. Adnyani et al. (2020) reports a favorable

response to the use of PowToon-based videos in the classroom, which not only assisted teachers but also contributed to an improved learning experience for students.

To verify the validity of the second hypothesis, which states that there are no statistically significant differences at the $\alpha \leq .05$ level of significance between the average scores for presentation skills in English language of female students according to the application they used to produce digital stories (either Vyond or PowToon), the means and standard deviations of the students' marks were calculated according to the presentation skills observation card. Table 4 presents these results.

Table 4: Arithmetic Means and Standard Deviations of the Marks of Students who had Trained Using Either PowToon or Vyond for Various Skills

Skills	M	N	SD
Visual art	42.05	20	2.46
Presenting and delivering PowToon	95	20	7.61
Visual art	40.40	20	4.22
Presenting and delivering Vyond	63.85	20	9.22

Table 4 reports apparent differences between the marks of the students who had trained using the PowToon app and those who had trained using the Vyond app for each skill. To check whether these differences are statistically significant, the data were tested using the paired *t*-test (Table 5).

Table 5: *t*-Test of the Associated Data (Paired *t*-Test) for Marks of Study Participants who had Trained Using Either PowToon or Vyond to Develop Skills

Skills	M	SD	*t*	DF	Sig
PowToon presentation – Presentation and delivery of PowToon	24.90-	5.88	-18.93	19	0.000
Vyond presentation – Presentation and delivery of Vyond	23.45-	5.98	17.54	19	0.000

According to Table 5 there are statistically significant differences in skills at the $\alpha \leq .05$ level of significance between the average marks of students who had trained using the PowToon application and those who had trained using the Vyond application.

Table 6: Repetition of Student Responses to Presentation Skills for Vyond and PowToon Applications

Presentation skills	Vyond			PowToon		
	Excellent	Inter mediate	Pass	Excellent	Inter mediate	Pass
Fixed images	35%	25%	40%	25%	15%	60%
Slider image	90%	10%	0%	100%	0%	0%
(illegible content)	100%	0%	0%	100%	0%	0%
Comprehensible content	90%	10%	0%	100%	0%	0%
Photos without visual distractions	70 %	20%	10%	70 %	20%	10%
Consistent and comfortable colors	100%	0%	0%	100%	0%	0%
Speed is suitable for viewing	80%	20%	0%	90%	10%	0%
Appropriate display tools	90%	10%	0%	90%	10%	0%
Interactive content	60%	30%	10%	90%	10%	0%
Innovative way of presenting	55%	30%	15%	60%	40%	0%
Prelude to the topic of the presentation in an attractive way	55%	40%	5%	70 %	20%	10%
Demonstrated self-confidence during the presentation	80%	20%	0%	90%	10%	0%
I used sound language	100%	0%	0%	100%	0%	0%
I used understandable language	100%	0%	0%	100%	0%	0%
The pitch was audible and appropriate	75 %	25%	0%	80%	20%	0%
I avoided reading when viewing	75%	20%	5%	80%	20%	0%
There was good eye contact between them and the attendees	55%	40%	5%	70%	20%	10%
I used appropriate	20%	60%	20%	40%	40%	20%

Presentation skills	Vyond			PowToon		
	Excellent	Inter mediate	Pass	Excellent	Inter mediate	Pass
body language						
There was a match between the tone of voice and the ideas put forward during the presentation	55%	25%	20%	50%	40%	10%
Motivated attendees to interact	60%	40%	0%	50%	50%	0%
Moderated discussions and dialogues among the attendees	65%	30%	5%	70%	30%	0%
Responded to attendees' queries related to the topic	90%	10%	0%	100%	0%	0%
Presented ideas in a neat manner	90%	10%	0%	90%	10%	0%
Presented ideas in a coherent way	70%	30%	0%	90%	10%	0%
Presented ideas in a logical way	70%	30%	0%	90%	10%	0%
Managed time effectively	75%	15%	10%	90%	10%	0%

Table 6 shows statistically significant differences between the frequencies of responses of students using either Vyond or PowToon regarding presentation skills, in favor of PowToon. The presentation and delivery skills of students who had used PowToon were superior to their skill of visual presentation. PowToon also contributed more to the development of skills such as interactive content, attractive bootstrapping, logical coherence of ideas, and effective time management. The two applications were equally effective in developing skills such as reading content, using sound language, and coordinating colors and images.

Both groups of students showed improvement in the skill of presenting and delivering because they were more creative in presenting content than they would have been with traditional visual presentation practice. This is because most students could use PowerPoint to prepare visual presentations. When they use new applications such as PowToon to enhance the production of digital stories, they develop creative ideas and increase self-confidence, which contributes to improving their presentation skills. The study of Syafryadin and

Salniwati (2019) confirms that the production of digital stories enhances the critical thinking, creativity and self-confidence of students, not only in the field of education but also in the use of technology. Based on the data presented above, it is evident that both applications—PowToon and Vyond—are effective in enhancing presentation and interaction skills. However, PowToon clearly outperformed Vyond in several key competencies, indicating its greater effectiveness in improving student performance.

Notably, PowToon demonstrated superior results in interactive skills and content comprehension. For example, for the "comprehensible content" criterion, PowToon received a 100% Excellent rating compared to 90% for Vyond. Additionally, PowToon scored higher in the "interactive content" category, with 90% rated as Excellent, compared to only 60% for Vyond. This suggests that interaction and comprehension are major factors that influence students' learning, and PowToon appears to offer tools that make content more engaging and easier to understand, thereby enhancing comprehension and academic performance.

PowToon also received higher ratings in the areas of presentation style, coherence, and logical sequencing of ideas. Specifically, it was rated higher in "innovative presentation style" (60% vs. 55%), "coherent sequencing of ideas" (90% vs. 70%), and "logical flow of ideas" (90% vs. 70%). This can be attributed to PowToon's visual and structured approach, which supports the clear and logical delivery of concepts, and, thus, contributes to improved learning outcomes.

Furthermore, PowToon proved to be more effective in fostering confidence and communication. Students who used PowToon were rated higher in "self-confidence during presentation" (90% vs. 80%) and "eye contact with the audience" (70% vs. 55%). These results suggest that the visually rich and dynamic environment of PowToon may have helped students feel more comfortable and confident while presenting, which positively affected their overall performance. Lastly, PowToon supported better organization of content, which possibly facilitated easier retrieval and management of information during the presentation.

The Effect of Using PowToon Toward Students' Motivation in Writing" by Anita and Kardena (2021) reports a significant positive impact of using PowToon to improve students' motivation to write. Similarly, the current study found a significant effect of PowToon on students' ability to write narrative texts. The increased confidence of the students, which developed their presentation and delivery skills, may be the result of improved self-esteem and the sense of achievement experienced by the students, which was observed during the presentations. They broke through a barrier of fear of public speaking, which induced a feeling of satisfaction with and pride in the digital stories and presentations they had produced.

The skills that students acquired and developed emphasize the importance of training students to use these programs and involving them in producing digital stories. They should also be provided with opportunities to prepare presentations using multimedia and apply various ways to enhance the vitality and effectiveness of their presentations. This view reflects the results of a study by Robin (2016), who indicates that maximum improvement in the classroom is achieved when students are asked to create digital stories themselves, either individually or in small groups.

The superiority of PowToon over Vyond as reported by some education-related studies may be attributed to several reasons related to the features of each application and their direct impact on student learning. PowToon is characterized by a simpler and easier-to-use interface than Vyond, which means teachers and students can create educational content without undergoing extensive training or possessing advanced technical expertise. This benefit enhances the focus on educational content and prevents users being distracted by technical aspects.

Additionally, PowToon offers a large collection of pre-made educational templates with attractive and student-friendly animation styles. These templates make it easier for students to produce visually engaging content that captures the attention and enhances understanding. Another reason for PowToon's superiority is its support of features such as audio integration, adding voice narration, and automatic slide timing, which are important features that make educational material livelier and clearer.

5. Recommendations

5.1 Curriculum Development

- It is recommended that presentation skills are more prominently featured in English language curriculum outcomes, because of their critical role in fostering comprehensive language proficiency.
- Education policymakers and curriculum designers should consider integrating digital storytelling as a strategic pedagogical approach to enhance students' communication and presentation capabilities.

5.2 Teacher Training

- Professional development programs for teachers should include focused training on the pedagogical value of digital storytelling, to equip educators with the skills they need for effective implementation.
- It is advised that educators are supported and encouraged to adopt digital storytelling tools in their instructional practices, to improve learner engagement and achievement.
- It is recommended that digital storytelling tasks are integrated in project-based assessments of English, to enhance students' communicative competence, creativity, and engagement.

5.3 Student Engagement

- Schools should implement structured training programs that encourage students to use digital storytelling applications effectively, thereby promoting creativity, learner autonomy, and active participation.
- Education institutions are encouraged to invest in and provide access to digital storytelling platforms, to ensure that both teachers and students can benefit from these technologies in instructional settings.

5.4 Future Research

- Further studies are recommended to replicate the present research across diverse education levels and subject areas to validate and extend its findings.
- Comparative investigations should examine the impact of digital storytelling across gender groups to identify potential differences in learning outcomes.
- Additional research is needed to explore the influence of digital storytelling on students' personal attributes, such as confidence, creativity, and communication skills.
- Scholars are encouraged to examine the interaction between digital storytelling and various independent variables, such as cognitive styles and presentation skills, to gain deeper insights into its educational effectiveness.

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