

**GENRE - BASED APPROACH USING DIGITAL STORYTELLING TO
ENHANCE EFL LEARNERS' SPEAKING ACHIEVEMENT**

A Thesis

By:

FAJAR KURNIASIH

2223042014



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

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**Language and Arts Education Department
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**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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2026**

ABSTRACT

GENRE-BASED APPROACH USING DIGITAL STORY TELLING TO ENHANCE EFL LEARNERS' SPEAKING ACHIEVEMENT

Fajar Kurniasih

The objectives of this research are: 1) to find out the significant improvement in students' speaking achievement after the implementation of Genre-Based Approach using Digital Story Telling, 2) to find out which speaking aspects improve the most after the students are taught through Genre-Based Approach using Digital Story Telling, and 3) to find out students' perceptions after being taught through Genre-Based Approach using Digital Story Telling. The population of this research is tenth graders at SMA Negeri 2 Bandar Lampung in the academic year 2025-2026. The sample is 30 students from the experimental class. The data are collected through speaking tests, specifically pretest and posttest, and questionnaire. The researcher uses one-group pretest-posttest design in this study. The students' speaking results are assessed by two raters using five aspects of speaking, Harris (1969) suggested. Subsequently, the data were analyzed by running the paired sample t-test to address the first question. The result shows a significant increase in the students' speaking achievement after being taught through Genre-Based Approach using Digital Story Telling. The analysis confirms a strong positive effect after the implementation of Genre based Approach Using Digital Story Telling, as indicated by the mean difference of 19.60 (pretest-posttest). This value signifies a substantial average increase in student speaking achievement following the implementation of the Genre-Based Approach with Digital Storytelling. Furthermore, the findings demonstrate that fluency and grammar are the most prominent speaking aspects showing improvement. Meanwhile, this study also has found positive results on students' perception towards the learning process. Hence, these findings suggest that the implementation of the Genre-Based Approach using Digital Storytelling is effective in enhancing students' speaking achievement.

Keywords: *Digital Story Telling, Genre Based Approach, Speaking Achievement*

Research Title

**: GENRE - BASED APPROACH USING DIGITAL
STORY TELLING TO ENHANCE EFL
LEARNERS' SPEAKING ACHIEVMENT**

Student's Name

: Tajar Kurniasih

Student's Number

: 2223042014

Study Program

: Master in English Language Teaching

Department

: Language and Arts Education

Faculty

: Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor

Prof. Dr. Flora, M.Pd.

NIP 19600713 198603 2 001

Co-Advisor

Prof. Ujang Suparman, MA., Ph.D.

NIP 19570608 198603 1 001

The Chairperson of Department
of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

The Chairperson of Master
in English Language Teaching

Dr. Budi Kadaryanto, M.A.
NIP 19810326 200501 1 002

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Flora, M.Pd.

Secretary : Prof. Ujang Suparman, M.A., Ph.D

Examiners : 1. Prof. Dr. Patuan Raja, M.Pd.

2. Dr. Budi Kadaryanto, M.A.

2. Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, M.Pd.

NIP 19870504 201404 1 001

3. Director of Postgraduate Program

Prof. Dr. Ir. Murhadi, M.Si.

NIP 19640326 198902 1 001

Graduated on: January 28th, 2026

SM



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Bandar Lampung, 28 Januari 2026
Yang membuat pernyataan,



Fajar Kurniasih
NPM 2223042014

CURRICULUM VITAE

Fajar Kurniasih was born in Bandar Lampung on January 16th 1994. She is the youngest child from the couple, Sahari and Rohimah. She has four brothers and two sisters, i.e. Edi Zubaidi, Dedi Afriandi, Rahmat Hidayat, Nurhasanah, Maisaroh, and Muhammad Ridwan.

She started her education in 2000 by attending SDN 1 Langkapura and then continued her study at SMPN 14 Bandar Lampung. Having graduated in 2009, she then registered herself at SMAN 7 Bandar Lampung to continue her study. After graduating from Senior High School in 2012, she participated in SNMPTN program and secured a spot in English Department. During her time in Lampung University, she was actively involved in UKM-U ESo Unila and won some speech competitions. She also was chosen as one of Indonesia's representatives in Indonesia - Korea Youth Exchange Program by Kemenpora. Then, she finished her undergraduate study in 2017.

After graduation, she worked as an English teacher at SMK Citra Angkasa School for a year, before she moved to Pelangi Alexandria Kindergarten in Bandar Lampung. A year later, in 2020, she started her journey in SMAN 2 Bandar Lampung as an English teacher. While teaching at the school, she also teaches English at Diamondstar since 2019.

In 2022 she was admitted as a Master's Degree student in English Education Study Program at Lampung University, eager to expand her expertise in English teaching.

DEDICATION

By the name of Alloh Subhanahu wa ta'ala, this thesis is devoted to all inspiring educators who taught me the pleasure of teaching and learning, my dearest families who give me love and support, Smanda family, Diamondstar family, all my beloved friends , and myself who remains resilient in any circumstances.

MOTTO

“Every cloud has a silver lining”

(Anonymous)

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Upon completing this work, the author recognized the valuable assistance provided by numerous individuals who generously contributed their feedback to facilitate the conclusion of this thesis. Therefore, the author respectfully conveys her sincere gratitude and highest regard to:

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Ultimately, the author acknowledges that her work remains distant from perfection, recognizing the potential for flaws within this research. As such, any comments, suggestions, or constructive feedback are welcomed to enhance the quality of this study. In order to help readers and those who wish to pursue additional research in this area, the author hopes that this study will make a real contribution to educational advancement.

Bandar Lampung, 16 January 2026

The author,

Fajar Kurniasih

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I. INTRODUCTION

This chapter highlights some points as the major information of the research. It includes background, research questions, objectives of the research, uses of research, scope, and definition of terms.

1.1 Background

As English continues to grow in significance as a global language, there is an escalating demand to provide students with the essential speaking skills required for effective communication in international settings.

According to Cameron (2001), speaking may be specified as a constructive linguistic activity conducted to convey and exchange meanings with others. Speaking is classified as a productive skill since it involves the active production of language to convey meaning.

Speaking is categorized as productive skill because a speaker actively produces language to make meaning. Nonetheless, the majority of EFL students, particularly those from Indonesia, continue to struggle with speaking English. It is also supported by Bueno (2006), who states that speaking is one of the most difficult skills language learners have to face. English as a foreign language is learned by students from primary school up to the university level in Indonesia.

Despite having studied English and possessing an understanding of conversational English, individuals nonetheless encounter difficulties in speaking and responding in English.

Based on the statements above, teachers must find a method to successfully complete the teaching-learning process. A proper method is required to improve students' speaking abilities and encourage them to enjoy the teaching and learning process. One prospective way to improve students' speaking achievement is the genre-based approach, which has been widely applied across various curriculum areas to enhance students' capacity for meaningful communication. By employing text as the primary medium of communication and instruction, this approach conceptualizes language acquisition and utilization as a social, textual, and goal-driven process. The genre-based approach is one of the methodologies extensively employed in ESL/EFL instruction.

Byrne (1984) specifies the genre-based approach as a framework for language instruction grounded in examples of a specific genre. The genre-based approach, commonly referred to as text-based instruction, is a specific instructional method. While, according to Feez & Joyce (1998), the genre-based approach is a framework intended to facilitate language learning as a social process.

In addition, Hayland (2004) states that genre approaches are crucial in influencing the application of language in global literacy instruction. By concentrating on various genres, these methodologies assist both teachers and learners in comprehending the distinct language features, structures, and conventions

associated with various types of texts. In line with this, Hammond et.al (1992) argues that the teaching-learning cycle includes four stages, fundamentally grounded in the genre approach. They are 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 Building Knowledge of The Field (BKOF) stage serves to introduce a new genre or topic for discussion. The Modelling of the Text (MOT) stage concentrates on examining the genre through a model text related to the course topic. The Joint Construction of the Text (JCOT) stage is utilized to strengthen the general purpose and structure, depending on the students' capacity to comprehend and master genre elements. Ultimately, the Independent Construction of the Text (ICOT) stage is when students collaborate with peers or work independently to create genres that have been studied in prior levels. However, before going to the last step, educators must evaluate whether the students are prepared to compose the papers without supervision.

Meanwhile, previous studies demonstrated the beneficial impact of a genre-based approach on learners linguistic abilities. For example, Foo (2007) performs study on the Process genre-based approach to writing teaching for expository essays among ESL students in a Malaysian secondary school. This research used a quasi-experimental methodology to examine the impact of implementing a process genre approach in writing training. The experiment entails direct training in process-genre writing styles that encompasses the complete creating process for chosen Form Six ESL students aged eighteen to nineteen years. This research directs learners to compose explanatory essays. The findings of this research

indicate that education in process-genre tactics did not enhance participants' capacity to organize their ideas or their language proficiency. Nonetheless, it improved their general writing competence. Meanwhile, Purnomo (2008) carries out research utilizing a purposive sample technique to acquire data through observation, in-depth interviews, and document analysis. This study is a descriptive-qualitative investigation that seeks to assess the teaching and learning process of speaking skills, three distinct sources are used to gather data: (1) informants, (2) events, and (3) documentation. Three instructors and fifteen students who are involved in the teaching and learning process, as well as those who create curricula and write course books, are the informants. Speaking skills-subjects (Speaking Acquisition 1 and Speaking Acquisition 2) are being taught and learned. The course book, lesson plan, syllabus, and curriculum are the documents. The findings of this study indicate that there is an improvement after the implementation of teaching speaking skills through genre based-approach at Language Center of Muhammadiyah University of Surakarta. Thus, this might be a good alternative method for teachers to improve students' speaking skills.

On the other hand, genre-based approach has some drawbacks that should be taken into consideration. Based on Belcher (2013), one significant disadvantage is that it may limit students' creativity due to the emphasis on rigid textual forms and standards. Additionally, the genre-based approach is frequently described as teacher-centered, with educators assuming a predominant role in directing students through sample texts and organized instructional phases. This method involves educators openly offering models, explanations, and structure during the

teaching-learning cycle, thereby decreasing students' independence and active engagement in the learning process (Feez & Joyce, 1998; Hammond et al., 1992)

Moreover, based on Richards (2006), One drawback of genre-based approach is that the implementation of the Genre-Based Approach in English instruction poses a risk that the teaching and learning process may become monotonous and dull over time. Moreover, according to Maulani (2021) The educators are familiar with the genre-based approach; nevertheless, many lack comprehension of its application in the classroom in accordance with curriculum requirements, and the implementation of GBA stages has typically been improper. Thus, the teacher should find a way to solve these problems and maximize the implementation of genre - based approach to enhance students' speaking skill.

Since the advancement of digital technology has progressed rapidly, it plays a vital function and can be applied to numerous aspects of our lives, particularly for educational purposes. It provides creative possibilities for educators and learners to utilize online resources, thus increasing the effectiveness and engagement of teaching and learning experiences. Based on Tatli, Saylan, and Kokoc (2022), digital storytelling serves as an alternative instructional method for language education, aiming to enhance engagement through technological integration and to support effective language acquisition. Therefore, learners will be motivated to engage actively in the teaching and learning process. It is hoped that this can serve as a valuable alternative for EFL instructors to foster active engagement among learners throughout the learning process. Students have the opportunity to engage in an active learning environment while simultaneously acquiring additional knowledge through technology.

The previous research which implement Genre-Based Approach using Digital Story Telling had been done by Sari et.al (2021). The study attempts to examine the perceptions of preservice elementary school teachers concerning genre-based digital storytelling initiatives within their General English (GE) curriculum. The data were gathered through both open and closed questionnaires administered to 47 pre-service elementary school instructors at a public university in West Java, Indonesia. They were assigned two genre-specific digital storytelling projects, namely the digital descriptive and narrative text projects. The findings are further elaborated in relation to the 4Cs skills within 21st century education. It has been determined that genre-based digital storytelling initiatives enhance elementary school pre-service teachers' communication, collaboration, creative thinking, and creative skills. The pre-service teachers mainly regarded the learning experience as meaningful, engaging, and pleasant, thereby endorsing digital storytelling as a compelling medium in 21st century education.

Although there is increasing interest in combining the genre-based method with digital storytelling, the majority of prior research has mainly concentrated on learners' writing abilities or overall language development, rather than on specific elements of speaking performance. Speaking competency encompasses various elements, including pronunciation, fluency, vocabulary, grammar, and comprehension, which may evolve differently based on the educational approach utilized. As an example, Nawa and Ambarwati (2023) discovered that digital storytelling improved students' fluency and pronunciation, as well as their speaking confidence. Consequently, it is essential to ascertain which speaking elements are most profoundly affected by the integration of a genre-based

approach with digital storytelling. Comprehending the primary aspect of speaking can provide significant insights for educators in formulating more efficacious instructional tactics and optimizing the advantages of this integrated methodology.

On the other hand, Tuan and Mai (2015) argue that a student's speaking proficiency can be influenced by various factors, including performance conditions (time constraints, planning, performance standards, and level of support), listening skills and feedback during speaking tasks, as well as affective factors (such as motivation, perception, confidence, and anxiety). One of the elements that significantly affect students' language acquisition are affective elements. Andres (2002) asserts that because affective factors have such a significant impact on learning a foreign or second language, they are important in the field of language learning. Affective factors in this study was related to students' perception. According to Chen (2003), the students' perception is crucial for evaluating the teaching effectiveness. Therefore, understanding learners' perceptions is crucial in assisting instructors to assess the teaching and learning process.

Even though the genre-based approach is widely used in EFL classes, research has shown that it has a number of pedagogical drawbacks, such as a tendency to limit students' creativity, place too much emphasis on language forms, and encourage teacher-centered teaching methods. The majority of prior research has mostly concentrated on the employment of the genre-based method in writing teaching, whereas its implementation with modern digital media in speaking instruction remains understudied, despite the fact that these shortcomings have been

recognized. Specifically, there is little scientific evidence on how the genre-based approach's implementation of digital storytelling might overcome these constraints and improve students' speaking abilities. Furthermore, previous research seldom looks at which specific aspects of speaking abilities are most greatly impacted by this integrated method, nor does it adequately assess how students view its application. Thus, more study is required to examine how a genre-based approach and digital storytelling affect the speaking proficiency of EFL students as well as their opinions of the educational process. This study aims to address the problem by examining the influence of applying digital storytelling into the genre-based approach on students' speaking abilities and their perspectives within the EFL setting.

Thus, based on the study mentioned earlier, this research seeks to investigate the effects of a genre-based approach through digital storytelling on EFL students' speaking achievement and their perceptions following the implementation of the genre-based approach with digital storytelling.

1.2 Research Questions

This research aims to demonstrate the effectiveness of project-based approach through digital story telling in enhancing the speaking skills of EFL students. In relation to the issues outlined above, the researcher proposed the following research questions.

1. Is there any significant improvement in students' speaking achievement after being taught using genre - based approach with Digital Storytelling?
2. Which speaking aspect is the most prominent after being taught using genre - based approach with Digital Storytelling?
3. What is the students' perception after being taught using genre - based approach with Digital Storytelling?

1.3 Objectives

Based on the research problems, the formulated research objectives are as follows:

1. To find out whether there is significant improvement of students' speaking achievement after being taught using genre - based approach with Digital Storytelling
2. To find out which speaking aspect improves the most after the students are taught using genre - based approach with Digital Storytelling
3. To find out the students' perception after being taught through the genre - based approach with Digital Storytelling

1.4 Uses

The study might be useful for some purposes both theoretically and practically.

The uses of this research are as follows:

1. Theoretically, this research can support the previous studies and the existing theories regarding the implementation of genre - based approach using Digital Storytelling in speaking training. Moreover, further studies related to this topic might be conducted by further researchers. Hence, the

finding of this study can be useful for them as the basis information to conduct further research.

2. Practically, this research may assist individuals who review this proposal in gaining a deeper understanding of genre-based approaches and Digital Storytelling. Furthermore, the findings of this research are anticipated to offer educators valuable insights that could serve as a guideline for fostering students' interest and enhancing their performance in speaking.

1.5 Scope

Applying quantitative approach, this research deals with the implementation of genre - based approach using Digital Storytelling to teach descriptive text for tenth graders. The sample for this investigation consisted of senior high school students in grade X at SMAN 2 Bandar Lampung. Meanwhile, the researcher used Genre-based approach through digital storytelling to optimize the utilization of the the approach with some changes so that the students can focus on comprehension and fluency, as well as enhancing the student-centered nature of the teaching and learning process. The selected material was the descriptive passage. The reason of choosing this material was not only because of the text was one of texts that should be mastered by tenth grade of senior high school students, but also because descriptive text is the text that relates to their daily lives, thus, they should master the text in order to give description about person, things, and their surroundings.

1.6 Definition of Terms

To facilitate a straightforward comprehension of the subject matter under consideration, below are some key terms and their definition.

1. Speaking, can be classified as an interactive process of meaning-making that involves the production, reception, and processing of information.
2. Genre - based approach, refers to a teaching method that assists students to enhance their literacy skills through an emphasis on interpersonal behaviors such as describing, explaining, and debating.
3. Digital storytelling is a sequence of pictures accompanied by a narrative audio that conveys the story through various digital multimedia formats, including images, audio, and video.
4. Students' perception refers to the impression and opinion obtained by the individual through a process involving five senses.

Based on the information presented in this chapter, a conclusion may be drawn that the researcher attempted to determine whether there is a significant improvement in students' speaking achievement after being taught using genre - based approach and Digital Storytelling. This study examined the implementation of a genre-based approach through Digital Storytelling to enhance students' speaking proficiency. The researcher employed four terms to define the title of this study: Speaking, Genre-Based Approach, Digital Storytelling, and Students' Perception.

II. LITERATURE REVIEW

This chapter addresses specific aspects related to the theories applied in this study, including speaking, aspects of speaking, teaching speaking, descriptive text, genre based learning, advantages and disadvantages of genre based learning, digital storytelling, implementation of genre based learning, students' perception, theoretical assumption, and hypotheses.

2.1 Speaking

This subchapter presents the definition of speaking according to the viewpoints of two scholars, Nunan (2003) and Chaney (1998). Nunan (2003) categorizes speaking as a productive language ability enabling learners to actively utilize oral language to create and convey meaning. This competence encompasses the capacity to articulate words, phrases, and sentences systematically to convey ideas, thoughts, and emotions effectively to others. Speaking is not solely the act of articulating words; it also involves the organization of linguistic components to transmit meaningful messages during real-time interactions.

Meanwhile, Chaney (1998) characterizes speech as a dynamic process of generating and conveying meaning through verbal and non-verbal symbols in many circumstances. This definition highlights that speaking transpires within social contexts that shape the expression and interpretation of meaning. Non-verbal components, including gestures, facial expressions, and body language, significantly enhance verbal communication, rendering speaking a complex talent. From this viewpoint, proficient speaking necessitates not only linguistic skill but also the capacity to adjust language usage based on the circumstances and the interlocutor. Based on those definitions, speaking defines the act of communicating with people through spoken language, encompassing the production of verbal sounds, phrases, and sentences to express emotions, thoughts, or facts.

2.2 Aspects of Speaking

Harris (1994) identifies five components of speaking proficiency, including pronunciation, grammar, vocabulary, fluency, and comprehension. Those aspects are explained below:

a. Pronunciation

Hornby (1995) points out that pronunciation refers to the manner in which a language is articulated, the utterance of individual words, or the way an individual vocalizes a vocabulary of a language. Consequently, pronunciation determines the variation and pattern of sounds within a language, and this element also applies to an individual's articulation of a word. Harmer (2001) asserts that if intelligibility is

the objective, it implies that certain pronunciation characteristics hold greater significance than others.

b. Grammar

Grammar, which Brown (1994) defines as "a framework of rules determining the conventional arrangement and relationship of words in a sentence," can help people learn a foreign language and is beneficial for developing overall language competency. The majority of educators perceive grammar as a framework for English acquisition.

c. Vocabulary

The acquisition of language is linked to the acquisition of vocabulary. In communication, vocabulary helps the speaker convey their thoughts, feelings, and opinions. Vocabulary is the essential element of language since it influences the four linguistic skills: listening, speaking, reading, and writing. The significance of vocabulary acquisition is fundamental to language learning, regardless of whether it is a first, second, or foreign language. Vocabulary refers to the comprehension of word meanings. Vocabulary is an effective means of conveying meaning. Given the importance of vocabulary in communication, a student may realistically want to get a practical understanding of a large number of words. Every word that a person knows or uses is considered part of their vocabulary.

d. Fluency

Fluency refers to the capability to read, speak, or write with ease, smoothness, and expressiveness. The speaker can read, comprehend, and articulate in a language

with clarity and precision, while conveying meaning and context. Fluency is described as the capacity to articulate speech with precision and ease. Proficiency in verbal communication is the objective of several language learners. Indicators of fluency encompass a relatively rapid speaking pace and a minimal occurrence of pauses and filler words such as "hm" or "er". These signals suggest that the speaker has not invested considerable work in locating the linguistic elements required to convey the message.

e. Comprehension

The capacity to fully comprehend and be familiar with a situation or set of facts is known as comprehension. Furthermore, comprehension may refer to the ability of the mind to perceive and understand, the capacity to grasp concepts, and the proficiency to acquire knowledge. In summary, comprehension is essential to prevent miscommunication between a speaker and a listener.

From the description above, it can be inferred that speaking is a diverse ability. Consequently, to improve speaking skills, students must integrate all these competencies. The components of speaking skills examined in this research are pronunciation, grammar, vocabulary, fluency, and comprehension.

2.3 Teaching Speaking

The method of teaching and learning speaking should include exercises that allow language learners to communicate in a real-world context (Khamkhien, 2010).

Consequently, in instructing speaking, the educator must identify a method to connect the learners to the environment beyond the classroom setting. The teaching-learning activity needs to have a few things: 1) chances to practice; 2) communication that has a purpose; and 3) scenarios that make sense. Therefore, there need to be three steps to improve speaking skills. They are setting up, practicing speaking, and giving feedback. Thus, the purpose of teaching speaking in class should be to help students get better at talking to each other.

To develop effective communication skills, the teaching and learning process must create an environment that enables students to communicate and fosters their autonomy in learning. Therefore, learners should engage in activities that provide greater opportunities for extensive use of the target language, as suggested by Alsulami (2016). Nevertheless, the restricted teaching-learning activities in the classroom present a challenge that language educators must address (Tavil, 2010). Working in groups could help with the problem by giving students more chances to practice speaking. In the Speaking context, there are five rules for teaching (Thituyetanh, 2015):

1. In the context of learning, it's important to know the distinction between a second language and a foreign language.
2. Provide students an opportunity to practice both fluency and accuracy.
3. Use group work or pair work to provide learners chances to talk.
4. The plain-speaking task is about negotiating for meaning.

5. Plan classroom activities that help students learn how to talk in both transactional and interactional situations.

In summary, the instruction of speaking is intended to foster pupil engagement, thereby enhancing their communicative abilities. Students need the chance to speak. Effective teaching of speaking requires careful consideration of various factors that impact students' effectiveness in increasing their skills.

2.4 Descriptive Text

Descriptive text can be defined as a text that aims to present detailed and explicit information about a particular subject. As stated by Knapp and Watkins (2005), descriptive text is employed to depict a person, object, animal, place, or event so that the reader or listener can form a clear mental image of the subject being described. By providing specific details related to the characteristics of a person or place, descriptive writing facilitates accurate understanding and enables readers to visualize and interpret the topic being discussed.

In the context of the curriculum, descriptive text is one of the text types that students are required to master in English language learning. Descriptive writing is considered a fundamental form of composition that should be taught at all educational levels, particularly at the senior high school level. In Indonesian Senior High Schools (SMA), students in the first and second grades are introduced to descriptive text. Mastery of this

text type is essential, as it allows students to convey information in a precise, detailed, and organized manner.

To produce an effective descriptive text, attention must be given to its generic structure, which contributes to textual coherence and comprehensibility. A well-organized structure enables readers to grasp the information more easily through systematic and detailed descriptions of the subject. Knapp and Watkins (2005) classify the generic structure of descriptive text into two primary components, namely identification and description, which are elaborated as follows:

- a. Identification refers to the stage in which the phenomenon to be described is introduced. At this point, the writer or speaker specifies the subject of the description, whether it is a person, place, object, event, or animal.
- b. Description, which involves elaborating on the characteristics of the subject, including its physical appearance, personality traits, habits, qualities, or other defining features.

Thus, descriptive text consists of two essential elements: the identification of the phenomenon and the detailed portrayal of its attributes or characteristics. In addition, descriptive writing places emphasis on the appropriate use of grammatical features. Based on Knapp and Watkins (2005), descriptive text is distinguished by various linguistic features, including a focus on particular participants, the use of the simple present tense, a frequent utilization of linking verbs or relational processes to categorize and describe appearance, qualities, components, or functions, the use of

action verbs to illustrate behaviors and mental verbs to convey emotions, the application of adjectives and adverbs to enhance descriptions, and the use of adverbial phrases to provide supplementary information concerning manner, location, or time.

Before delivering a spoken descriptive text, learners need to understand these language features. Therefore, a well-constructed descriptive text should encompass essential elements such as social function, generic structure, and language features. The integration of these components is crucial to ensure clarity, coherence, and completeness in spoken descriptive performance.

2.5 Genre - Based Approach

The genre-based approach is sometimes referred as the text-based approach. This strategy use texts as a medium for language acquisition. Richards (2006) asserts that the genre-based approach perceives communicative competence as encompassing the proficiency in many text kinds. It signifies that individuals are seen as have communication competence when they can produce various text forms. Language is intended to manifest within texts and is articulated in the form of texts. Students must proficiently understand several text forms, as each serves a distinct purpose that differs from the others.

According to Hyland (2004), genre - based approach proposes a method of instruction that is carried out in a series of stages, which include Building Knowledge of Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and

Independent Construction of the Text (ICoT). The following procedures should be carried out in a methodical manner by the instructor in order to teach different types of text. This will make it simpler for the students to comprehend the various types of text.

1. Building Knowledge of Field

The purpose of this stage is to increase the students' level of understanding on the subject matter. The instructor may employ a variety of strategies during this step, including brainstorming, ice breaking, and other similar activities.

2. Modelling of the Text

The instructor is responsible for communicating the curriculum to the learners at this point in the process, hence the teacher takes on the primary responsibilities. Through the process of modeling, the instructor is able to illustrate the text, which encompasses not only the general structure but also the particular language qualities. Students are also shown how to write texts of this kind through the use of this instrument.

3. Joint Construction of the Text

Students are required to work together to build a text during this stage, which encourages group learning and social interaction among the students. When it comes to developing the target text or material, it can be applied to assist learners in applying the knowledge that they have received from earlier classes.

4. Independent Construction of the Text

Students are encouraged to share the text that they have been taught by the teacher

personally, which is a step that places a greater emphasis on the students as individuals.

To sum up, the genre-based approach offers an organized and methodical framework for teaching language through books. This technique facilitates the steady development of students' comprehension and proficiency in producing various text types by guiding them through the stages of Building Knowledge of Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). Consequently, learners are more adept at communicating effectively and appropriately across many circumstances.

2.6 Advantages and Disadvantages of Genre - Based Approach

Hayland (2004) highlights the advantages of a genre-based approach, which can be summarized as follows:

- (1) Explicit. Clarifies the learning objectives to enhance the development of speaking abilities;
- (2) Methodical. Offers a cohesive structure for concentrating on both language and settings;
- (3) Needs-oriented. Ensures that course objectives and material are based on student requirements;

- (4) Supportive. Assigns the teacher a pivotal role in facilitating student learning and fostering innovation;
- (5) Empowering. Facilitates access to the patterns and potential variations in esteemed literature;
- (6) Critical. Furnishes resources for students to comprehend and contest esteemed discussions; and
- (7) Awareness enhancement. Enhances instructor awareness of texts and enables them to confidently counsel students on their writing.

This strategy is not always totally effective; there may be difficulties and issues when putting it into practice. Hyland (2007) argues that genre pedagogy prioritizes the instruction of genre rules and textual characteristics, perhaps causing students to focus on conformity to established genre norms instead of fostering creative and critical interaction with texts. Therefore, an excessive focus on genre patterns and conventions may constrain learners' adaptability and creativity in language use.

In addition, based on Maulani (2021) Genre-Based Approach will be inefficient for learners who struggle with idea generation, sentence construction, and display low motivation. Furthermore, an additional challenge in the Genre-Based Approach is the presence of numerous misconceptions that need to be addressed during its implementation (Emilia, 2011). Educators are familiar with the Genre-Based Approach; yet, numerous individuals lack comprehension regarding its

implementation in the classroom in accordance with curricular requirements.

Consequently, the educator needs to figure out a strategy to address these issues and optimize the application of the Genre-Based Approach to improve students' speaking achievement.

2.7 Digital Storytelling

Digital storytelling offers a highly creative approach to English language instruction and acquisition, enhancing engagement through the integration of conventional methodologies and technological resources. Lambert (2013) identifies Digital Storytelling as the method of narrating stories or personal accounts through the use of digital technologies. Digital Storytelling is a powerful, technology-enhanced pedagogical method and a constructivist instructional technique employed to promote technology-integrated, project-based, and student-centered learning experiences (Robin, 2016; Wu & Chen, 2020). Digital Storytelling encompasses various forms such as video games, PowerPoint presentations, and electronic photo albums; however, in educational contexts, it refers to a specific genre of concise, personal narratives that employ advanced media technologies, including high-quality audio and visuals (Vinogradova, Linville, & Bickel, 2011). Tatli, Saylan, and Kokoc (2022) assert that digital storytelling functions as an alternative pedagogical tool for language training, augmenting engagement through technology integration and facilitating effective language acquisition.

Finally, digital storytelling is a creative and successful pedagogical strategy for teaching English, especially when it comes to encouraging student participation and purposeful language use. Digital storytelling fosters creativity, critical thinking, and communicative competence while supporting student-centered and project-based learning through the integration of narrative elements with digital media. The integration of technology not only boosts motivation but also offers learners genuine possibilities to create and articulate meaning in the target language. Thus, students are more likely to actively participate in the teaching and learning process, making digital storytelling a prospective instructional approach for effective English language acquisition in modern educational settings.

2.8 Implementation of genre - based approach and Digital Story Telling

According to Hayland (2004), to educate learners on the various types of text, the educator should systematically follow the processes outlined below to facilitate students' comprehension of the different texts.

1. Building Knowledge of Field

This step attempts to build learners' background knowledge of the content; the teacher may employ numerous strategies, including brainstorming and ice-breaking activities.

- The teacher introduces the theme or topic of the digital story
(e.g., “My Beautiful Hometown” using engaging visuals or videos.

- Students are introduced to important terminology, idioms, and story elements through authentic resources such as short tale films, v-logs, or animated storytelling samples, which help them understand the text's basic structure and linguistic features.
- Class discussion follows, where students brainstorm ideas, share personal experiences, and list useful words or phrases.

2. Modelling

- The teacher plays a sample digital story, ideally one with clear descriptive structure (identification and description).
- Together with students, the teacher analyzes the story:
How the story begins (setting and characters), The sequence of events, Use of tenses, connectors, and descriptive language.
- The teacher may provide a written script to annotate and identify key features of spoken narrative texts.

3. Joint Construction

- Students are grouped and collaboratively develop a script for their own digital story.
- The teacher guides the process, scaffolding where needed (grammar, vocabulary, pronunciation).
- After scripting, students work together to record their voices, add images or drawings, and assemble the story using simple digital tools (e.g., Canva, PowerPoint, CapCut).

- Peer review and teacher feedback are provided to refine the content.

4. Independent Construction.

- Each student individually creates and presents their own digital story, using the structure and techniques they have learned.
- Students perform or show their digital stories orally in front of the class or submit them as video projects.
- Assessment focuses on fluency, organization, language use, intonation, and confidence in speaking.

Table 2.1 The Procedures of Teaching Speaking using the Original Genre - Based Approach and the Genre - Based Approach with Digital Story Telling

| Stages | Genre Based Approach | Genre Based Approach with Digital Storytelling |
|---|---|--|
| Building Knowledge of the Field (BKoF) | <ul style="list-style-type: none"> - Teacher introduces the topic and social context of the genre. - Students discuss the topic orally (brainstorming, Q&A, group discussion). - Teacher introduces key vocabulary, expressions, and concepts. - Students practice speaking through simple oral activities. | <ul style="list-style-type: none"> - The teacher introduces the concept of descriptive text using digital visuals (pictures, short videos, or slides). - Students watch short digital stories or multimedia clips describing people, places, or objects. - The teacher asks guiding questions to stimulate oral discussion (e.g., “What do you see?”, “How would you describe this place?”). - Students brainstorm descriptive vocabulary and expressions collaboratively. - Students practice speaking by describing objects or pictures orally. |

| | | |
|--|---|---|
| Modelling of the Text (MoT) | <ul style="list-style-type: none"> - Teacher presents model texts (spoken or written). - Students listen to sample from the teacher - Teacher explains generic structure - Students analyze language features, expressions, and pronunciation. - Students practice | <ul style="list-style-type: none"> - The teacher presents a model digital story in the form of a narrated video describing a person, place, or object. - Students analyze the generic structure of descriptive text (identification and description). - The teacher explains linguistic features such as adjectives, sensory details, present tense, and descriptive expressions. - Students identify key vocabulary and pronunciation patterns from the digital story. - Students practice retelling parts of the digital story orally. |
| Joint Construction of the text (JCoT) | <ul style="list-style-type: none"> - Teacher and students jointly construct spoken texts. - Students work in pairs or groups to create dialogues or oral texts. - Teacher provides feedback - Students practice speaking | <ul style="list-style-type: none"> - Students work in groups to design a digital story about a chosen object, place, or person. - Students collect digital materials (images, short video clips, background music). - Students collaboratively write a descriptive script. - Students rehearse speaking by narrating the script. - The teacher provides scaffolding, feedback on pronunciation, fluency, vocabulary, and grammar. - Students produce a group digital story and present it orally. |

| | | |
|--|---|--|
| Independent Construction of the Text (ICoT) | <ul style="list-style-type: none"> - Students individually prepare and deliver oral texts. - Students perform presentations - Teacher assesses students' speaking performance. - Students reflect on their speaking performance | <ul style="list-style-type: none"> - Students individually select a topic (e.g., favorite place, person, or object). - Students prepare a descriptive script and digital media elements. - Students record their narration using digital tools (e.g., smartphone, Canva, PowerPoint, or video-editing apps). - Students present their digital stories orally in class. - The teacher assesses students' speaking performance using speaking criteria (pronunciation, fluency, vocabulary, grammar, and content). - Students reflect on their learning experience and speaking performance. |
|--|---|--|

Based on the table presented above, both the original Genre - Based Approach and the Genre - Based Approach with Digital Story Telling have distinct procedures in teaching speaking.

2.9 Students' Perception

Generally, perception refers to the interpretation of a certain condition and environment. Based on the Longman Dictionary of Contemporary English, perception can be viewed as an individual's cognitive framework and understanding of a specific subject, the process of noticing inputs through the senses, and an intrinsic capacity to swiftly comprehend and identify information. (Qiong, 2017). Then, Perception is a

numerous sequence of cognitive processes by which individuals obtain and comprehend sensory information (Catling & Ling, 2011). It indicates that perception is using the sensory experience to create meaning.

Bloom's taxonomy (1956) has been the most widely used approach to creating learning objectives for many years. Bloom's original taxonomy has three domains: the cognitive domain, the psychomotor domain, and the affective domain. The cognitive domain relates to knowledge acquisition. The cognitive domain primarily pertains to mental activities including content and intellectual knowledge, encompassing information processing, comprehension, creation, application of knowledge, and problem-solving. The psychomotor domain deals with the realm of physical skills. In particular, it refers to a combination of natural and autonomic responses when practicing speaking, simulating, doing scheduled practice, or imitating the stages involved in a task.

The affective domain refers to attitudes and incorporates aspects related to emotional knowledge, including emotions, attitudes, sentiments, values, appreciation, excitement, and motivation. Many researchers use all levels to analyze and assess the results and teaching strategies of different programs (Munzenmaier, 2013). In this study, the researcher uses Bloom's original taxonomy to develop a questionnaire aimed at assessing students' perceptions of the learning process in speaking narrative texts utilizing a genre-based approach alongside digital storytelling.

Students' perceptions can be grouped into two types: positive and negative perceptions. Self-perception must encompass all personal actions, thoughts, and behaviors toward oneself, one's abilities, and one's physique. It is further influenced by the responses of

others towards them. This perspective subsequently affects the behaviors of individuals throughout their lives.

1. Positive perception is an essential trait that fosters self-confidence and the ability to engage with the world, overcome crises, and direct attention beyond oneself. It enhances the development of connections and compassion.
2. Negative perception has a tendency to focus on the individual's goals and objectives, with the goal of achieving and validating their sense of dignity.

Moreover, Flora et al. (2024) emphasize that acknowledging an individual's unique perception of an experience is essential, arguing that even shared events are interpreted differently. Their study investigated the perceptions of English teachers in Indonesia related to the application of the Scientific Approach (SA) and teaching text genres, as well as their underlying teaching beliefs. This kind of perception research is critical to the field of language education because it expands knowledge of acquisition, copes learner challenges, refines instructional methods, and supports cross-cultural awareness.

In addition, according to Chen and Hoshower (2003), the students' perception is essential for assessing educational efficiency. Consequently, determining students' perceptions is crucial for assisting educators in evaluating the teaching and learning process.

2.10 Theoretical Assumption

Considering the theories and prior research mentioned above, this study is grounded in the assumption that students' speaking achievement, particularly in producing descriptive texts, can be effectively enhanced through the implementation of a Genre-Based Approach integrated with Digital Storytelling. Speaking is viewed as a productive skill that requires meaningful practice, purposeful communication, and supportive learning environments (Nunan, 2003; Chaney, 1998). Consequently, instruction in speaking needs to give students with numerous chances to actively engage with the target language in authentic and significant circumstances (Khamkhien, 2010; Alsulami, 2016).

Furthermore, the Genre-Based Approach emphasizes the mastery of different text types as a core component of communicative competence (Richards, 2006). Through systematic stages, including Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction, students are guided gradually from understanding to independently producing texts (Hyland, 2004). This structured scaffolding is assumed to be beneficial in helping students comprehend the social function, generic structure, and language features of descriptive texts (Knapp & Watkins, 2005).

In addition, the implementation of Digital Storytelling is assumed to address several limitations of traditional speaking instruction, such as low motivation and limited speaking opportunities. Digital Storytelling promotes student-centered, technology-enhanced, and project-based learning, which can increase students' engagement,

confidence, and autonomy in speaking activities (Lambert, 2013; Robin, 2016). By combining visual, audio, and narrative elements, Digital Storytelling allows students to express ideas more creatively and meaningfully, thereby supporting speaking development.

Finally, students' perception is assumed to play a significant role in evaluating the effectiveness of the teaching approach. Positive perceptions toward Genre-Based Approach and Digital Storytelling are expected to contribute to higher motivation, participation, and speaking confidence (Chen & Hoshower, 2003; Qiong, 2017). Therefore, investigating students' perceptions is essential to understand how the instructional approach influences both their speaking achievement and learning experience

2.11 Hypotheses

In light of the previously stated concepts and assumptions, the researcher suggests a hypothesis for this study:

Ho₁: There is no significant improvement in students' speaking skills after being taught using genre - based approach and Digital Storytelling

Ha₁: There is significant improvement in students' speaking skills after being taught using genre - based approach and Digital Storytelling.

Ho₂: Fluency is not the aspect that improve the most after the students are taught using genre - based approach with Digital Story Telling

Ha₂: Fluency is the aspect that improve the most after the students are taught using genre - based approach with Digital Story Telling

Ho₃: There is a negative perception after the students are taught using genre - based approach with Digital Story Telling

Ha₃: There is a positive perception after the students are taught using genre - based approach with Digital Story Telling

In summary, those are the elaboration about this chapter which are about speaking, aspects of speaking, teaching speaking, descriptive text, genre - based approach, advantages and disadvantages of genre - based approach, digital storytelling, implementation of genre - based approach, students' perception, and hypotheses.

III. METHODS

This chapter addresses the research methodology. All elements relevant to the model of research, including design, population and sample, instruments, data collecting technique, try-out of the instruments, normality and homogeneity tests, scoring system, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This quantitative study intends to determine if there is a significant enhancement in speaking achievement among students taught through a genre-based approach utilizing Digital Storytelling. Additionally, the researcher also investigate students' perspectives regarding the application of a genre-based approach utilizing Digital Storytelling. This study employed a One Group Pretest-Posttest Design to address the initial research question, utilizing a single class as the experimental group. The design can be shown as follows:

| Pretest | Treatment | Post-test |
|---------|-----------|-----------|
| T1 | X | T2 |

(Hatch and Farhady (1982)

This design can be described as:

T1 : Pretest

T2 : Posttest

X : Treatment (using genre - based approach with Digital Storytelling)

The researcher executed this study over the course of five encounters. The initial and final meetings were conducted for running the pretest and posttest. The second, third, and fourth sessions were designated for treatments in the experimental class, and the questionnaire was administered on the final day of treatment (third meeting).

3.2 Variables

A variable is a characteristic that may hold many values or conditions. Sudjana (1996) specifies two types of variables: independent variables and dependent variables. The independent variable is simply accessible and may be varied as a free variable, whereas the dependent variable is the outcome influenced by the independent variable.

This research involves two variables:

1. Independent variable

The independent variable is genre - based approach supplemented by digital story telling (X).

2. Dependent variable

The dependent variable refers to learners' speaking achievement (Y).

3.3 Population and Sample

This research was done at SMA Negeri 2 Bandar Lampung. Further, the population of this study was Ten Graders at SMA Negeri 2 Bandar Lampung in the academic year 2025-2026. The sample was 30 students from experimental class.

3.4 Data Collecting Techniques

The instruments utilized to gain the data for the research questions were speaking tests (pretest -posttest) and questionnaire which was aimed to investigate students' perception. To gather data for the research, the researcher implemented the subsequent steps:

a. Conducting Pre-test

The researcher conducted a pre-test test before conducting the first treatment. This is to identify students' prior speaking achievement before the treatment of genre - based approach Using Digital Storytelling. This test was in the spoken form and required the students to share a descriptive text about historical places around the globe. Further, this test was also intended to check if there was an enhancement in their speaking achievement compared to the post-test.

b. Conducting Post-test

The researcher administered the post-test following three treatment sessions using a genre-based approach throughout the learning process. The objective was to see if there was a significant enhancement in learners' speaking achievement.

c. Administering Questionnaire

The questionnaire was used to find out learners' perceptions whether positive or negative perceptions on the application of genre - based approach using Digital Storytelling. Further, this research also used Likert Scale based on measuring ordinal data (Setiyadi, 2018). To be more precise, the scale had four categories such as; strongly agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and strongly disagree (SD) 1 point. The students should answer what they feel about the statements in the questionnaire. There were 15 statements which consisted of 15 close-ended statements that the students needed to answer.

3.5 Research Procedure

There are some research procedures to collect the data, those are as follows:

a. Determining the research questions

The research questions of this research were:

1. Is there any significant improvement in students' speaking achievement after being taught using genre - based approach with Digital Storytelling?
2. Which speaking aspect is the most prominent after being taught using genre - based approach with Digital Storytelling?
3. What is the students' perception after being taught using genre - based approach with Digital Storytelling?

b. Choosing the Population and Sample

The population of this research was the first-year students of Senior High School 2 Bandar Lampung in the academic year 2025-2026. The researcher used one class as the experimental class.

c. Determining Materials

The material was based on senior high school syllabus, using Merdeka Curriculum which focused on descriptive text.

d. Running the Pretest

The researcher administered a pretest to assess the students' prior speaking proficiency before implementing a genre-based approach using Digital Storytelling in the experimental group. The students were instructed to describe an object or concept related to the topic provided by the researcher.

e. Administering Treatment

The researcher then proceeded to administer the treatment after the pretest had been completed. The treatment was administered over three sessions, each lasting 3 x 45 minutes.

f. Running the Posttest

The researcher administered a posttest following three treatment sessions in the classroom. The purpose of this test was to assess the advancement of the students' speaking achievement.

g. Distributing the Questionnaire

To assess students' perceptions concerning the implementation of genre-based

approach using Digital Storytelling, the researcher administered a questionnaire of 15 closed-ended questions formatted as a Likert Scale. To be specific, the scale had four categories such as; strongly agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and strongly disagree (SD) 1 point.

h. Examining the data derived from the results

In order to address the research problems in this study, the test data was first collected and then analyzed. The researcher employed a One Group Pretest-Posttest Design for the first research question.

3.6 Validity and Reliability

In this study, it is necessary to test the test in order to demonstrate it has good quality. A test is considered to possess good quality if it demonstrates strong validity and reliability.

3.6.1 Validity of Speaking Test

Based on Hatch and Farhady (1982), a test is considered appropriate if it accurately measures the intended construct and meets the established criteria. Hatch and Farhady (1982) identified two fundamental categories of validity: content validity and construct validity.

Content Validity

According to Brown (2004) the content validity of a test is determined by how well it represents the subject matter from which inferences may be drawn and by whether or not it requires the test-taker carry out the behavior that is being measured. It means the test must reflect the subject matter under discussion and align with the current curriculum in use. Consequently, the researcher organized the speaking assessments of descriptive texts in accordance with the learning objectives specified in Kurikulum Merdeka for first-year senior high school students.

Construct Validity

Based on Nurwени (2018), construct validity pertains to the extent to which test items or tasks are derived from the theoretical framework relevant to the subject matter being assessed. In this study, the learners were asked to describe about something and would be assessed by the researcher by using the five components of speaking as suggested by Harris (1994) which consist of pronunciation, fluency, grammar, vocabulary, and comprehension.

Prior to administering the pre-test and post-test, the researcher evaluated the speaking test instrument for inter-rater validity by consulting with experts on the test instruments. The speaking specialists evaluated the speaking test based on the five dimensions of speaking outlined by Harris (1994) to determine its inclusivity of these characteristics. Once the instrument was examined, the researcher was able to determine that, according to construct validity, the speaking instrument was valid.

In addition, the content and construct validity of the speaking test instrument have been validated by three Senior High School English teachers affiliated in Bandar Lampung using a checklist table.

From the checklist table in the appendix 6, it can be assumed that all raters believed the pre-test and post-test instruments demonstrated content and construct validity. Consequently, it can be determined that the pre-test and post-test conducted by the researcher are valid.

Meanwhile, the scoring rubric applied in this research is taken from Harris (1994) with the detailed description of speaking scoring attached in the Appendix. The scoring of students' speaking achievement was counted by the raters as follows :

$$\text{Total Score} = \frac{\text{Total Rating Score}}{25} \times 100\%$$

25

On the other hand, the construct validity of the questionnaire was verified by examining the relationship among the indicators. All items must assess students' speaking proficiency; thus, the instrument has met the criteria for construct validity.

To make sure the construct validity of the test, the researcher also asked the experts judgment to evaluate the test before it was administered to the students.

In order to be valid, the questionnaire of this research implemented the theory of Bloom (1956) about learning which focused on three domains such as cognitive, psychomotor, and affective in constructing this research' questionnaire. It was done to check the students' perception in the learning process by elaborating those four categories by using closed-ended statements regarding English descriptive text on the

topic of Places Around Us. This research used expert judgment in validating the questionnaire.

The questionnaire is presented based on 4 Likert scales and it is adapted from Setiyadi (2018). The item range is from 1 to 4. The category 4 belongs to “strongly agree”, 3 belongs to “agree”, 2 belongs to “disagree”, and 1 belongs to “strongly disagree”. The researcher considers 4 scales instead of 5 scales because if there are odd scales in the options, the participants will tend to choose the middle scale and the odd scales present those choices in showing a neutral attitude. The even scales are advised to be used in order to make the subjects have a clear position that represents their ideas towards the questions delivered. Moreover, the collected data will be meaningless to be analyzed if the subjects generally choose a neutral attitude towards the questions given (Setiyadi, 2018). Meanwhile, the analysis of the questionnaire was grounded from the students’ answer for each statement. There were odd items that referred to positive statements, meanwhile even items that referred to negative statements. However, before the questionnaire was used, it was required to pass the validity check of instruments. The outcome of the validity check of the questionnaire is provided below;

Table 3.1 Validity of the Questionnaire

| Test | Construct | | |
|-----------|-----------|---------|---------|
| | Rater 1 | Rater 2 | Rater 3 |
| Pre-test | 100% | 100% | 100% |
| Post-test | 100% | 100% | 100% |
| Mean | 100% | | |

Based on Table 3.2, The result of the questionnaire validity shown that the questionnaire had met the standard of construct validity of the questionnaire. Thus, it can be assumed that the questionnaire from the researcher is valid.

3.6.2 Reliability

Reliability is defined as the degree to which a measurement produces stable and consistent results. According to Hatch and Farhady (1982), it is the extent to which a test have the same outcomes when given under similar circumstances.

a. Reliability of Speaking Test

In this research, the researcher used SPSS Version 29. Further, in this research the researcher took the role as the first rater (R1) and the English teacher in Senior High School 2 Bandar Lampung as the second rater (R2). The researcher also consulted with the rater regarding the assessment criteria and the standards used in evaluating students' speaking performance, while providing the speaking assessment rubric adapted from Harris (1994). In order to assist the raters in scoring the students' pre-test and post-test score, the arrangement of the score can be seen in table 3.3. as follows;

Table 3.2 The Scoring Rubric of Two Raters for Pre-test / Posttest

| No | Students' Code | Rater 1 | | | | | | Rater 2 | | | | | | Mean |
|----|----------------|---------|---|---|---|---|----|---------|---|---|---|---|----|------|
| | | P | G | V | F | C | TS | P | G | V | F | C | TS | |
| 1 | ST01 | | | | | | | | | | | | | |
| 2 | ST02 | | | | | | | | | | | | | |
| 3 | ST03 | | | | | | | | | | | | | |

Note :

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

TS : Total Score

Then, the result of both pretest and posttest from two raters were tabulated in table 3.4 as follows;

Table 3.3 The Scoring System of Two Rater

| No | Students' Code | Proficiency Level | | | | | |
|----|----------------|-------------------|---------|------|----------|---------|------|
| | | Pretest | | | Posttest | | |
| | | Rater 1 | Rater 2 | Mean | Rater 1 | Rater 2 | Mean |
| 1 | ST01 | | | | | | |
| 2 | ST02 | | | | | | |
| 3 | ST03 | | | | | | |

After the score were obtained from two raters, the data was added and divided into two in order to check the final score of each student. The researcher applied the statistical formula of Rank - order correlation through SPSS Version 29 that is intended to achieve the reliability of the test. Meanwhile, the researcher analyzed the coefficient reliability of a test with the standard of reliability afterward. The analysis was determined as follows:

Reliability coefficient 0.800-1.00 is very high

Reliability coefficient 0.600-0.800 is high

Reliability coefficient 0.400-0.600 is fair

Reliability coefficient 0.200-0.400 is low

Reliability coefficient 0.00-0.200 is very low

(Arikunto, 1998)

According to the reliability standard above, it could be stated that the speaking test would be considered as reliable if the reliability score starting from range 0.60 or above. In this research, the reliability for pretest and posttest is shown as follows;

Table 3.4 Reliability of Raters for Pretest

| Correlations | | | | |
|----------------|--------|-------------------------|--------|--------|
| | | | rater1 | rater2 |
| Spearman's rho | rater1 | Correlation Coefficient | 1.000 | .679** |
| | | Sig. (2-tailed) | . | <.001 |
| | | N | 30 | 30 |
| | rater2 | Correlation Coefficient | .679** | 1.000 |
| | | Sig. (2-tailed) | <.001 | . |
| | | N | 30 | 30 |

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, we can see that the correlation coefficient is in the 0.679 which is considered as high reliability. Meanwhile, the reliability for the posttest is presented as follows;

Table 3.5 Reliability of Raters for Posttest

| Correlations | | | |
|---------------------|--------|-------------------------|--------|
| | | rater1 | rater2 |
| Spearman's rho | rater1 | Correlation Coefficient | 1.000 |
| | | Sig. (2-tailed) | <.001 |
| | | N | 30 |
| | rater2 | Correlation Coefficient | .797** |
| | | Sig. (2-tailed) | <.001 |
| | | N | 30 |

**. Correlation is significant at the 0.01 level (2-tailed).

According to the data presented in the table, the reliability coefficient for the post-test is 0.797. Referring to Arikunto's (1998) criteria, a reliability coefficient within the range of 0.600 to 0.800 signifies a high level of reliability. Therefore, these findings demonstrate that both the pre-test and post-test exhibit high reliability, with coefficients of 0.679 and 0.797, respectively.

b. Reliability of Questionnaire

A reliability analysis was done to assess the consistency of students' perception towards the measurement items. The objective was to determine the degree of cohesion among the items. The researcher used the Cronbach's Alpha Coefficient, since it was the most common analysis used for the questionnaire's reliability. The analysis of the questionnaire was grounded from the students' answer for each statement. There were odd items that referred to positive statements, meanwhile even

items that referred to negative statements. Before analyzing the data through SPSS Version 29 for Windows, the researcher made a code for each of the students' responses. For the negative statement, the researcher converted the students' negative answer for the negative statements. For example, "strongly disagree" category was converted to 4, and "disagree" was valued as 3 for the negative statements. Therefore, the outcome of questionnaire's reliability is presented as follows:

Table 3.6 Reliability of Questionnaire

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .841 | 15 |

Further, to interpret the classification of reliability, the researcher used the following criteria from Cohen, Manion, and Morrison (2007) :

> 0.90 : Very highly reliable

0.80 – 0.90 : Highly reliable

0.70 – 0.79 : Reliable

0.60 – 0.69 : Marginally/minimally reliable

< 0.60 : Unacceptably low reliability

Thus, the result of the questionnaire reliability showed that Cronbach' Alpha value is 0.841 which indicated that the reliability of the questionnaire is highly reliable.

Referring to the findings of the validity and reliability tests, the speaking tests and questionnaire were proven to be valid because all the items fulfilled the required criteria and accurately measured the intended aspects. For the pre-test the reliability coefficients of 0.679 and 0.797 for the posttest showed a very high level of reliability. Moreover, the questionnaire achieved a Cronbach's Alpha value of 0.841, which reflected high reliability. Thus, the speaking tests and the questionnaire can be considered as valid and reliable instruments for this research.

3.7 Data Analysis

In this study, the researcher analyzed the data from speaking tests and questionnaires with the following description:

1. Speaking Tests

The results of the pretest and posttest of the students were assessed by the researcher and the second-rater by following Harris (1994) theory of examining speaking. The researcher analyzed the scores from both data sets to determine whether the implementation of Genre Based Test through Digital Storytelling led to a significant improvement in students' speaking achievement. The data analysis was performed using SPSS version 29.

2. Questionnaire

For the sake of figure out the second research question about learners' perception whether it appears positive or negative after being taught by using genre - based

approach with digital storytelling, the researcher tabulated the students' answers from the questionnaire by using Likert Scale.

The following percentage system was applied to analyze the questionnaire results.

The researcher used the formula below to calculate the students' overall scores

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} : the mean of the score

$\sum x$: total score

n : total sample

Since the questionnaire of this research consisted of 15 questions, the score was classified as follow:

$15 \times 4 = 60$ (maximum score)

$15 \times 3 = 45$ (high score)

$15 \times 2 = 30$ (low score)

$15 \times 1 = 15$ (very low score)

Table 3.7 Level of Students' Perception

| Score | Level of Perception |
|---------|---------------------|
| 46 - 60 | Very Positive |
| 31 - 45 | Positive |
| 16 - 30 | Negative |
| 0 - 15 | Very Negative |

(Best, W.J. in Puspita 2024)

3.8 Data Treatment

According to Setiyadi (2018), T-test for hypothesis testing consists of three assumptions that can be seen as follows:

- a. The data are intervals.
- b. The data is taken from a random sample in the population (non-absolute).
- c. The data are distributed normally.

Therefore, before testing the hypothesis using T-test, it is important to see whether the data is normally distributed or not. Thus, the data will be treated by normality tests.

3.8.1 Normality Test

Normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, the researcher used the Shapiro-Wilk test. The hypothesis for testing normality is:

H_0 : The data are normally distributed.

H_1 : The data are not normally distributed.

The criteria are as follows:

1. H_0 is accepted if alpha level is higher than 0.05 ($p > 0.05$).
2. H_1 is accepted if alpha level is lower than 0.05 ($p < 0.05$).

In this research, the result of the normality test can be presented below:

Table 3.8 The Normality Test

| Tests of Normality | | | | | | |
|--|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pretest | .114 | 30 | .200* | .981 | 30 | .851 |
| posttest | .096 | 30 | .200* | .984 | 30 | .927 |
| *. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

From the table above we can see that the value of normality test in the pretest and posttest is higher than 0.05. In the pretest the score is 0.851 while in the posttest the score is 0.927. Hence, it can be concluded that the data is distributed normally because the data is higher than 0.05 or in other words H_0 is accepted.

3.9 Hypotheses Testing

The hypothesis testing used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis testing is stated as follow:

Hypothesis for Research Question 1:

H_0 : There is no significant improvement in students' speaking skills after being taught using Genre-Based Approach with Digital Storytelling

H_1 : There is a significant improvement in students' speaking skills after being taught using Genre-Based Approach with Digital Storytelling

The criteria for accepting the hypotheses are as the following:

H_0 is accepted if $\text{sig} < \alpha = 0.05$

H_1 is accepted if H_0 is rejected.

Hypothesis for Research Question 2: Which speaking aspect is the most prominent after being taught using genre - based approach on Digital Storytelling.

Hypothesis: The most prominent speaking aspect after being taught using genre - based approach on Digital Storytelling were fluency, grammar, comprehension, pronunciation, and vocabulary.

To determine the most prominent speaking aspect, a detailed descriptive statistical analysis of the students' post-test speaking scores was conducted for each assessed speaking aspect (e.g., fluency, grammar, comprehension, pronunciation, and vocabulary). The mean score for each aspect was calculated. The aspect with the highest mean score was considered the most prominent.

Hypothesis for Research Question 3: What is the students' perception after being taught using genre - based approach and Digital Storytelling

The researcher calculated the students' mean score and the percentage distribution of their perceptions to answer the third research question.

In conclusion, this chapter covers some points to make the research procedure well-organized. Hence, the researcher involves some points as follows: research design, variables, population and sample, data collecting technique, research procedure, validity and reliability of the instruments, data analysis, data treatment, and hypotheses testing

V. CONCLUSIONS AND SUGGESTIONS

This chapter addresses the conclusions derived from the data analysis and suggestions.

5.1 Conclusions

Based on the data analysis results and discussion, the author reaches the following conclusions:

1. The integration of Digital Storytelling with the Genre-Based Approach is a highly effective method for instructing the speaking of descriptive texts. After the implementation of this approach, the students demonstrated improved speaking performance, as evidenced by the increase in their posttest scores. The structured learning process that is facilitated by the Genre-Based Approach in conjunction with Digital Storytelling may contribute to this enhancement. This method provided students with the opportunity to practice communicating in meaningful contexts using a variety of linguistic forms. Additionally, they developed a greater understanding of the functions of language and discovered that ideas can be conveyed through a variety of expressions and vocabulary. Consequently, students were able to more confidently employ their own words during speaking activities, which indicates a more profound comprehension of language usage. In addition, the descriptive texts and topics were closely related to the daily lives of the students,

which facilitated their active participation in the learning process and improved the efficacy of their speaking practice.

2. The results of this study show that using the Genre-Based Approach in conjunction with Digital Storytelling improved students' speaking skills in a number of areas. After the treatment, fluency and grammar shown the greatest improvement among the speaking components evaluated. This finding implies that students' ability to convey ideas more appropriately and clearly was successfully supported by the learning process that Digital Storytelling, inside the Genre-Based framework, fostered. Students were able to organize their thoughts, expand their vocabulary, and speak more confidently because to the use of visual tales and relevant situations.

3. Students confirmed a positive perception towards the learning process on practice speaking descriptive text with Genre Based Approach with Digital Storytelling in all three domains of learning by Bloom (1956). It might be caused by the learning atmosphere in the class while conducting the technique that the students were enjoyed, interested and actively engaged in the activities given.

5.2 Suggestions

Considering the weaknesses found during the research, the following suggestions are as follows;

5.2.1 Suggestions for teachers

Several recommendations are suggested for English educators in light of the constraints encountered during this research.

1. Teachers are urged to use the Genre-Based Approach less strictly because it may restrict students' creativity because of its focus on rigid textual patterns. Teachers should provide pupils the chance to experiment with language, customize content, and convey ideas freely rather than rigidly following genre rules. Project-based assignments, open-ended speaking exercises, and digital storytelling can all be incorporated to help strike a balance between structural direction and artistic flexibility.
2. Teachers should progressively switch from being knowledge producers to facilitators because the Genre-Based Approach tends to be teacher-centered. It is suggested that they encourage group projects, peer evaluation, and practice speaking on their own in order to foster more student-centered learning. Students can participate more actively in the learning process and gain more confidence while speaking if teachers limit their control and give them more freedom.
3. Teachers are advised to optimize their instructional time in considering the time constraints that arise during the implementation of the Genre-Based Approach with Digital Storytelling. In order to guarantee that all learning phases are conducted

efficiently within the allotted time, teachers may simplify the stages of Digital Storytelling, designate specific activities as homework, or implement blended learning. It is imperative to allocate sufficient time to prevent students from being rushed during the story creation and presentation process.

4. Related to lack of confidence that the students exhibit, this should be given particular attention. It is recommended that educators establish a classroom environment that is both supportive and non-threatening, fostering an environment in which students feel comfortable expressing their ideas without the fear of making errors. Collaborative group work, positive feedback, and progressive exposure to speaking tasks may contribute to the development of students' self-assurance. Students are anticipated to develop a greater sense of assurance in their ability to actively engage in speaking activities as a result of consistent practice and encouragement.

5.2.2 Suggestions for further research

The researcher would like to propose some points to be considered for further research as below;

1. Future studies are recommended to investigate how the Genre-Based Approach can be redesigned to minimize its tendency to restrict learners' creativity. Researchers may explore instructional models that allow students to modify, adapt, or hybridize genre structures, rather than strictly following conventional patterns. This could provide insights into how genre awareness can coexist with creative language use.

2. Future researchers are suggested to concentrate especially on students' confidence as a variable by utilizing techniques such as interviews, reflective diaries, or self-confidence assessments. Examining the correlation between Digital Storytelling and learners' confidence levels may yield significant insights for the domain of English language instruction. Future studies may extend this methodology to various language competencies or educational levels to improve its generalization.

3. Combining with other Techniques, Methodologies and Approaches

Future further research could examine the use of Digital Storytelling in conjunction with Project-Based Learning (PBL). As Digital Storytelling naturally aligns with project-based instruction, future studies could focus on long-term projects that involve collaborative story development, peer feedback, and multimedia production. This approach may enhance students' autonomy, creativity, and teamwork while simultaneously improving speaking performance.

In conclusion, the Genre-Based Approach using Digital Storytelling is effective in improving students' speaking achievement in descriptive texts. The results show significant improvement in students' speaking performance and positive learning perceptions, indicating that this approach supports meaningful language use and active engagement. Therefore, the implementation of the Genre-Based Approach with Digital Storytelling can be considered an effective strategy for teaching speaking in English classroom.

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