

Investigating Students' Speaking Skills through Traditional Story-Based Digital Storytelling into Genre-Based Approach (GBA)

Putri Azzahra Henda Puspitasari^{1*}, Ika Lestari Damayanti², Iyen Nurlaelawati³

Universitas Pendidikan Indonesia, Indonesia^{1,2,3}

Email: putriazzahrah@upi.edu^{1*}

ABSTRACT

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Digital storytelling has been widely used in the English learning process as a way to improve language skills, especially speaking skills, but the influence of digital storytelling on students' speaking skills in traditional stories that integrated into the Genre-Based Approach (GBA). This study aims to investigate the students' speaking skills development by using traditional story-based digital storytelling into GBA. A qualitative case study was used in this research involving 22 students at a private junior high school using observations, interviews, and digital storytelling projects. Thematic analysis was chosen to analyze the data which was categorized to obtain themes in answering the development of speaking skills through the integration of traditional story-based digital storytelling into Genre-Based Approach. The findings indicate that students who engage in all stages of the Genre-Based Approach (GBA) through traditional story-based digital storytelling demonstrate improvements in English vocabulary, word pronunciation, accuracy, and speaking fluency during various GBA activities. Self-confidence also influences and supports them to tell traditional stories digitally in a spoken way. Apart from that, at Joint Construction of the Text (JCoT) stage, students helped by discussions and teamwork in creating digital storytelling which encouraged them to be able to create digital storytelling independently. Future implementation of digital storytelling at various levels of education is recommended to develop students' English language skills.

Keywords: *digital storytelling; Genre-Based Approach (GBA); learning process; speaking skills; traditional story.*

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INTRODUCTION

Digital storytelling is a combination of storytelling and the use of digital media. (Lambert, 2012) stated that digital storytelling is a combination of personal and fictional narrative stories which is edited into digital videos to be more meaningful. Moreover, digital storytelling does not only focus on telling stories using digital technology but also empowers people to share narratives in interesting and meaningful ways. Digital storytelling is the process of making short films by combining computer-based digital tools with narrative stories in the form of audio recordings which can add emotional elements to the storytelling (Robin & McNail, 2019). Like traditional storytelling, digital storytelling also has a narrative story that begins with theme choice, storytelling point of view, and the duration of the story.

In education, digital storytelling is an innovative way of engaging students by utilizing technology as a storytelling medium. It is an activity that can increase students' interest and motivation as a digital generation (Robin, 2008). In learning language, stories are a rich linguistic and literacy resource for students to explore (Damayanti, 2017). Students' motivation and contribution in class are more alive with stories that cause them to be more courageous in asking questions (Bruner, 1996). This courage arises because of students' curiosity, as stated by (Ong & Aryadoust, 2023), digital storytelling is

preferred in education because of its ability to appeal to many senses. In addition, the use of digital storytelling helped students to observe around, increase interaction and collaboration between students to achieve better education (Hung et al., 2012). Other impacts are not only felt by students but also trained foreign language teachers to apply in their learning as a facility in transferring knowledge in a more effective way (Gregori-Signes & Alcantud-Diaz, 2016) and help improve pedagogical, professional development, and teachers teaching methods (Yee et al., 2017).

More specifically, the use of digital storytelling in education has a tremendous impact, especially on language learning. Various teaching methods have been widely applied, but in digital storytelling, composing narratives is a pedagogical method that engages students more deeply with language (Hafner & Miller, 2011). Apart from that, the combination of text and audio components affects their linguistic abilities (Rance-Roney, n.d.). Researchers highlighted the effectiveness of digital storytelling in practicing language skills such as writing, listening, and speaking (Gardner, 1983). These language skills are reviewed based on the first stage of digital storytelling, students' writing skills are applied while constructing the story text (Papadaki et al., 2023). Then, when the story is told, students use their listening skills to capture the story. Meanwhile, speaking skills are involved when the story is shared orally to

the audience (Sembiring & Simajuntak, 2023).

Previous research has revealed the use of digital storytelling in language learning, both in English as a Second Language and English as a Foreign Language. Research conducted by (Kallinikou & Nicolaidou, 2019) shown that digital storytelling supported the development of adult learners' speaking skills and raised EFL students' motivation. It turns out that the positive impact of using digital storytelling was also obtained by ESL learners, which has been proven by digital storytelling as practical assistance in improving students' speaking skills and as an innovative and effective teaching strategy in increasing interest in English speaking skills (Xu & Hashim, 2023); (Ullah, 2021). Applying digital storytelling as a pedagogy also helped students advance their speaking skills and there was a significant increase in vocabulary, comprehension, and fluency (Eissa, 2019); (Ramalingam et al., 2022). Other previous research conducted by (Zhussupova & Shadiev, 2023) found that digital storytelling provided students with the opportunity to be more coherent and cohesive in academic public speaking as shown by a significant increase of 15%.

Apart from that, several studies in Indonesia also found the use of digital story-based media was able to improve speaking skills, interesting, and accommodate students' creativity, including during the Covid-19 pandemic. (Cahyanti & Nuroh, 2023); (Sumbayak &

Tamala, 2022); (Sinaga et al., 2021). Findings from research conducted by (Ratnasari, 2023) showed a significant increase with a pretest score of 3.45 and a post-test score of 4.54. Other research also shown that students' cognitive, social, emotional growth and English language proficiency were helped by digital storytelling and could be well received by students (Nuriyah, 2023).

Considering previous studies that have been mentioned, the use of digital storytelling has a positive impact on motivation, interest, opportunities, and creativity, which affects vocabulary, understanding, and fluency in speaking skills. However, the studies provided primarily focus on digital storytelling and speaking skills. Only a few studies examine the learning design for incorporating traditional storytelling into teaching and learning through digital storytelling.

The research conducted by (Gunanto & Widhiyanti, 2016) stated that traditional stories (folklore) are conveyed digitally to children to introduce and preserve the archipelago's culture. Based on 15 literacies regarding the joy of society from various forms of digital media, it was found that digital provides benefits, especially in preserving culture, in this case, folklore. In addition, the data showed that stories originating from Sumatra, Java, and Bali have been widely adapted into digital form.

In Indonesia, English has an important role in education. The main objective of teaching and learning English in Indonesia is to prepare the Indonesian youth to be ready to compete globally (Rahayu, 2020). English learning in Indonesia is focused on providing experience in using texts to understand and apply various knowledge. As stated by (Halliday & Matthiessen, 2004), when someone speaks or writes, they produce text and the text is something that is engaged and interpreted by listeners and readers. Based on (Ristek, 2022), the approach used in learning English text in Indonesia is the Genre-based Approach (GBA) which focuses on texts in various modes, whether spoken, written, visual, audio, or multimodal. One of the texts that focused on strengthening English is narrative text which includes receptive skills (reading) and productive skills (speaking). The research gap focuses on the implementation of the Genre-based Approach (GBA) in the digital storytelling learning process, emphasizing the development of students' speaking skills through the use of traditional stories.

Based on the aforementioned considerations, this study aims to answer the research question: "How are students' speaking skills developed through the use of digital storytelling with traditional stories integrated into the Genre-based Approach (GBA)?" By combining digital technology with a genre-based approach to learning, this study seeks to provide new

insights into innovative ways of developing students' speaking skills. It is also expected to contribute to the development of language teaching methodologies, particularly in utilizing digital media to enrich students' learning experiences, while introducing traditional stories as a means to enhance their cultural understanding and verbal communication. Therefore, this study holds the potential to enrich both the theory and practice of language teaching, while also facilitating students in developing their speaking skills more effectively and creatively.

METHOD

This research used a qualitative case study to investigate students' speaking skills through the use of traditional stories-based digital storytelling integrated into the Genre-Based Approach (GBA) in the learning process. A case study was chosen because the design focused on exploring processes, activities, and events (Creswell, 2014). In this research, the author was directly involved in teaching, integrating the stages of the Genre-based Approach (GBA)—which include building knowledge, modeling, joint construction, and independent construction—to create traditional story-based digital storytelling. Case studies are described as intensive investigations and examine complex phenomena where researchers examine data in depth about a person, group of people, or unit (Heale & Twycross, 2018). This design helped researchers in

obtaining data where researchers only focused on one group.

The research was conducted at a private junior school in Bandung involving 22 students which is divided into 5 groups. 5 out of 22 students were selected using purposive sampling method as samples for interviews. The students were selected based on two criteria, that the students followed all the learning processes at each stage of GBA and submitted digital storytelling projects that have been instructed in the classroom. They are Nada, Ira, Rafi, Lian, and Ariz (pseudonyms) as part of each group.

Several data collection methods are used to gather the data through observation, interview, and digital storytelling project. Observation is carried out to obtain the actual behaviour (Busetto et al., 2020). The advantage of observation is that it provides distance between the researcher and the object being studied, the researcher obtains in-depth information by observing directly. To determine students' initial speaking skills before entering learning using digital storytelling, the author observed through pre-lesson assessment. Students are asked to tell their personal narratives orally which is recorded in one minute video form individually. Then, students are asked to submit via Google Drive which has been provided by the author. The video will be assessed by considering several aspects of speaking skill that according to (Brown, 2001), there are four aspects of speaking

skills which are fluency, accuracy, pronunciation, and vocabulary.

Besides that, to determine students' speaking skills involvement when the Genre-Based Approach (GBA) is applied. The author obtained the data by observing and being involved in the classroom to find out directly how students were involved during the learning process. Therefore, the stages of Genre-Based Approach (GBA) were highlighted in the speaking skills observation process. The following is table of speaking skills development integrated into Genre-Based Approach (GBA). Four stages of Genre-Based Approach (GBA) by (Derewianka, 2004) and (Gibbons, 2009) include Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

The next data collection used is interview. It is one of the research methods to obtain in-depth information. In this study, five open-ended questions regarding students' experiences in the classroom will be carried out through semi-structured interviews. According to (Husband, 2020), not only obtaining in-depth information, semi-structured interviews can also influence participants to exchange information logistically by this structure. Some tools to support the interview were provided, including notebooks, recorders, and hand phones to document it.

The last data collection is digital storytelling project. According to (Bowen, 2009), document analysis is selected in the data collection method to review or evaluate which is part of a systematic procedure. The documents that will be analysed in this research are digital storytelling final projects. Thus, it can be used as evidence in investigating students' speaking skills through digital storytelling which is integrated into the Genre-Based Approach (GBA).

Thematic Analysis

Thematic analysis was chosen by the author to analyse data obtained through, observation, interviews, and document analysis of pre-lesson assessment and final project. It is started from familiarize with the data, generate initial codes, search for themes, review themes, define and name themes, and produce report (Braun & Clarke, 2006) as shown in figure below.

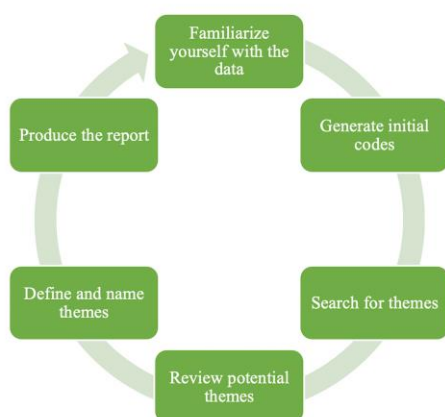


Figure 1. Thematic Analysis (Braun & Clarke, 2006)

RESULTS AND DISCUSSION

The results of this research indicate that integrating digital narrative storytelling into the Genre-based Approach (GBA) enhances students' speaking skills. Key activities involved include analyzing story examples, watching digital storytelling videos, working in groups, and creating digital storytelling projects.

Through Thematic Analysis, the findings of the research are presented four themes that answered the research question. These themes would be elaborated in the paragraph below.

Theme 1. Developing Speaking Skills through the Example of the Traditional Stories

Examples of stories are stories displayed through Figures to engage students' knowledge about what stories they know. Students are asked questions in English regarding the title, region of origin, characters, plot, and even conflict faced from the story. Almost all students are interested in answering every question related to the narrative story using English. It was in line with what they stated:

"I felt really excited, the first time when the teacher showed us many characters by using the picture. I also wanted to get to know more about what are going to learn. Then, I am trying to answer even my answer is wrong." (Nada)

"I can't speak English, but when the teacher asked me about the picture of traditional stories, I reflexively answered, although I stuttered." (Ira)

"I am unfamiliar with traditional stories, nor do I like history. But, the examples of stories shown help me not only in my interest in language but also in my historical knowledge." (Rafi)

"I love telling stories, so when the students asked to tell a personal narrative, I am very excited." (Lian)

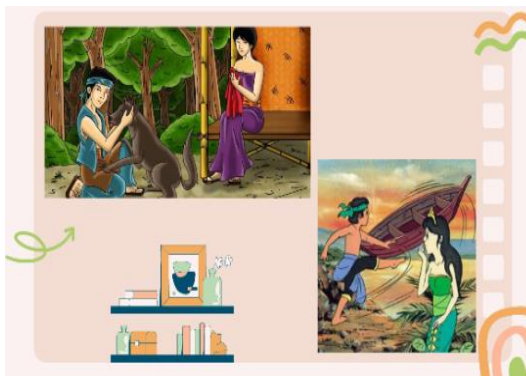


Figure 2. Example of Story (BKoF)



Figure 3. The Differences of Traditional and Digital Story (BKoF)

As highlighted in the excerpts above, all four participants acknowledged

the difficulty of learning to speak English but expressed enthusiasm and comfort with traditional stories. This sense of familiarity enabled them to communicate their ideas in English with greater confidence. This finding is in line with a study by Ramírez-Lizcano & Cabrera-Tovar (2020) which suggested that culture and language learning are closely linked to the specific language being learned. From the students' perspective on foreign language learning, their understanding of the process is rooted in positive experiences that allow them to express their emotions, feelings, and reactions, influenced by the cultural experiences they have encountered. Additionally, integrating local culture into English learning not only helps make the language more relevant to students but also has a powerful effect on their motivation, engagement, and overall learning experience. It bridges the gap between the language and students' real-world context, leading to a more enriching and participatory learning environment (Ratri et al., 2024). The results align with a previous study by Songkhro et al. (2022) Studies have examined how animated videos can improve students' understanding of the socio-cultural aspects of native English-speaking countries, showing that this method can significantly enhance their knowledge and comprehension. The results indicate that educators should integrate both linguistic and cultural knowledge into their teaching

approach. Apart from that, the used of videos made some students felt more confident in developing stories because they did individually without being paid attention like telling stories directly. This was proven by documentation at the first meeting and in line with the observation sheet regarding the development of speaking skills at the building knowledge of the field (BKoF) stage where students had high enthusiasm by answering various questions.

Theme 2. Developing Speaking Skill through Watching Digital Storytelling Video

Watching digital storytelling videos is an activity to introduce digital storytelling to the students through video shows. Students had to pay attention to the video and learn the differences between digital and traditional storytelling. It is part of the modelling of the text (MoT) stage which brings students to discuss anything from the video. This stage helped students in enriching their knowledge regarding digital storytelling to practice in the next stage.

Based on the observation, it can be concluded that watching digital storytelling videos which are included in the modelling of the text (MoT) stage gave students new experiences in listening to stories. In addition, students expressed that their vocabulary increased after watching the video. Apart from that, the observation sheet also describes how their speaking

skills develop during the learning as proven by documentation when they play some roles in the characters and scenes from the story.

Beside that, the students also stated: *"I thought stories were just stories. It turns out I realized there was a difference between digital stories and stories told traditionally. The story is shown through videos did not make students sleepy during class."* (Nada)

"New vocabularies are found from the subtitles in the video. It helps me a lot to understand the story." (Ira)

"At first, I didn't understand what the story was about, but the teacher asked us to focus on watching the video. It turned out that it helped me synchronize the movements in the video with the subtitles provided." (Rafi)

"Personally, digital stories are more engaging. Because I am someone who gets bored easily when learning, and using videos is quite exciting. Indirectly, the content of the story is easy to understand." (Ariz)

The use of digital video storytelling for students made them superior to other students, they can develop reading, listening, writing and speaking skills (Razmi et al., 2014). It means that the vocabulary gather from the video can

build to construct the sentences in improving speaking skills

Theme 3. Developing Speaking Skills through Work in Groups

Work in groups is a collaborative activity between teachers and students in groups to solve a problem. In this case, work in groups to create digital storytelling. The teacher is involved by providing direction, ensuring each group understands the context, and directly involved in each process. When the interview session, students stated:

"Ma'am, I find it very difficult to tell stories both traditionally and digitally. But during group discussions, I was helped by my friends who found it easier to elaborate on stories." (Nada)

"I am a shy person, so working in groups helps me a lot in telling stories. I can tell stories in the smallest circle first, then in the wider circle." (Ira)

"I think it's difficult, starting from watching until we make it by ourselves, there has to be a process. It was the first time I made this, but because the teacher divided it into groups, so it was possible for us." (Rafi)

"It was really fun to be able to discuss with teacher and friends, so working in this group felt like there was no gap." (Lian)

"This time the teamwork was very enjoyable. Although the task was quite difficult, we and the teacher were very active in discussing and the teacher accompanied us during the process." (Ariz)

From the students' statements and several photos provided, it can be concluded that students felt more exciting, confident, easier, and better understanding in English when divided into several groups.

Apart from that, the observation sheet showed that students are actively involved by frequently asking questions in English and not being stiff. These activities showed that speaking skills developed through joint construction of the text (JCoT).

Theme 4. Developing Speaking Skills through Digital Storytelling Project

Digital storytelling is a medium for telling stories digitally which contains images, video, sound, and any digital tools. Students in groups are assigned to create digital storytelling based on the story provided in the MoT stage. They retell the story using their voice and contain a storyboard. Even though it was their first time, students felt it was a great experience. As they stated below:

"After I saw the examples and studied in groups, I started to be able to make my digital storytelling even though this

was the first time and it was difficult.”
(Nada)

“For me, it was really hard because we had to match the story with the animated images that we made. But it became easier for me to convey it because it was helped by the images and my vocabulary had also increased from the example videos shown by the teacher in the previous meeting.” (Ira)

“Previously, I was still hesitant to speak, but when I took the recording, I felt more fluent than before, maybe because I felt confident after trying to practice telling stories in front of my group.” (Rafi)

“I feel more fluent now, Ma'am, although it takes time because English pronunciation is quite difficult.” (Lian)

“I know it's really hard to tell a story in English, but maybe because I know the story in Indonesian, I can put the words together better when telling a story in English.” (Ariz)

Thus, student speaking skills can be developed through digital storytelling projects. They gain new insights, expand their digital knowledge, improve their speaking skills, become fluent in speaking, and feel confident in telling stories using digital storytelling media. In line with this, the results of observations showed that their speaking skills have improved when compared to the pre-lesson assessment (see Appendix A). In addition, this activity included independent construction of the text (ICoT) with a product in the form of digital storytelling containing original sound by students.

This research was conducted to find out how speaking skills are developed by using digital storytelling which is integrated into GBA. The findings indicate that the use of digital storytelling integrated into the Genre-Based Approach (GBA) can develop students' speaking skills. Data was obtained based on the observations, interviews and documents analysis.

In this research, the writer found that English speaking skills can be developed through the use of digital storytelling. It is in line with the statement of students who felt an increase in several aspects of their speaking skills. As stated by (Brown, 2001), aspects of students' speaking skills include fluency, accuracy, pronunciation, and vocabulary. Apart from that, self-confidence is also a factor that encourages students to demonstrate their speaking skills. Someone with high

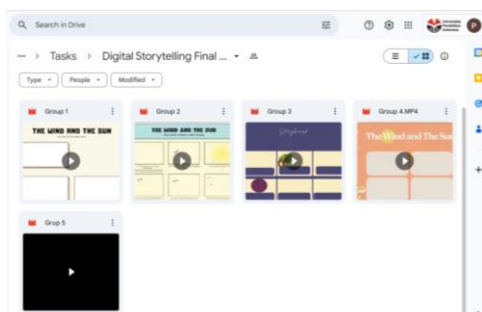


Figure 5. Digital Storytelling Submission (ICoT)

self-confidence has better grammatical, pronunciation and vocabulary in English communication (Ghafar, 2023).

Speaking skills can be developed well during the learning process because of the integration of digital storytelling into the Genre-based Approach (GBA). As stated by (Precintha Rubini et al., 2019) the use of digital storytelling can improve students' skills through discussion and having different points of view, so in this research speaking skills can be developed through integration into GBA. According to (Hammond et al., 1992) the implementation of GBA has two cycles (oral and written) and four stages. Various activities are carried out at the four stages of GBA includes, Building Knowledge of the Field (BKoF) is an exploration of understanding related to the material discussed, Modelling of the Text (MoT) helped students understand the text by providing samples and analyzing it, Joint Construction of the Text (JCoT) is a collaborative process between students and teachers in creating text and allows students to discuss the material, and Independent Construction of the Text (ICoT) is activity to construct text individually according to their understanding at the previous stage. The use of digital storytelling can develop and even improve students' speaking skills, especially with integration into the Genre Based Approach. This is in line with research by (Kallinikou & Nicolaidou, 2019) that digital storytelling supports the

development of adults' speaking skills and increases their motivation.

Thus, it can be concluded that the use of digital storytelling integrated into the Genre-Based Approach (GBA) in this research was well carried out. The findings are in line with the research objectives, although there are several activities that have limited a significant impact. However, at the JCoT and ICoT stages the students were helped by the use of digital storytelling and their speaking skills developed.

CONCLUSION

In this research, students showed that speaking skills can be developed through the use of digital storytelling with learning stages integrated into the Genre-Based Approach (GBA). This research involved 22 participants of grade 8 junior high school students. It was carried out by observations, interviews and document analysis to obtain data. The results showed that students were very enthusiastic about participating in all stages of learning, such as actively answering and asking questions about the figures provided at the BKoF stage, paying attention seriously to samples of digital traditional story videos at the MoT stage, being actively involved to discuss digital storytelling project both in teamwork and asking questions to the teacher at the JCoT stage, and students were able to construct digital storytelling video projects with their voices through the traditional stories at the ICoT

stage. After the GBA stage was completed, the author conducted interviews with 5 participants who were part of each group, followed stages of Genre-Based Approach (GBA), and submitted a digital storytelling project. However, in this interview process, there were participants who did not express their opinions in depth, which did not affect the development of their speaking skills.

Thus, speaking skills can be developed well through the use of digital storytelling which is integrated into the Genre-Based Approach (GBA). The aspects that develop in speaking skills include increased vocabulary, fluency, more organized language, and pronunciation in speaking. Apart from that, self-confidence also influences students' skills to tell stories and videos have helped students to tell stories by confidence.

However, this research has limitation regarding the time of data collection. Therefore, future researchers are suggested to conduct research at several meetings. In addition, other educational levels are recommended to find out how the integration of digital storytelling into GBA is influenced.

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AUTHOR CONTRIBUTION STATEMENT

PT conceptualized the research, conducted the data analysis, and wrote the manuscript. IL was responsible for the literature review, data collection, and interpretation of the results. IN contributed to the study design, methodology, and edited the manuscript. All authors reviewed and approved the final version of the manuscript.

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