



THE EFFECT OF PROCESS AND PRODUCT-BASED APPROACH ON WRITING
BY USING DIGITAL STORYTELLING TO ENHANCE THIRD GRADE
STUDENTS' NARRATIVE WRITING SKILL



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ผลของแนวทางแบบผสมผสานด้วยวิธีการเขียนแบบเน้นกระบวนการและการเขียนแบบเน้น
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BY
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One of the most difficult aspects of English language learning and teaching is writing, and my students experience difficulties with it. As a result, it is an attempt to identify methods for constructing a solid foundation for grade 3 students. The objective of this study was 1. To compare the integrated approach of process-based and product-based approach in grade 3 students' narrative writing skill. 2. To investigate the effect of process-based and product-based approaches affects grade 3 students' writing accuracy. 3. To explore students' attitudes towards the integration of process-based and product-based approach by utilizing digital storytelling as motivation. A research design was implemented. G3 students were selected to participate in action research as a systematic inquiry method through purposive sampling from the IB curriculum of a KIS International School Bangkok. The pretest and posttest, and self-reflection paper comprised the research instruments. The data was submitted to analysis using content analysis and mean scores. The results indicated that the integration of process-based and product-based approaches significantly affected the students' narrative paragraph writing ability. The pretest accounted for 46.77 percent of the mean score, while the posttest accounted for 74.81 percent. Additionally, the participants exhibited a positive attitude toward the integration of process-based and product-based approaches in their writing, as it facilitated their comprehension of the stages involved in the writing process and benefited the improvement of a more effective narrative paragraph. Pedagogical implications for writing classroom practice and recommendations for further investigations.

Keyword : Process-Based Approach, Product Based Approach, Narrative Writing, Digital Storytelling

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CHAPTER 1

INTRODUCTION

Background of the study

In the context of worldwide integration, English serves as a foreign language in Thailand yet plays a significant role in facilitating communication across countries across several domains of life. Writing is a crucial talent for conveying and expressing thoughts, ideas, and opinions through communications in both everyday life and academic contexts. Consequently, there is currently a strong emphasis on the development of English writing skills in schools and academic institutions.

Elementary students are required to study English writing from primary school as a compulsory subject which is regulated by the Ministry of Education in Thailand. Undoubtedly, writing has shown to be the most difficult aspect of English language instruction and learning, particularly in the context of teaching English as a foreign language (EFL), even for proficient adult native speakers (Hyland, 2003). In order to derive significant educational benefits, individuals must confront numerous challenges when engaged in the act of writing. In order to produce a proficient essay, elementary students who are learning English as a foreign language must acquire advanced abilities through specialized methods and a sustained process and product approach of writing practice. This is necessary due to English not being their native language.

It has been observed that students at all levels face difficulties in paragraph writing when it comes to their English as a Foreign Language (EFL) writing abilities. Among these, narrative writing is a compulsory component of their general education curriculum. In a study conducted by Cadet (2009), it was found that narrative writing has a positive impact on students' capacity to develop their own unique writing style, boost their self-confidence, and recognize and enhance the quality of their writing. Moreover, the researcher has observed that during the process of teaching students how to write a narrative paragraph, the primary challenges they face are related to content, language, organization, and mechanical abilities. Elementary students faced challenges in grammar errors, word choices, and punctuation, as well as in formulating ideas for

and composing narrative paragraphs. They had difficulties in every transition between various genres. Furthermore, they lacked the knowledge of effectively composing and structuring their thoughts within a paragraph. Additionally, their written words were frequently duplicated throughout the text.

Nevertheless, most of students have frequently struggled with developing ideas and the beginning of writing to requires developing an idea. If kids have a concept, they will know what to write. In addition, students also struggle with a limited vocabulary and lacking the mechanics of writing composition hinders the ability to write effectively.

As mentioned above, the ability to write well is a productive skill that cannot be fully achieved solely by natural ability, but rather requires improvement through regular practice. Patel & Jain (2008) claimed that writing is a skill which must be taught and practiced as it is a crucial aspect of language development. (Harmer, 2007a) writing serves as an effective method for improving vocabulary, spelling, and sentence structure as well as the creation of language.

Furthermore, according to Meyers (2005, p. 2), writing is a combination of talent and skill which are the most significant factor. Like any skill, writing may be enhanced with regular practice; therefore, the ability to write effectively is considered a valuable skill that requires regular practice to produce high-quality and coherent written work.

However, researchers found the responsibility of the teacher is to assist the pupils in enhancing their writing skills by solving their problem in improving their writing ability. Harmer (2007a) proposes that teachers should identify suitable methodologies and methodological concepts to guide their teaching practice, in response to the challenges faced by pupils. Furthermore, by employing suitable techniques, it becomes feasible to alter the pupils' attitudes towards writing, transforming it into a captivating, effortless, and pleasurable effort.

In order to the complexities of writing, this study was designed to develop students' balance competencies through an integrated approach known as "Process and Product-Based Approach" (Tangpermpoon, 2008, p. 7), which is a result of two writing approaches: process-based and product-based. This integrated approach helps

learners understand how to construct text grammatically in the product-based approach, the stages of producing texts together in the process-based approach.

According to Hyland (2003:10), the process approach to teaching writing aims to explore how teachers may assist learners in completing a writing activity. The presence of learning material is crucial in this scenario. It benefits both teachers and students. Media support enables teachers to create engaging educational resources. However, by utilizing media, pupils can acquire knowledge effortlessly. Games, songs, films, photographs, and photos serve as effective mediums because of their accessibility and user-friendly nature.

Digital storytelling is a form of media that can be utilized in educational activities. Using written narratives can be an effective and inspiring tool for teaching writing. Anderson (1997, p. 6) defines the narrative text type as a form of writing that recounts a tale with the intention of conveying a certain perspective to the reader or listener that provides amusement or knowledge to the reader.

Therefore, teaching narrative writing by utilizing digital storytelling enables the teacher to keep students' attention and actively engage them in the learning process due to its dynamic and engaging animations. Additionally, it has subtitles that aids in the pupils' comprehension of the story. The kids' interest will ignite a sense of emotion within them.

Objectives of the study

1. To compare the integrated approach of process-based and product-based approach in grade 3 students 'narrative writing skill.
2. To investigate the effect of process-based and product-based approaches affects grade 3 students' writing accuracy.
3. To explore students' attitudes towards the integration of process-based and product-based approach by utilizing digital storytelling as motivation.

Research Questions

1. How are the effects of the process and product-based approach on grade 3 students' narrative writing skill?
2. How is being used the integrated-approached techniques affect their accuracy in narrative writing skill?
3. What are the grade 3 students' perspectives to the integrated approach of process-based and product-based by using digital storytelling as motivation?

Significance of the study

This study was seen to be beneficial as follows.

- The findings of this study would help the teachers of English to find their ways of teaching writing.
- The results of this study would help students to improve their ways of writing using the integration of process and product-based approaches.
- The findings of this study would provide some useful techniques for the writing course developers in the future.

Scope of the study

The study's participants were third-grade students from KIS International School in Bangkok who were recruited from three classes of 21 students, 60 in total. The experimental participants were selected purposely based on the students' proficiency level from Language session of one academic semester. The average of lowest scored will be selected for the experiment.

Definition of terms

The study was summarized terms as follows:

1. **The Process-Based Approach:** A cyclical strategy requires pupils to travel between stages. the writing process prioritizes developing linguistic skills like planning and drafting before learning grammar and text. The writing process has five steps: prewriting, drafting, revising, editing, and publishing.

2. **The Product-Based Approach:** The traditional approach; this approach prioritizes writing as a finished product, emphasizing proper language and error-free writing. Students are given a model to either mimic or memorize. The emphasis is on grammatical accuracy, syntactic efficiency, and imitation. Khansir (2012: 2) and Nirmala (2015: 9).

3. **The Process-Based Approach and Product-Based Approach,** as defined by Pasand and Haghi (2013:76), involves the combination of the process and product-based approach to writing. This allows learners to apply the abilities they have acquired from each method across different modes of writing. This combination is implemented with the expectation that it would produce improved outcomes.

4. **Writing** is the process of utilizing symbols to communicate thoughts and ideas legibly. Furthermore, proficiency in language, as well as accurate spelling and proper formatting or layout, is essential. Lira (2013)

5. **Narrative writing** comprises the act of composing stories or providing narratives of specific occurrences, which may involve personal interactions or any actual or fictional events. Typically, it is written in the first-person perspective, integrating emotions, sensory descriptions, and other captivating qualities to engage readers (Hapsari & Sukavatee, 2018).

6. **Digital Storytelling** is utilized as a potent technique for teaching and learning that effectively captivates both educators and students. It takes support to the education field is truly essential. It is more efficient since it links the emerging media with technological advancements. (Robin 2008)

7. **Grade 3 students** are children aged 7-8 years old and considered young who are enrolled in the international curriculum at KIS International school Bangkok.

Conceptual Framework

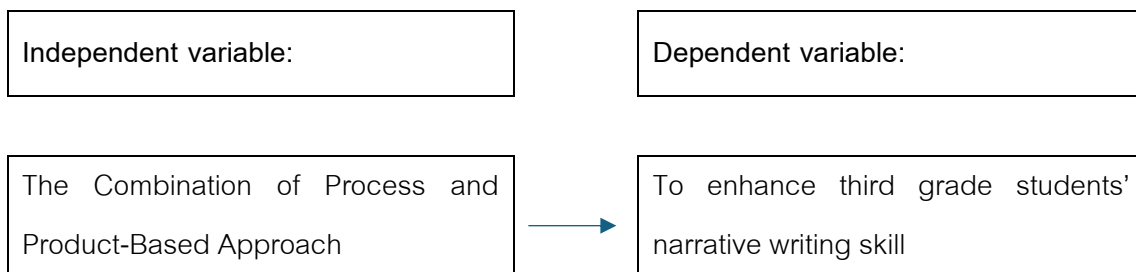


Figure 1 Conceptual Framework



Chapter 2

Literature Review

This chapter reviews literature relevant to the effect of process and product-based approach on writing by using digital storytelling to enhance third grade students' narrative writing skill. The following is a synthesis of a theoretical framework and related research:

1. Definition of writing
2. Significance of Writing
3. English Program of Study
4. Component of Narrative Writing Skill
5. The Type of Narrative Genres
6. The Product-Based Approach
7. The Process-Based Approach
8. The Process and Product-Based Approach
9. Definition of Narrative Writing
10. The Use of Digital Storytelling as tool to enhance motivation to support narrative writing

This Research summarizes the literature review. It includes definitions and significance of writing and the combination of the process approach, product approach of narrative writing by utilizing the digital storytelling as a students' satisfaction and motivation.

1. Definition of writing

Nowadays, writing is an essential skill in language development. Writing skills are equally crucial as listening, speaking, and reading. Students must be able to articulate their views through writing what they learn. Lindemann (2001) defines writing as the employment of a graphic system to deliver a message to a reader. Using symbols and graphics in writing can help readers understand the meaning of a message more effectively.

Writing is a means of human communication. According to Rahmawati (2017), it refers to the visual representation of language. According to Byrne (1988), writing involves using symbols to represent sounds, but they must be organized correctly to create words that should be organized in the proper order to construct sentences. Putting sentences together in a specific order creates a text. Writing demands unique skills to arrange symbols and signs correctly and ensure reader comprehension. Effective writing requires strong sentence structure and a diverse vocabulary (Sulaiman, January 2017) According to Anita (2016), effective writing requires proficiency in vocabulary, grammar, substance, mechanics, organization, and style. According to Hapsari and Sukavatee (2018), effective writing involves composition, vocabulary, grammar and mechanics.

According to Raimes & Cochran (2018), writing is described as a cognitive process, where the effectiveness of the writing is heavily influenced by the quality of the thinking about the subject matter, both before to and throughout the writing process.

Writing is the process of putting ideas down on paper in order to translate thoughts into words in order to sharpen core concepts and give them structure and coherence (Brown, 2001). When producing a text, the writer should organize the words into sentences and the sentences into a specific order.

In conclusion, writing is a complex skill that involves not just mastering the rules of grammar and structure, but also effectively expressing the writer's views to the reader. Various definitions of writing comprise the enhancement of learners' abilities, aiming for flawless communication that fulfills a specific objective.

2. The Significance of Writing

Writing is an essential part of education and is taught at several levels for multiple reasons. The rapid expansion of global socio-economic integration necessitates increased utilization of diverse information resources, with English serving as the primary written language. Furthermore, those who fall within the categories of students, professors, researchers, publishers, and employers generally need to possess a thorough understanding of the English language to effectively comprehend their technical instructions.

Lanon (2011) argues that the primary objective of writing is to effectively convey a valuable message that fulfills the readers' requirements. This entails ensuring that the writer's intended meaning is obvious and facilitates readers' understanding from the writer's perspective. Writing is primarily a means of communication and conveying the opinions of the writers to the readers. It serves to provide information and influence the readers' perspective on a certain issue.

According to Walsh (2010), writing is essential due to its extensive use in higher education and industry. Inadequate writing skills hinder effective communication with instructors, employers, peers, and individuals in general. A significant part of professional communication involves written forms such as proposals, memos, reports, applications, initial interviews, emails, etc. These are commonly encountered by college students and successful graduates on a regular basis.

One effective method for engaging kids in writing is to encourage them to write freely at the start of the learning process, fostering a sense of creativity inside them. This will also contribute to the cultivation of their self-assurance and self-worth. While engaging in writing, students independently uncover insights about the language, encouraging their personal development and enhancing their linguistic proficiency. Undoubtedly, these improvements are seen in increased motivation for continuing in writing.

3. English Program of Study

As per National curriculum in England: English programs of study (Updated 16 July 2014) The primary objective of English in the national curriculum is to enhance language and literacy skills by providing students with a proficient grasp of both spoken and written language. Additionally, it aims to cultivate a passion for literature by encouraging extensive reading for pleasure. The primary objective of the national curriculum for English is to guarantee that every student achieves the following:

Writing:

The programs of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programs of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas and then organizing them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting, spelling, vocabulary, grammar, punctuation and glossary

Writing Skill of Grade 3 students - Composition of students in grade 3 should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organizing paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organizational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

4. Component of Narrative Writing Skills

The researchers have discovered the following components of narrative writing that classify a paragraph as a narrative:

Table 1 Component of Narrative Writing Skills

Scholars	Components of writing				
	1. Introduction	2. Plot	3. Content	4. Organization	5. Mechanics
Brown (1994:320)		✓	✓	✓	
Raimes (1983, pp. 6-9); Folse et al. (1999, pp. 11-12); and Hedge		✓	✓		✓
Arunwish W. (2016)	✓	✓		✓	
Hughes (1983)			✓	✓	✓
Paul Jenkins (2013)	✓				
Suha Idrees Mohemmed (2021) P.33	✓	✓			✓
Total	3	4	3	3	3

Accordingly, Narrative writing improves students' capacity to develop their own unique voice, fosters self-confidence, and enables them to recognize and enhance the quality of their writing. Moreover, after instructing students in the technique of composing a narrative paragraph, the researcher has observed that their difficulties in writing primarily appear in the areas of content, language, organization, and mechanical abilities to generate ideas.

5. The Type of Narrative Genres:

There are many variations of subgenres within the category of "narrative writing." Examples of literary genres include folk stories, fairy tales, fables, tall tales, realistic fiction, fantasy, and memoirs. Although each of them exhibits distinct attributes and patterns, they can all be classified into bigger categories that aid us in educating and empowering young readers and authors. In English literature, narrative writing takes several forms, including:

Table 2 Text types in English

Text Type	Purpose	Structural Features	Language Features
Narrative	To entertain, amuse or instruct	Orientation complication series of events coda	Noun groups to describe characters and settings time words Action verbs
Report	To classify and/or describe	General statement Description	Technical language, simple present tense, Generalised Terms
Recount	To retell a series of events	Orientation sequence of events	Descriptive language. past tense, Time words to connect events, Words which tell us where, when, with whom, how

Table 2 (Continued)

Text Type	Purpose	Structural Features	Language Features
Procedure	To instruct someone how to do something	Goal material or equipment steps	Verbs usually at the beginning of each instruction Words or groups of words which tell us how, when, where, with whom
Explanation	To explain how or why something occurs	Phenomenon identification Explanation sequence	Technical language Use of words such as because, as a result, to establish cause and effect sequences
Exposition	To persuade by arguing one side of an issue	Thesis Arguments Reinforcement of thesis	Words that qualify, eg usually, probably Words that link arguments eg firstly, on the other hand
Response	to respond to an artistic work	Context of artistic work Description of artistic work Judgement	Words which express judgements Descriptive language

<https://www.slideshare.net/AdeLestari7/table-of-text-types>

6. The Process-Based Approach

This approach focuses on the procedures involved in drafting and revising a piece of work (Nunan, 1999). Its primary goal is to uncover what writers do while they write, concentrating on the various stages that writers will go through.

The process approach is defined as a strategy for teaching writing through a process. It is defined as a process that guides a learner to produce a piece of writing. It usually includes prewriting, drafting, revising, editing and publishing.

According to Camps (2005), the writing process involves cyclical, recursive, and progressive stages that lead to a final piece of written work (p. 130).

According to Leki (1991), the process approach prioritizes the steps of writing over the finished output (Belinda 2006, p. 2). The writing takes precedence over the finished product. (Belinda 2006, p.2). According to O'Brien (2004), the writing process approach views writing as a means of communicating ideas and concepts, rather than just a grammar exercise. This strategy encourages pupils to think and organize their ideas before writing tasks. Students understand that writing requires both grammatical structures and a clear communicative objective. Students learn to generate and organize ideas in their compositions.

7. The Product-Based Approach

There are various techniques to teaching writing. One of the earliest ways is the product-based approach, which, according to Tangpermpoon (2008), begins with pre-writing and progresses to composition and correction. This technique emphasizes developing pupils' awareness, particularly of grammatical structures. According to Nunan (1999), under this approach, the emphasis is on the result, which should be a cohesive, error-free text, and students will initiate, imitate, and change models offered by textbooks or teachers.

Modeling is at the heart of this technique, and it has long been seen as a valuable source of feedback for students as well as an effective instructional tool when properly integrated into the context of the writing process. (Saeidi and Sahebkhair, 2011). Murray (1980) thought that supplying example texts limits innovation. Furthermore, Saeidi & Sahebkhair (2011) concluded that the product-based approach enables learners to apply the same plan in diverse settings. Models, on the other hand, might be considered useful tools when properly applied to the content of the writing process. In a comparative study of product-based and process-based approaches to writing, Haiyan and Rilong (2016) conclude that learners were not only enthusiastic about reading materials but also applied what they had learned in reading to their writing, particularly in terms of vocabulary choice, coherence, and verb tense. Pasand

and Haghi (2013) used a process-product method to demonstrate that completing an unfinished model rather than duplicating it enhances learners' writing abilities.



Figure 2 Diagram Stages of Product-Based Approach

According to Schmitt (2002), the process approach views composition as a recursive, explanatory, and generative process. According to Myles (2002), the process approach to writing works best when students receive feedback on their work. As a result, a process-based approach to writing provides students with time to reflect and seek feedback as they modify their plans, ideas, and language. Furthermore, the process-based approach is thought to be more effective than the product-based approach since it allows students to experiment with and create their own writing styles (Sutikno, 2008). Despite these advantages, the lack of a strong model can be viewed as a disadvantage of this technique.

Torghabeh, Hashemi, and Ahmadi (2010) claim that the methodology can relieve learners of some of the load of content creation.



Figure 3 Diagram Stages of Process-Based Approach

8. Process and Product-Based Approaches

The process-product approach combines the process approach and product approach to writing, enabling learners to use the abilities they acquired from each approach across different modes. Pasand and Haghi (2013) suggest that this combination is implemented in order to potentially improve outcomes. A recent study conducted by Jani and Melinger (2015: 138) examined the elements that influenced the outcomes of learners' writing. It was noted that social work educators

Unanimously, I agreed that writing skills were crucial. However, there was a lack of the most effective combination of approaches to be utilized. Scholars have attempted to integrate the genre approach with the process method, but, there is still a need for a functional merging of the process and product approaches. Many writing approach theorists agree that a mix of process and product approaches may be a suitable answer to this ongoing issue. However, none of those thinkers have investigated this hypothesis.

Theorists, including Sarala et.al (2014: 794), propose that incorporating and modifying key elements from both the product and process approach to language learning activities can enhance learners' writing ability. According to Khansir (2012: 5), writing is a talent that is essential for developing learners' ability to write in ESL. Khansir emphasizes that a combination of process and product approaches is important to effectively develop this skill. There is a growing trend among theorists to deal with the limitations of the product and process approaches by merging them and applying them

recursively (Dornbrack & Dixon, 2014: 8; Camilleri, 2015). Sun and Feng (2009: 151) noted that despite variations in explanations and contrasts between the process and product approaches, all theorists ultimately agreed that a high-quality product is dependent upon a high-quality process. Recent scholars such as Pasand and Haghi (2013) and Hashemnezhad and Hashemnezhad (2012) also support the idea of combining and repeatedly using these two well-known methodologies to improve learners' writing abilities. The process-product approach to teaching consists of four stages: familiarization, controlled practice of emphasized characteristics, drafting and revision, and editing and proofreading.

1. Familiarization and Planning

In the process-product approach, this stage is similar to the initial phase in the product approach mentioned earlier. However, in the process-product approach, learners have the opportunity to explore and test multiple models. In the familiarization stage, learners are permitted to cyclically alternate between utilizing certain writing techniques that are relevant in the planning/freewriting stage of the process approach.

2. Uncontrolled Practice of text features

Learners select ideas from the offered models and strive to enhance them while responding to specific questions. Avoidance of copying and memorization is emphasized. Learners generate and arrange ideas and examine sources, using the process approach. This stage is a continuation of the beginning.

3. Drafting and Revision

Learners utilize concepts gathered from the models to generate an initial version of their work, taking into consideration the intended audience, and engaging in the process of free writing. Word choice and tone are used to convey the writer's point of view and respond to the intended audience and writing goals. They write without any particular focus on errors. Then learners assess their input to the models, taking consideration of their motivations for creating original pieces of writing.

4. Editing and Proofreading

Learners assess their work and receive corrective feedback, enhancing their word selection, sentence, and paragraph structure (employing suitable transition words), and avoiding informal language. They also examine the topic, style, and language register of their work utilizing punctuation marks, spelling, and grammar accurately and effectively. Next, they carefully construct the ultimate version, incorporating elements such as layout, such as headings, and typefaces, and then present it for evaluation.

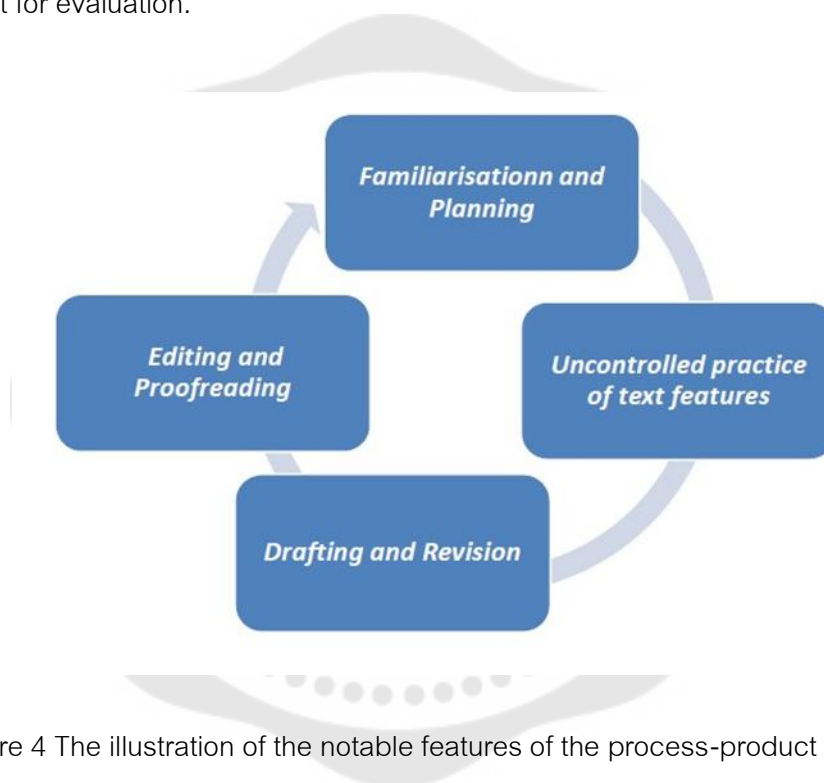


Figure 4 The illustration of the notable features of the process-product approach

9. Definition of Narrative Writing

Narrative writing in the extent of this study refers to one specific text genre of writing which is narrative text. The Narrative is defined as a story that comes from an individual's event (e.g. reality or imagination) which comes from the first-person point of view that covers feeling, sensory details, and element to attract readers. (Widya Hapsari 2011)

Narrative writing was a type of writing which told readers a story or told readers an event or a process in a certain time. Writers should have an introduction, a plot, settings and characters in their writing. (English Language Curriculum Framework, 2018).

Narrative writing involves personal experience personal experience, the sequences of events of a story and simple moves in the stages of paragraph development (Pimsarn, 1995) Moya, Ortíz, & Díaz (2016) and Ulu (2019) described the narrative text as a text in the form of a story where the storyline is explained coherently by including elements such as main characters, places, times, goals, responses, which are generally of interest to students in the first year of elementary and high school.

Narrative writing refers to students' writing ability to tell a story reflecting their experiences, arranging events with appropriate chronological words. (Arunwish W. 2016)

10. The Use of Digital Storytelling as tool to enhance motivation to support narrative writing

Technology in the classroom may help students acquire writing skills by enhancing their motivation to write in a foreign language (Yunus et al., 2012). This is congruent with the Chilean curriculum, which encourages the use of various digital tools to increase writing performance and motivation in classes. According to Cabrera et al., (2021), one of these methods for strengthening writing skills is the use of digital storytelling in the context, which has been demonstrated to have a significant impact on students' writing performance.

A variety of studies on the use of digital storytelling in narrative writing skill revealed that digital storytelling encourages students to write more explicitly and detailed stories by expanding the audience (Foley, 2013; Sylvester & Greenidge, 2009; Vasudevan et al., 2010) and increases student participation levels and writing self-efficacy (Banaszewski, 2002; Bumgarner, 2012; Campbell, 2012; Hathorn, 2005).

Furthermore, digital storytelling encourages students to express themselves (Lee, 2014), stimulates students' life experiences and strengthens the writing process (Bumgarner, 2012; Saunders, 2014), and increases the quantity of total words, exact sentences, and right words (Xin, 2013). Digital storytelling, on the other hand, serves as a tool in the self-authoring process (Davis, 2004) and helps to establish a common language regarding writing identities and the writing process by using digital media in primary schools (Foley, 2013). Students have a better knowledge of the rewriting

process using digital storytelling (Kulla-Abott, 2006). As the internet and computer technology have advanced, the definition of literacy has evolved. Writing performance, particularly on paper and pen, has significantly changed. Some of these innovations include producing multimedia, writing in e-journals, blogging, and increasing an audience via the internet, among others. Digital storytelling, as a multimedia tool, has become increasingly popular in writing teaching. As pupils from higher socioeconomic backgrounds use technology from a young age, the gap between them and those from lower socioeconomic backgrounds has grown. Individuals with limited writing skills may benefit from additional study. Further research is needed to determine the impact of digital storytelling on students' writing and reading skills in underprivileged areas.

Conclusion

Essentially, this study aimed to develop strategies for improving students' proficiency in narrative writing skill by utilizing the process and product-based approach. The conceptual framework was derived from previous studies that explored the action research design of process and product-based approach, research instruments, participants, data collection, and data analysis were all covered in this chapter.

Related Articles:

Tran Thi Thuong ,2020 stated that the findings indicated a significant effect of the integration of process writing and genre-based approaches on the students' narrative paragraph writing ability with 75.87 of the mean score for the posttest compared to 33 of the mean score for the pre-test. Furthermore, the participants showed positive attitudes towards the integration of process writing and genre-based approaches as it helped build their better understanding about how to effectively write a narrative paragraph through the steps of writing process. The finding suggests pedagogical implications for writing classroom practice and recommendations for further investigations.

Yayan Suryana, 2015 claimed that the findings showed that students' writing skill improved significantly. It also revealed that almost all of the students responded to the statements positively and they believed that this approach can help them in

improving their writing skill since it gives full comprehension of writing and serves more interesting teaching learning activities. Therefore, this integrated approach has become the most recommended approach for teachers to improve students' writing competences.

Dillyan Anugrah Joko Saputro, 2013 conveyed that the result after a treatment was given shows that the mean of experimental group was higher than the control group. Therefore, there is a significant difference in students' achievement that was taught using digital storytelling and using conventional techniques. It is concluded the use of digital storytelling as visual aid can improve students' mastery in writing.



Chapter 3

Methodology

The study was the pre-experimental design which aimed investigation of the effect of the process and product-based approaches by using digital storytelling to improve narrative writing skills in third grade students. The chapter begins with the research design, followed by the population and sample. Then the research methodology and instruments were discussed. The final section was a description of the data collection and analysis.

1. Research Design
2. Participants and Setting
3. Research Instruments
4. Data Collection Procedure
5. Data analysis

1. Research Design

Experimental Group	Pre-test	Experiment	Post-test
E	T ₁	X	T ₂

E represents The Experimental Group

T₁ represents Pre-test

X represents Experiment

T₂ represents Post-test

A quantitative evaluation was the main assessment method (pre and post test) worked for this investigation. The study utilized experimental research design was used to assess the effectiveness of both the process and product-based approach to improve third grade students' narrative writing skill.

The study used qualitative data collection methods was to implement self-reflection paper to better understand students' perceptions of various writing instruction approaches and examine how the participants benefited from these two approaches of process-based and product-based approaches.

The primary research framework used in this study is one-group pretest and post-test-design. As for the marking and grading, there were two (2) sets of experts which will evaluate the students' narrative essays in accordance with the provided marking rubric.

In which, Index of Item-Objective Congruence (IOC) was used to assess the objectivity and validity of the tests, self-reflection paper questions.

An experimental research design was implemented. The research design shows that the pre-writing test (T_1) assessed students' ability to write narrative paragraphs prior to implementation. Then the implementation (X) happened, which was an integrated process writing and product-based approaches. The lesson plan focused on process writing and product-based approaches to improve participants' narrative paragraph writing skills. Participants selected three writing subjects depending on their current interests.

During implementation, participants collaborated in groups and wrote three drafts to assess their writing skills. Self-reflection papers were used to assess the effectiveness of process and product writing approaches for participants. Three inter-raters with at least five years of experience teaching English writing evaluated the participants' narrative paragraphs. If the mean IOC score surpassed one, they were reserved. In contrast, the items have been influenced with the scores lower than one. The IOC for the lesson plan and the writing test were 0.78. The IOC for rubric scoring was 0.87, whereas the IOC for self-reflection papers was 1. The post-test (T_2) assessed participants' writing abilities following implementation. The pre-writing and post-writing tests covered the same topic. The Index of Item-Objective Congruence (IOC) was developed to evaluate the objectivity and validity of tests, self-reflection questions.

2. Participants and Setting

The participants were third-grade students from KIS International School. All participants were chosen from third-grade students with a total of 60 students. One experimental class of 21 students took part in the investigation. The researcher told the participants that their involvement would not influence their grade but would instead help them to improve narrative writing skills.

Furthermore, students were selected by purposive sampling design. Researcher observed from the students' English grammar skill and student's workbook.

3. Research Instruments

This study's research instruments included writing lesson plans utilizing both the process-based and product-based approaches, self-reflection on students' attitudes about learning to write essays, a pre- and post-test, and a scoring rubric for grading students' writing.

The main goals of English are defined according to the Amended National Scheme of Education B.E. 2542-2559 (2003-2016) and the National Scheme of Education B.E. 2560-2579 (2017-2036) provide a framework for associated entities to develop education. It was claimed that elementary and high schools are intended to provide suitable educational services and skill development. Furthermore, according to the competence section, the goal of English learning is to develop students' ability to communicate in the target language orally and in writing appropriately in the four language skills in a variety of contexts for a variety of purposes using a range of text types and language functions (Wu, W., & Buripakdi, A. 2022). As a result, one of the text genres (narrative) was discovered to be taught at the primary school level, which matched this study.

3.1 Construct lesson plans using the process-based and product-based approach and research instruments

The researcher used this strategy to create lesson plans for teaching students how to write utilizing a modified process-based and product-based approach, as well as early implementation. The research instrument was then approved, after which it was revised.

Each lesson plan includes the following stages:

(1) Increased Knowledge:

a) Prior to the modeling stage, the teacher prepared the students by going over their own experiences and prior knowledge of the chosen topic.

b) The teacher next proceeded through the stages of process writing and the model text elements. The teacher then encouraged the students to connect words and concepts in order gain a better understanding of the texts' subject matter.

(2) Modeling Stage:

a) By introducing the narrative text model, the teacher prepared students to write by creating a stories genre with written text, followed by visual or comic prompts. At this level, the teacher should allow the students to forecast the structure (or organization) of the narrative genres. The purpose was to keep the lesson engaging. The teacher then enabled students to practice the terms they needed in the specific story genre so that they were comfortable with it before beginning to write an essay.

b) The teacher then presented a model of a specific genre (story prompt) and asked students to assess the aspects influencing the type of tale and its language focus. For example, the purpose of narrative writing was to tell what or how something happened.

c) The teacher next discussed about how the text was structured and ordered to accomplish its goal. The preceding lesson plans were reviewed by three language experts with over five years of experience teaching writing to ensure proper language usage and appropriate language exercises. After being reviewed by language professionals, the lesson plans were changed before being used to instruct the study participants.

3.2 The Prewriting Test and Post Writing Test

The writing test was created by the researcher. It served as both the pre-test and post-test in the study. The purpose of this test was to compare students' writing abilities before and after the experiment. The test details (in Appendix B) are as follow:

Description of the test

The narrative writing test (Pre and Post-test) was used in this study, and students were expected to create a well-structured essay. Participants were instructed to compose a narrative paragraph of at least 10-12 sentences within 60 minutes of the supplied title.

Three inter-raters scored the pre-and posttests. The scoring rubric was adapted from Brown (2004), Ministry of Education (2014) and Scoring Guide: Narrative Writing: Standards for Students' Writing (Pederson, 2019). It comprised five aspects including Introduction, plot, content, organization and mechanics.

Self-Reflection Paper

This paper was utilized to inspire the participants to reflect on their perceptions regarding the efficiency of process-based and product-based approaches for narrative paragraph composition. A self-reflection paper enables the evaluation of participants' advancement in writing and their ability to utilize the integrated strategy to improve their narrative paragraph writing.

The self-reflection paper was reviewed by three language experts who had more than five years of experience in teaching writing, especially the teaching and evaluation parts, in order to be assured of the correctness and appropriateness of language used, as well as the content in evaluating students' reflection.

Using Scoring Rubrics

Provided useful diagnostic information on students' writing abilities, including content, organization, vocabulary, grammar, and mechanics, based on the assessment goal. Weigle (2002) found that analytic scoring gave more information about students' performance in several categories compared to holistic scoring.

Scoring rubrics for marking students' writing

In this study, the scoring rubrics used to mark students' writing were based on Brown (2004), Ministry of Education (2014), and Pearson's Narrative Writing: Standards for Students' Writing. These grading rubrics were chosen because they incorporate both holistic and analytic scoring. To clarify, they were powerful rubrics because they covered such assessment perspectives as overall task fulfillment, topic/content, organization, and language elements. The overall task fulfillment and language elements used a four-point scale ranging from 1 to 4. It was notable that the scoring rubric utilized in this study focused more on the topic/content and organization of essays, rather than language features, like such scholars as (Anderson & Mohrweis, 2008; Carson & Kavish, 2018).[13][14] The importance of rubrics in student assessments, particularly in writing projects. For example, research writing necessitates significant writing about empirically based research. This was to encourage students to have a positive attitude toward learning how to write essays in the future.

4. Data Collection Procedure

The quantitative data collection process was as follows:

To assess the effect of the process and product-based approach by applying digital storytelling. Furthermore, pretest and posttest scores were gathered to examine the impact of instructing students in writing using the combination of process - product approach and digital storytelling which the participants have to examine both a pretest and a posttest.

Table 3 The summarization of quantitative data collection process

Week	Approach	Lesson/ Content	Outcome
1	Process	<ul style="list-style-type: none"> ● Pre-Test Writing ● Understanding the rhetoric process-based and product-based approaches ● Brainstorming / Planning and Structuring ● Utilizing the digital storytelling to motivate and create ideas. ● Mind Mapping: Students organize ideas into a mind map. This stage helps students to develop the structure of their texts. 	<p>Pre-Test Writing scores</p> <p>Writing assignment</p>
2-5	Product	<ul style="list-style-type: none"> ● Familiarization: the model sentences or compositions are given to students to focus on grammar, vocabulary, spelling and punctuation that teachers want to teach. ● Controlled writing: Students practice new language in a limited way. They rehearse all linguistic knowledge by completing exercises or writing sentences in all linguistic knowledge. ● Guided writing: At this stage students can write compositional texts using the language previously taught. 	Writing assignments
	Process	<ul style="list-style-type: none"> ● Writing the first draft: Students write the first draft. This is done in the class often in pairs or groups. ● Peer feedback: Drafts are exchanged, so that classmates become the readers of each other's works. 	The first draft writing assignment

Table 3 (Continued)

Week	Approach	Lesson/ Content	Outcome
2-5	Process	<ul style="list-style-type: none"> ● Editing: Drafts are returned and improvements are made based upon peer feedback. ● Writing Final draft: A final draft is written. The students write being aware of teachers' comments to improve writing skills. ● Evaluation and teacher's feedback: Students' writings are evaluated, and teachers provide feedback on them. 	<p>The final writing assignment</p> <p>Teacher's feedback</p>
	Product	<ul style="list-style-type: none"> ● Free writing: At this stage students use all the information they have already generated by using an e-mail template. Students write freely; however, they still mail templates. Students write freely; however, they still depend on their teachers. 	Writing assignment
6		<ul style="list-style-type: none"> ● Self-Reflection Paper ● Post-Test Writing 	<p>Students' reflection</p> <p>Post-test writing score</p>

Throughout the implementation process, students were instructed to utilize the self-reflection paper to provide an in-depth review of the degree to which they believed they had advanced in their writing skills and to identify areas for improvement using the integrated approach. The effectiveness of the lesson plans was evaluated by utilizing both the lesson plans themselves and the teacher's observation.

5. Data Analysis

The data were analyzed using both qualitative and quantitative methodologies. This study looked at the effect of process-based and product-based approaches on grade 3 students' narrative writing skills, as well as their writing motivation in the writing course after using digital storytelling. In addition, quantitative and qualitative data were analyzed the reliability by three inter-experts.

1. The pretest and posttest were analyzed by using the mean scores, SD and dependent t-test which represents the average score is statistically significant at a level of 0.5

2. The pre-test and post-test of the narrative writing was analyzed by writing scoring rubrics in elements of writing; introduction, plot, content, organization and mechanics which represent the average score is statistically significant at a level of 0.5

3. The self-reflection paper was examined using mean scores. Furthermore, the self-reflection paper was utilized to prompt participants to consider their impressions of the impact of process-based and product-based approaches on students' narrative writing skills. The usage of self-reflection paper enables an assessment of participants' writing progress, as well as how they might use the integrated method to improve their own narrative writing skills.

3.1 Three experts verified the self-reflection paper. The experts were asked to determine whether the self-reflection paper items were appropriate. In addition, suggestions for improving the self-reflection paper's validity for future revisions were requested. The Item-Objective Congruence Index (IOC) was used to evaluate the experts' decisions. The expectation of IOC may be greater than or equal to 0.50.

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

When \bar{x} = mean

$\sum x$ = sum of terms

n = number of terms

Furthermore, the self-reflection paper required transcription and further examination using content analytic techniques. The papers were encoded and classified to assess the development of participants' writing proficiency, the feedback received, the quality of their writing, and the effectiveness of the integrated approach. Eventually, a content analysis was employed to assess the participants' perspectives on the incorporation of the process and product-based approach in improving their narrative writing skills.



CHAPTER 4

RESULTS

4.1 Introduction

The results of the study are presented in this chapter in accordance with the two research questions that were discussed in chapter one. The quantitative and qualitative data were analyzed to solve the research concerns. The results were examined in regard to the students' writing abilities and their following reflections upon the completion of the writing instruction phases.

The initial section compared the effect of process-based and product-based writing approaches on the writing abilities of students. The examination of the pre-test and post-test scores in relation to the students' narrative writing skill. Answering Research Question 1 is the primary objective of this section.

The research question 2 relates to the students' writing accuracy regarding the integrated approach of process-based and product-based approach in narrative writing. It presents the qualitative data analysis of the students' accuracy in writing.

The third section presents additional findings from the qualitative data collected the students' reflections which refer to the integrated approach of process-based and product-based approach

The fourth section provides a comprehensive summary of the findings of this chapter.

4.2 The effects of the integrated approach to enhance on the students' narrative writing skill

Research Question 1: How are the effects of the process and product-based approach on grade 3 students' narrative writing skill?

In response to RQ1, this section provides the mean scores of the prewriting and post writing tests, as well as the participants' progress in narrative writing ability as evidenced by their self-reflection papers. The Mean Score of Narrative Writing Test shows the effects of the process-product-based approach on students' narrative writing skill.

Table 4 The Mean Score of the Narrative Writing Test

No.	Introduction		Plot		Content		Organization		Mechanics		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
S1	7	15	8	16	9	13	10	15	9	14	43	73
S2	9	16	11	15	9	17	8	16	8	13	45	77
S3	10	17	14	18	12	15	11	19	10	12	57	81
S4	11	18	10	16	10	14	9	15	7	14	47	77
S5	10	22	13	18	8	14	9	14	11	15	51	83
S6	7	15	8	16	12	18	10	16	8	12	45	77
S7	8	15	9	15	11	16	9	15	8	11	45	72
S8	12	17	10	14	7	11	8	16	7	13	44	71
S8	6	14	7	16	7	13	7	17	8	14	35	74
S9	10	15	8	12	11	15	7	14	12	16	48	72
S10	11	17	12	20	12	15	11	17	9	12	55	81
S11	12	19	10	17	10	15	10	16	7	13	49	80
S12	11	16	13	18	8	14	9	15	7	14	48	77
S13	10	15	9	14	10	15	7	15	10	16	46	75
S14	7	11	10	15	11	16	8	14	11	15	47	71
S15	10	15	6	11	9	14	12	17	7	12	44	69
S16	9	14	10	14	8	12	10	16	12	15	49	71
S17	8	15	9	14	11	15	9	14	9	13	46	71
S18	9	11	7	13	10	15	7	14	8	12	41	65
S19	10	15	8	14	9	14	10	18	9	16	46	77
S20	8	14	12	16	9	15	11	16	7	13	47	74
S21	10	16	9	15	12	16	10	16	10	15	51	78
Sum											1029	1791
Mean Score											46.77	74.81

Table 4 presents the mean scores from three inter-raters regarding the reliability of the pre-writing and post-writing tests, both prior to and following the implementation of the integrated approach. Participants in both writing tests were instructed to compose a narrative paragraph on the identical topic: "The Magical Seed."

It presents the mean scores of participants' writing across five aspects: introduction, plot, content, organization, and mechanics. The scores indicate the quality of participants' writing.

It illustrates that the mean scores of the pre-test were lower than those of the post-test, with values of 46.77 out of 100 and 74.81 out of 100, respectively. The low scores in students' writing ability at the beginning suggest an insufficiency of knowledge regarding narrative paragraph writing. Most participants successfully improved their scores, with enhancements observed in both schematic and language features.

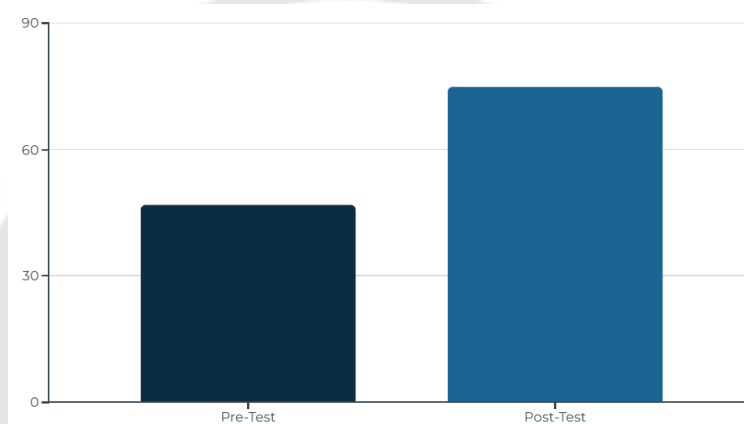


Figure 4 The students' overall narrative writing improvement

This bar graph shows the students' overall narrative writing performance which shows the dramatic 60% improvement with mean scores increasing from 46.77 to 74.81 points.

Table 5 The comparison of the average level of students' narrative writing skills

The test scores	The average of Pre-test scores	The average of Post-test scores
Low	42.43	72.29
Middle	46.29	73.86
High	50.14	77.43

This table presents the average score of pretest and post test which is categorized by student's narrative writing scores level (low, middle and high) To compare the test scores of each level. It presents students' progress of the average of the pre-test and post-test scores respectively.

4.2.1 Individual Student Progress

All 21 students demonstrated significant improvement, with no exceptions. The most dramatic improvement was seen in Student 5, who increased from 51 to 83 points (63% improvement).

Even the lowest-performing students showed substantial gains, with Student 18 improving from 41 to 65 points.

Table 6 Comparison of Pretest and Posttest scores of the students

Paired Sample Statistics									
	n	Mean	Different	Min.	Max.	SD	t	*p	Std.Error Mean
Pre-test	21	46.77	28.045	35	65	4.5507	35.404	.000	0.792
Post-test		74.81		57	83	4.4389			

*p < .01

4.2.2 Results from the comparison of the pretest and posttest scores of narrative story writing

To determine the effectiveness of the process-based and product-based approaches in narrative writing competence, students were pre-tested on their writing abilities prior to implementation. They were also post-tested on their writing abilities following the implementation using the same set of tests as the writing test.

According to Table 5, the mean score of the students' pretests was 46.77 (SD). The posttest mean score was 74.81 (SD). The t-value was 35.404, indicating a very statistically significant difference at the 0.01 level ($p < 0.01$) between the pre-test and post-test scores.

The standard deviations (SD) for the pretest and posttest were 4.5507 and 4.4389, respectively. The standard deviation from the pretest surpassed that of the posttest, indicating that the students' pretest writing scores demonstrated greater variability compared to their posttest writing scores. Conversely, in the posttest, students' scores revealed greater concentration and consistency.

4.2.3 Summary of students' narrative writing analysis based on the five elements of the integration of process-based and product-based approaches.

Table 7 The pre-test and post-test excerpts of student's narrative writing skills

Narrative writing elements	Pre-test	Post-test
Introduction	<ul style="list-style-type: none"> ● Most pupils' narratives lacked details regarding place and time context. ● Some pupils gave brief explanations of their place and time context. 	<ul style="list-style-type: none"> ● Students were trained on the form of an introduction by providing example sentence openers and clarifying that the parts of an introduction include characters, places, and time. ● Occasionally, sentences exhibited similarities to those in previous tasks.
Plot	<ul style="list-style-type: none"> ● Students frequently created narratives lacking detailed explanations of the beginning, middle, and conclusion. Their narrative writing lacked an organized structure. 	<ul style="list-style-type: none"> ● Participants were provided with story mountain sheets that illustrated the structure of three paragraphs: introduction, middle, and conclusion. Participants were able to outline the remaining parts of their

Table 7 (Continued)

Narrative writing elements	Pre-test	Post-test
Plot		narrative. If guidance is required, attempt to clarify a well-known narrative using a plot diagram to assist pupils.
Content	<ul style="list-style-type: none"> ● The narratives lacked sufficient detail to clarify the actions, thoughts, and emotions of the characters. ● The sentences were excessively brief, failing to demonstrate proficient narrative writing skills. ● Some students included numerous details in their storytelling; however, these details were unnecessary for readers to understand the basic terms of the narrative. 	<ul style="list-style-type: none"> ● After the implementation of peer feedback, Students were able to describe more the characters in their stories by using simple sentences
Organization	<ul style="list-style-type: none"> ● The sentences created were very brief and mostly constructed as wrong statements. ● Furthermore, the use of adjectives and adverbs was incorrect. 	<ul style="list-style-type: none"> ● They could achieve order in their writing by using logical words which have a logical sequence of events or time order by including some transition words and connectives.

Table 7 (Continued)

Narrative writing elements	Pre-test	Post-test
Mechanics	<ul style="list-style-type: none"> ● The narratives frequently lacked capitalization and punctuation. ● Students frequently made spelling errors. ● Students frequently missed to capitalize the initial letter at the beginning of sentences following a period and the names of characters. 	<ul style="list-style-type: none"> ● The majority of students focused more on the use of capitalization and punctuation. ● Students occasionally made errors, but not frequently. ● Students capitalize the initial letter at the beginning of sentences, following periods, and for the names of characters in their narratives.

As a result, the posttest means scores of the narrative writing assessment following the integrated method were considerably greater than the pretest mean scores. The process-based and product-based approaches enhance students' narrative writing skills.

4.3 The students' writing accuracy regarding the integrated approach of the process-based and product-based approach in narrative writing skill

Research Questions 2: How being used the integrated approaches used to affect students' narrative writing skill accuracy?

This research question was formulated to investigate the accuracy of the integrated approach by assessing the pretest and posttest scores of narrative story writing. The results are presented as follows.

Table 8 shows a comparison of students' narrative writing excerpts (from Pre-test and Post-test) based on five elements of narrative writing skill with a title of story "The Magical Seed"

Students' Work No.	Pretest	Posttest
Introduction S6	Once upon a time, Emily wants to see the seed sprout to a magical unicorn to protect her family from bad robbers.	Deep in the forest, there lived a girl named Emily and She lived in a wooden cottage with her mom and one black puppy.
Plot S2	There is a figure in her room and she is doing work. She was play with her puppy and she look around the room.	One day while she was doing her work, a black, weird figure crept into her room. She immediately looked around the room.
Content S17	Emily hold a puppy and ask "Where have you been?"	When Emily saw her black and fluffy puppy, she called and hold her puppy with a gently cuddle "Where have you been?" she sighed.
Organization S11	The magical seed keep growing quickly and it spread all over her house.	After a few months, the magical seed she grew behind her yard, she was surprised with a very huge and high tree. A few minutes later, It spread all over her house.

Table 8 (Continued)

Students' Work No.	Pretest	Posttest
Mechanics S5	"Oh no, I shouldn't take a magical seed here. I talk to myself. Emily cry because she is scared and she cut down the tree that is growing stronger.	"Oh no, I shouldn't take a magical seed to grow it here!" I whispered to myself. Emily started to cry because she freaked out. She held her puppy and she started to cut it down. "Swoosh!" The more she cut down, the more it grew back stronger.

4.3.1 The table shows a comparison of students' narrative writing accuracy based on five elements of narrative writing skill.

As can be seen from Table 7, some students' samples from the pretest showed a lack of focus or statement in their writing. There were also a lot of grammatical mistakes such as fragments and incorrect tenses. However, after being taught through the process-based and product-based approach, the posttest results showed that the students could improve their writing in terms of better body paragraphs with more content and creativity, logical sequencing, cohesive devices, as well as subject-verb agreement and tenses.

4.4 Participants' Attitudes towards the Integrated Approach

This finding was shown to answer the last research question

Research Question 3 "What are the grade 3 students' attitudes to the integrated approach of process-based and product-based by using digital storytelling as motivation?"

This study evaluated data from a self-reflection paper performed at the end. Students can improve their narrative writing skills using process-based and product-based approaches. They reflected on the learning procedure during the

experimental period. The study explores participants' attitudes towards the process-based and product-based approaches by expressing their attitudes. The following excerpt from participants' self-reflections are presented.

1. After learning, how much do you understand about narrative paragraph writing?

S1: It helped me understand how to use event sequences and the past simple tense to correctly explain my story.

S2: It's a good example and a good way to write. It could also be used to improve my writing skills.

2. How do writing steps help you enhance your writing after writing activities learning in class?

S1: It changed the way I thought about how to write the story.

S2: It helped me to organize the story and sequenced the story correctly.

3. How does digital storytelling help you to improve your writing skills?

S1: I could use my imagination and motivate me to write more vocabulary.

S2: it was fun and fancy. I enjoyed creating story writing and it was easy to understand the lesson.

4. What challenges did you struggle with during the narrative writing lessons?

S1: The things that I struggled with story writing were vocabulary and ideas.

S2: I struggled with buildup story writing, and I don't know much about vocabulary.

5. If so, how would you solve the problem?

S1: I will try to practice more narrative writing, especially grammar and vocabulary.

S2: I will try to use the learning resources to practice more story writing.

In conclusion, all participants demonstrated a gradual enhancement in their writing abilities following the implementation of the integrated approach. The integrated approach clearly improved participants' ability to write narrative paragraphs, as evidenced by the quality of their product writing.

4.5 Collaboration of the integration of process-based and product-based approaches

Participants expressed enthusiasm for working together to create excellent story paragraphs. In class and in small groups, participants learn how to create narrative paragraphs through field knowledge and grammatical exercises. Participants exhibit interest in receiving criticism from peers and teachers, motivating them to improve their writing skills and boost their confidence.

4.6 Summary

The Integrated Approach process and product writing provided participants with valuable instruments to enhance their writing abilities. The investigation determined that these methodologies enhanced the ability to compose narrative paragraphs for both product and process writing. The mean post-test score was 74.81 out of 100, which was higher than the pretest score of 46.77 out of 100. This illustrated that the narrative writing abilities of the participants were enhanced. The integration of process and product approaches was positively perceived by participants, particularly in the field of the efficient stages of writing and collaboration during the experiment.

Chapter 5

Discussion and Conclusion

This chapter presents the discussion of findings from the study of the effect of process and product-based approach on writing by using digital storytelling to enhance third grade students' narrative writing skill. Firstly, it reports the discussion, conclusion, implications, limitations, and recommendations for further research.

1. Discussion

The study found that the effect of process-based and product-based approaches significantly improved participants' ability to write narrative paragraphs. The topic has four basic parts: The study examines the impact of writing process, product-based, and integrated approaches on narrative paragraph writing abilities, as well as student attitudes towards each technique. The discussion consists of four key sections: The Effect of process approach on narrative paragraph writing ability; The Effects of writing product approach on narrative paragraph writing ability; 3) The Impact of the Integrated Approach on Writing Proficiency; 4) The Effect of digital storytelling to improve students' motivation on writing, and 5) The Participants' Perceptions of the Integrated Approach

1.1. The Effect of the Writing Process on Writing Ability

The research results indicate that the participants made progress in the process and product approach on writing which can be applied to their narrative writing. It was obvious that the participants encountered a significant amount of insufficient knowledge in paragraph writing based on the results of the initial test. Nevertheless, the final test results following the implementation and the final draft during the implementation were superior in all five writing aspects. Toward the conclusion of the study, the writing abilities of all students progressively improved. It was evident that students improved their writing skills in paragraph writing by integrating in process and product approach on writing.

This discovery was consistent with the research conducted by Shin and Crandall (2014), the process-based approach to writing enables young learners to express their ideas, construct meaning, and investigate their linguistic resources. This method guides young learners through a sequence of steps to organize and convey their ideas, with an emphasis on expression during the initial stages and a sole concentration on precise grammar or mechanics during the final stages. Furthermore, Hedge (2005) posits that the process approach assists learners in developing more accurate and fluent writing skills by means of a series of phases.

The study found that process writing can improve students' writing skills. In this study, students were taught writing procedures focusing on process and product stage which were improved essentially.

Additionally, the results of the mean score in vocabulary suggest that the participants' writing abilities were improved as a result of the enhanced vocabulary range. Initially, they acquired the ability to select suitable vocabulary to compose more captivating stories while working in groups to generate ideas. Additionally, the participants acquired the ability to employ appropriate vocabulary through brainstorming and mind mapping.

Additionally, prior to submitting their final revision, they had the opportunity to further elaborate on their errors. This indicates that the students' writing proficiency has improved in all five domains: Introduction, plot, content, organization, and mechanics. In this study, Rusinovci (2015) concluded that the process of writing emphasized the critical role of the readers in providing feedback and responses to the writers during the revision process. This conclusion was corroborated by the research of Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand (2010). Diliduzgun (2013) concluded the stages of the writing process were used with students since it has been demonstrated and qualified as a useful model in the narrative writing. The study focused on four essential writing steps: planning, drafting, rewriting, and editing. The findings demonstrated that the writing process increased students' thinking and text analysis skills in brainstorming tasks. As a result of text analysis, students' writing performance improved completely, and students' awareness was increased through the planning and organization of written texts.

1.2. The effect of a Product Approach on Writing Ability

In this investigation, it was determined that the product approach is characterized by three common characteristics: the teacher assigns a title, learners are required to compose a composition with a predetermined word count, and researcher evaluated the composition without offering feedback to the students. It is predicted on the notion that the creative elements of the writing process are enigmatic and cannot be taught.

According to Gathumbi and Masembe (2005), the product approach restricts the study and teaching of writing to the conventions and mechanisms of discourse, including the modes and structures of discourse, the characteristics of various genres, and the standards of style and usage. The researcher emphasized vocabulary selection, syntax, grammar, mechanics, and organization. Precision, fluidity, and attentiveness to the final product are of the utmost importance.

Brown (2001) asserts that the product approach places a significant emphasis on the emulation of "model" compositions by students, as well as the evaluation of a student's final product against a set of criteria that encompasses content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

Additionally, the participants' writing abilities improved significantly in terms of syntax and mechanics because of the extensive feedback provided by the instructor and their peers. The grammatical structures of the participants were enhanced because of the comments they received from their peers and the researcher during the revision process. Even though they were unaware of the use of the simple past tense in their narrative paragraph prior to the implementation, they were able to correctly employ it after acquiring the integrated approach. Additionally, they were capable of rectifying the majority of mechanical errors.

1.3. The effect of the Integrated Approach on Writing Proficiency

The study determined that the combined method of the process and product approach is beneficial for the development of the primary components of writing, including introduction, plot, content, organization, and mechanics, grade 3 students at KIS International School. Many researchers recommend integrating multiple writing approaches to mitigate challenges, as most of them have drawbacks (Hasan & Akhand; 2010; Sarala, T.P, Abdul, B.S., & Fauziah.B.I. 2014). The process and product approach assist students in the generation, organization, and application of linguistic knowledge, including grammar, vocabulary, spelling, and punctuation.

Integrating various writing techniques helps students transfer abilities from one format to another, leading to improved writing performance. This approach prioritizes developing all writing components for a high-quality composition, rather than focusing solely on certain ones. High and low writing students benefited from both techniques. Hence, the implementation of an integrated method resulted in a significant increase in mean scores from 46.77 to 74.81, indicating improved knowledge of paragraph writing.

1.4. The Effect of Using Digital Storytelling to Improve Students' Motivation on Writing

The research determined that the assessment of students' writing motivation and perceptions was positively impacted by using digital storytelling to motivate the student's writing. It was determined that the students' narrative writing abilities were enhanced because of the digital storytelling implementation in the class. Consequently, it can be inferred that the narrative writing abilities of students were significantly enhanced by digital storytelling. Fitri, Husnawadi, and Ika Harianingsih (2021) in their research also showed that the qualitative findings of the study revealed insights into students' perceptions of the utilization of digital storytelling-based tasks. It was discovered that these tasks not only fostered the improvement of students' writing abilities but also ignited their motivation to learn.

There are numerous advantages and disadvantages to the utilization of digital storytelling in the composition of narrative texts. The initial benefit is that digital storytelling has the potential to increase the appeal and engagement of the narrative for consumers. Digital storytelling enhances the reading experience for students by integrating interactive, audio, and visual elements. Additionally, digital storytelling encourages the development of creative expression. In digital storytelling, students are able to employ a variety of creative tools, including images, videos, and sound, to illustrate their stories. This allows students to more freely express their creativity and create distinctive narratives.

1.5. The Participants' Perceptions of the Integrated Approach

From the perspective of the schema analysis mentioned earlier, participants demonstrated their favorable attitudes toward collaboration in relation to their ability to write narrative paragraphs. It can be inferred that the development of field knowledge and collaborative learning activities (peer-interaction and teacher-interaction) provided participants with opportunities to share their knowledge and assist others in writing by providing feedback. Consequently, participants demonstrated an interest in activities that facilitated the formation of a comprehensive understanding of narrative writing and the development of their skills. This decreased the tension of the participants and motivated them to enhance their writing skills. In accordance with the present study, Tang & Zhang, 2009; Elashri, 2013; Pekanbaru, 2016 discovered that the process and product approach encouraged participants to compose narrative paragraphs by providing them with autonomy in writing, increased motivation, and a sense of audience in a safe, encouraging, and non-threatening environment. This discovery, which aligns with Craig (2013), underscored the significance of the teacher as a counselor or mentor, compared to a strict grammarian.

Similarly, this facilitated the teacher's development of a rapport with the participants.

The outcome demonstrated the participants' substantial positive attitudes toward the writing process. It can be inferred that the participants demonstrated an

interest in the writing process. These writing processes, which include pre-test writing, multiple revisions, revising, editing, and publishing, facilitated the development of their writing skills by generating ideas in a logical sequence and receiving extensive feedback, resulting in the production of high-quality writing. These results were consistent with the research of Chaopong, 2012; Bayat, 2014; and Kaya & Ates, 2016. In their respective studies, they identified the impact of process-based writing, which emphasizes metacognitive skills, on students' narrative abilities. Nevertheless, they did not place a significant emphasis on the efficacy of the narrative paragraph writing process, as demonstrated by this study.

The present study also revealed another conclusion: the participants' confidence in their narrative writing abilities concerning the integrated approaches.

This suggested that the product-based approach provided an appropriate atmosphere for the development of peer interaction, which served to enhance the overall knowledge of paragraph writing capacity. In doing so, they were able to develop a more advanced writing skill in an EFL environment and felt more comfortable when composing a narrative paragraph. Somjorn (2014) also demonstrated that the genre-based approach elicited favorable sentiments from the participants, which is consistent with Nagao's 2019 research, which discovered that students' self-efficacy and confidence in their writing were enhanced. Additionally, the remarks and feedback provided by the process writing approach assisted them in reducing their stress and generating additional ideas to enhance their writing confidence. These results were consistent with the research conducted by Chaopong (2012), Bayat (2014), and Kaya & Ates (2016), which demonstrated the impact of the process writing approach on writing success and confidence.

2. Conclusion

This study found that integrating the process and product approaches improves writing skills in a beginning English class with G3 students at KIS International School. Combining the two methodologies improved writing skills across all aspects, including content, organization, grammar, vocabulary, spelling, and punctuation.

The approach facilitates the generation and organization of ideas in text writing, while the resulting product enhances linguistic knowledge. Additionally, it improves teachers' and students' attitudes towards writing instruction. Combining these tactics improves teaching outcomes and boosts student confidence in writing assignments. The researchers recommend that teachers approach writing instruction as a process that involves brainstorming and multiple drafts before achieving a final product.

The findings reveal a significant effect of the integration of process writing and product-based approaches on students' narrative paragraph writing ability with 74.81 of the mean score for the post-test compared to 46.77 of the mean score for the pretest.

3. Suggestions and Recommendations for Additional Research

This study found that integrating the process and product approaches improves writing skills in G3 students at KIS International School by combining the two methodologies allows for improvement in all aspects of writing skill: content, organization, grammar, vocabulary, spelling, and punctuation.

The process approach assists students in generating and organizing ideas for text composition, and the resulting product enhances linguistic knowledge. Additionally, it improves teachers' and students' attitudes towards writing instruction. By combining these tactics, teachers will get better results and students will feel more empowered. Combining these strategies improves teaching outcomes and boosts student confidence in writing assignments. The researchers recommend that teachers approach writing instruction as a process that involves brainstorming, creating multiple drafts, and completing a final result.

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APPENDIX

Pre- test

Duration: 60 minutes

Student name:

Directions: *Writing a narrative story at least 10-12 sentences. Using the picture prompt. Have a clear beginning, middle and end*

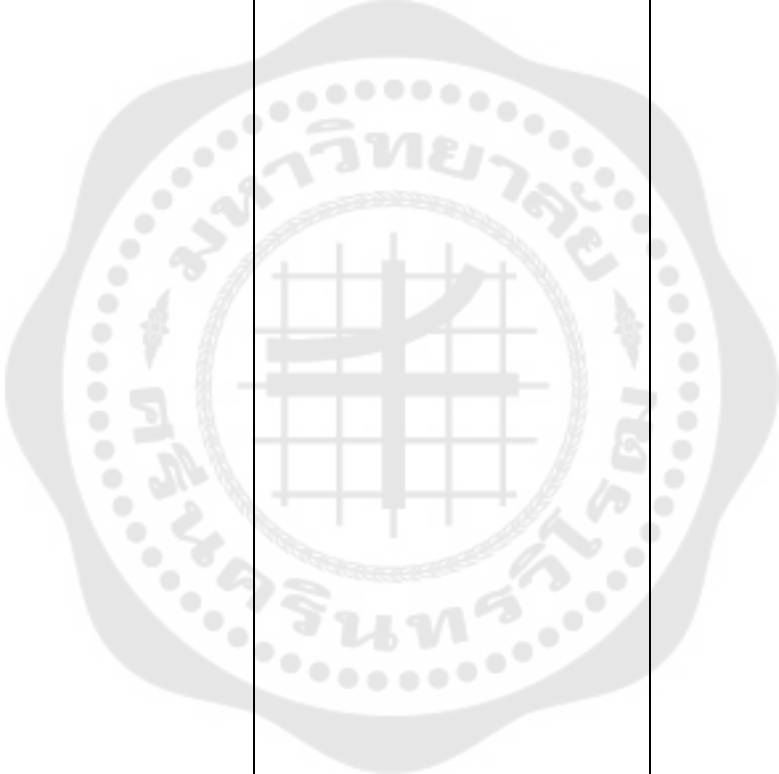


Someone places in your hands three magical seeds that will grow into whatever you want them to be. It might be a flower, or a hope or dream realized, or even an enchanted animal, anything you wish. What three things would you like to see your seeds sprout into?

Planning Sheet

Direction: *Your plan shouldn't be in full sentences. Use bullet points or notes of your ideas to remind you when you are writing. Take 5-10 minutes for planning.*

Beginning	Middle	End



Post-test

Duration: 60 minutes

Student name:

Directions: *Writing a narrative story at least 10-12 sentences. Using the picture prompt. Have a clear beginning, middle and end*



Someone places in your hands three magical seeds that will grow into whatever you want them to be. It might be a flower, or a hope or dream realized, or even an enchanted animal, anything you wish. What three things would you like to see your seeds sprout into?

The Item-Objective Congruence Index of Lesson Plan

Guidelines for Evaluation:

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

No.	Items	Expert			Meaning
		A	B	C	
1.	The lesson plan is suitable for the intended age group.	+1	+1	+1	1
2.	The lesson plan is relevant to the research objectives	+1	+1	+1	1
3.	The lesson plan is practical and comprehensible the subject matter.	+1	+1	+1	1
4.	The lesson plan provided instructions and active learning effectively	+1	+1	+1	1
Average					

Additional Comments:

The Item-Objective Congruence Index of Pre-Test and Posttest (Writing Test)

Guidelines for Evaluation:

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

No.	Items	Expert			Total	Meaning
		A	B	C		
1.	The images are suitable for the intended age group.	+1	+1	+1	1	Reserved
2.	Sufficient time for the examination	+1	+1	+1	1	Reserved
3.	The test format aligns effectively with the subject matter.	+1	+1	+1	1	Reserved
4.	The provided instructions are suitable, lucid, and readily comprehensible.	+1	+1	+1	1	Reserved

Additional Comments:

Self-Reflection Writing Paper

Student Name:

Answer the following questions

1. After learning, how much do you understand about narrative paragraph writing?

I understand much more than last time I learnt. I could add more vocabularies and

2. How does writing steps help you enhance your writing after writing activities learning in class?

3. How does digital storytelling help you to improve your writing skills?

4. What challenges did you struggle during the narrative writing lessons?

5. If so, How would you solve the problem?

The Item-Objective Congruence Index of Self-Reflection Paper

Guidelines for Evaluation:

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

No.	Items	Expert			Total	Meaning
		A	B	C		
1.	The questions are relevant for the research objectives.	+1	+1	+1	1	Reserved
2.	The questions are comprehensible and appropriated for the aged group.	+1	0	+1	0.67	Reserved
3.	The questions are clear and concise and effectively get to the point.	+1	+1	+1	1	Reserved
4.	The questions must be interesting and encouraged to answer.	+1	+1	+1	1	Reserved

Additional Comments:

Narrative Writing Rubric Scores

	Score	Level	Rubric
Introduction	21-25	Exceeds Standard	Clearly introduces a narrator and /or characters: provide a detailed description about the place and time of narrative story
	15-20	Meets Standard	Introduces a narrator and /or characters: provides some description about the place and time of narrative story
	11-14	Approaching Standard	Attempts to introduce a narrator and /or characters: provides a brief explanation about the place and time of narrative story
	1-10	Needs Support	Does not introduce a narrator and /or characters provides an incomplete explanation about the place and time of narrative story

	Score	Level	Rubric
Plot	21-25	Exceeds Standard	Clearly introduces a narrator and /or characters: provide a detailed description about the place and time of narrative story
	15-20	Meets Standard	Introduces a narrator and /or characters: provides some description about the place and time of narrative story
	11-14	Approaching Standard	Attempts to introduce a narrator and /or characters: provides a brief explanation about the place and time of narrative story
	1-10	Needs Support	Does not introduce a narrator and /or characters provides an incomplete explanation about the place and time of narrative story

	Score	Level	Rubric
Content	21-25	Exceeds Standard	Uses dialogue and descriptions of actions, thoughts, and feelings throughout the writing
	15-20	Meets Standard	Uses some descriptions of actions, thoughts, and feelings
	11-14	Approaching Standard	Attempts to use few or brief descriptions of actions, thoughts, and feelings
	1-10	Needs Support	Lack of descriptions of actions, thoughts, and feelings

	Score	Level	Rubric
Organization	21-25	Exceeds Standard	Has a well logical sequence of events and time order by engaging with many transition words and connectives
	15-20	Meets Standard	Has a logical sequence of events or time order by including some transition words and connectives
	11-14	Approaching Standard	Provides a minimally developed sequence of events or time order with a few transition words and connectives
	1-10	Needs Support	Organization is disjointed and difficult to follow.

	Score	Level	Rubric
Mechanics	21-25	Exceeds Standard	Use capitalization, punctuation, and spelling correctly and consistently
	15-20	Meets Standard	Use most capitalization, punctuation, and spelling correctly
	11-14	Approaching Standard	Attempt to use capitalization, punctuation, and spelling correctly
	1-10	Needs Support	Does not use capitalization, punctuation, and spelling correctly

The Evaluation Form for Narrative Writing Rubric Scores

Guidelines for Evaluation:

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

No.	Items	Expert			Total	Meaning
		A	B	C		
1.	The rubrics are relevant for the research objectives.	+1	+1	+1	1	Reserved
2.	The rubrics are appropriate to evaluate the narrative writing.	+1	0	+1	0.67	Reserved
3.	The rubrics are clear and concise and effectively get to the point.	+1	+1	+1	1	Reserved
4.	The rubrics must be standardized and effective.	+1	+1	+1	1	Reserved

Additional Comments:

VITA

