

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English-speaking ability becomes one of the golden keys to open the door of success for most today's employees. Speaking a foreign language is not simple, and it is certainly not as simple as speaking our native language. Speaking is a challenging skill for learners to master. For vocational school students speaking skills are very crucial because considering that they have a direct connection to communication in the workplace and professional development. Graduates of vocational schools are required to acquire technical skills and the ability to communicate effectively in English in a variety of professional contexts including tourism, hospitality, commerce, technology and industry. However, many vocational school students still have problems with speaking English. They typically feel anxious, lack confidence, have a limited vocabulary and face problems with pronunciation and grammatical accuracy. These challenges often lead students become passive in speaking activities rather than want to participate in conversation in the classroom actively. The poor speaking performance of the students is caused by the technique of instruction used in the classroom. In many cases English teaching is still based on conventional methods such as memorization, textbook exercises and teacher-centered teaching. These methods sometimes fail to offer relevant and meaningful learning experiences which motivate learners to practice speaking actively. As a result, learners might decrease their enthusiasm and their

confidence to study English especially in speaking activities that require active participation and communication.

Students often face unexpected challenges when trying to speak in the language they are learning, since it requires a deep understanding of different language elements. The primary aim of teaching speaking skill is to help students communicate proficiently and correctly. In simpler terms, it suggests that being accurate is a vital part of having meaningful conversations when speaking. In the teaching-learning process, teachers usually utilize different methods to improve the accuracy of students during speaking exercises. Many academics argue that the barriers preventing EFL students from mastering the speaking skill can be lessened by the effective use and integration of ICTs and social media in the classroom. However, another aspect that impacts their English-speaking ability is their shyness and anxiety about joining in class activities due to lack of confidence in sharing their thoughts or ideas. They worry about making errors while speaking English, which makes them hesitant to use the language. Many students confessed that they feared being laughed at their classmates if they mispronounced or misspelled the word. Furthermore, when learning English, students face difficulties when encountering problems such as a lack of self-efficacy.

Self-efficacy is a key to successful teaching. For those with self-efficacy to learn to put that self-efficacy into action, it plays a crucial role in stimulating, energizing, and enjoying the learning process. Many students today lack self-efficacy to speak in the class, and it causes them to struggle with issues like speaking insecurity and a limited vocabulary that prevents them from

effectively communicating their ideas and knowledge. Meanwhile, as mentioned by (Muhammad & Karim, 2019), the majority of teachers believe that the main purpose of learning a language is to speak the language accurately and fluently; therefore, understanding a language should not necessarily imply that the learner is fluent in that language. To deal with the challenges or issues mentioned above, teachers can create attractive and entertaining activities in the classroom by integrating technology in the teaching and learning process. Integrating technology into the classroom will help teachers engage students' interest and motivate them to be involved in the activities. Technology can also change how students learn, turning away from traditional ways and moving towards a more communicative and collaborative model. Technology can help teachers to solve these challenges by innovating in the teaching and learning process.

In the current era, the application of technology has spread to various aspects, such as artificial intelligence. Artificial intelligence is a Program that which manipulates human intelligence to be applied to machine devices or computer systems. Although it takes up an important amount of a student's time, artificial intelligence can be an effective tool for learning. (Namaziandost et al., 2019). AI was created to make computers have the ability to think, learn, and act like humans. Artificial Intelligence (AI) has grown widely, giving new forms and transformations in many aspects of today's life. Jain and Jain (2019) examined AI in higher education teaching and learning, showing how AI makes higher education services accessible outside the classroom at an unprecedented pace. One of the emerging AI technologies in education is ChatGPT, an AI-

powered conversational tool developed by OpenAI. ChatGPT is the most frequently used language development model for generating text, such as comments or descriptions in natural language (Kocoń et al., 2023). It is also capable of producing responses that sound like generate human-like and can assist students with a variety of language learning tasks like generating ideas, practicing conversations, fixing grammar, enhancing vocabulary, and getting instant feedback. The use of ChatGPT in English language acquisition has become much interest since the program enables students to practice language interactively and independently. In order to comprehend, interpret, and generate natural human language with a high degree of complexity yet significant accuracy and usability, ChatGPT utilizes deep learning algorithms (Haque et al., n.d.).

In addition to the AI technology, digital storytelling has become an innovative teaching technique in language learning. Digital storytelling is the combining of conventional of storytelling with multimedia elements such as photographs, audio, video, narration, music and animation. This strategy can be used by students to be creative, to build meaningful stories and to strengthen their communication abilities using digital media. Digital storytelling in speaking classrooms assists students to practice pronunciation, fluency, vocabulary and speaking confidence, while delivering stories in a more enjoyable and authentic way. Furthermore, digital storytelling encourages collaborative and learner-centered activities that might boost students' motivation and engagement in learning English. The integration of ChatGPT with digital storytelling as one of the innovations in the classroom encourages

learners to think creatively and keeps their focus during lessons (Zhao, 2023). The uses of digital media such as ChatGPT-integrated digital storytelling can fosters students' creativity by including student-centered learning (Dalim et al., 2019). The rapid growth of technology, ChatGPT-integrated digital storytelling has replaced traditional oral or paper-based storytelling (Alharbi & Newbury, 2020). Students have access to ChatGPT to assist them brainstorm and come up with creative ideas, design narrative structures, improve their English, and practice dialogues before they create digital stories. The use of digital storytelling in contrast, provides learners an opportunity for creative and meaningful performing speaking activities. Thus, the use of ChatGPT and digital storytelling can enable students to develop their speaking skills, and to increase their confidence and involvement in the learning process.

The integrated of ChatGPT with digital storytelling for language teaching has potential in enhancing students' skills in the teaching-learning process. Adopting online interaction tools like ChatGPT-integrated digital storytelling had increased students' enthusiasm in English language learning activities. As we know, in learning language, students will face various of problems, such as difficulty understanding the materials, lack of confidence, motivation, and opportunities. By integrating ChatGPT with digital storytelling for language teaching, it will increase students' confidence and make it easy for them to understand the materials. Students will be able to search materials to create a story. Resources as their peers, it can help level the playing field. The achievement gap may be closed by integrating digital storytelling through ChatGPT, which enables students from underprivileged backgrounds to receive

the same amount of individualized attention and assistance as those from more fortunate situations. According to (Ali et al., 2023) result study, the students seem to be able to develop plans for successfully delivering an oral communication and gain self-confidence in improving their English communication skills in the classroom. It will enhance students' speaking ability, since before they practice storytelling or speaking in front of the class, they will make sure their word selection, grammar, and pronunciation are well-structured. They must prepare themselves as well as possible to get the best results. The process will improve students' speaking ability, grammar, and pronunciation. In a relevant study, Bin-Hady et al. (2023) approached ChatGPT in English learning from a global standpoint. Findings showed that it is highly anticipated that ChatGPT will be an addition to the field in terms of enhancing learners' language skills, scaffolding the learning process, and providing timely feedback on the learning outcomes and language use.

This study attempts to observe the effect of digital storytelling through ChatGPT to increase students' speaking skills and self-efficacy. The study was conducted at a vocational school because at vocational school students must focus on the speaking skill to prepare themselves to face the work industry. They have to prepare themselves for interviews for training in hotels or restaurants to take the PPL program as one of the school programs in grade 10. Therefore, students must prepare themselves as well as possible to build speaking skills and confidence. This study was examined how storytelling through ChatGPT is employed in the teaching and learning processes. The previous study only talks about the impact of ChatGPT on students' motivation.

One of the studies is done by (Ali et al., 2023), which investigates improving students' motivation by using ChatGPT. The second study examined interactive learning via digital storytelling in teaching and learning. The objective of the study by (Rajendran & Md Yunus, 2021) mostly aimed to find relevant studies related to answering the research questions related to the teaching and learning of speaking skills and vocabulary mastery. The last study is done by (Zhao, 2023) which investigates the impact of ChatGPT on student learning/performance in the area of undergraduate education.

The difference between the current study and the previous study is that this study combined the use of digital storytelling and ChatGPT on students' speaking skills and self-efficacy at vocational school and focuses on investigating the effects of digital storytelling through ChatGPT to increase students' speaking skills and self-efficacy at vocational school. The result of the study is expected to provide information about the effect of digital storytelling through ChatGPT increasing students' speaking skills and self-efficacy. Based on the interview on students and teachers in SMKN 2 Sekotong before, they said that previous teaching learning process teachers only used books as media for speaking classes. Lack of interesting teaching media are obstacles that make the teaching-learning process boring and difficult for students to understand the lessons. In addition, the large number of students in class, outdated teaching methods, and lacked stimulation affect students had difficulty expressing their ideas. It shows that teachers have lack knowledge about integrating technology, especially AI, in the teaching-learning process.

These findings indicate a gap between teachers' and students' knowledge about the use of modern technology, which can be integrated into the teaching-learning process. Therefore, teachers need to understand the importance of integrating or using technology in teaching-learning process, such as ChatGPT, to support the teaching-learning process. Hence, this study focuses on evaluating the use of ChatGPT in the learning process, especially in speaking classes. This study aims to evaluate whether the use of technology such as ChatGPT-integrated digital storytelling can affect students' speaking development in class. The results of this study will help future teachers utilize technology such as ChatGPT-integrated digital storytelling to support the learning process more effectively.

1.2 Identification of the Problem

As mentioned in the background, the student's issues can be summarized as follows:

- 1.2.1 Most of the students found it difficult to verbally express their thoughts due to a limited vocabulary.
- 1.2.2 Most of the students had a lack of self-efficacy in speaking English.
- 1.2.3 Lack of the stimulation due to outdated teaching methods.
- 1.2.4 Lack of integrating technology such as ChatGPT to increase students' interest in the teaching-learning process.

1.3 Limitations of the Problem

From the problem identification explained, the author limited the study to investigating the effect of digital storytelling through ChatGPT to increase students' speaking skills and self-efficacy at vocational school.

1.4 Research Questions

Based on the problem that is explained above, there are two research questions in this study:

- 1.4.1 Is there any significant effect of ChatGPT-Integrated digital storytelling on students' speaking skills at vocational school?
- 1.4.2 Is there any significant effect of ChatGPT-Integrated digital storytelling on students' self-efficacy at vocational school?
- 1.4.3 Is there any significant difference between students who use ChatGPT-Integrated digital storytelling and students who use traditional storytelling on students' speaking skills and self-efficacy at vocational school?

1.5 Research Purposes

Based on the research problem above, there are two research purposes in this study:

- 1.5.1 To investigate the significant effect of ChatGPT-Integrated digital storytelling on students' speaking skills at vocational school
- 1.5.2 To investigate the significant effect of ChatGPT-Integrated digital storytelling on students' self-efficacy at vocational school.
- 1.5.3 To investigate the significant difference between students who use ChatGPT-Integrated digital storytelling and students who use traditional storytelling on students' speaking skills and self-efficacy at vocational school.

1.6 Research Significances

Theoretically, it is hoped that this study will provide knowledge for those who are interested in studying the theory of digital storytelling and self-efficacy since this study displays the concept of digital storytelling through ChatGPT used in language teaching and learning classrooms by investigating the increase of speaking skills and self-efficacy. Practically, the results of this study are expected to be used by the language teachers in innovating the teaching-learning process in the classroom by utilizing technology such as digital storytelling and ChatGPT effectively in order to achieve the goals of the teaching and learning process.

1.7 Definition of Key Terms

In this section, there are two kinds of definition, which are conceptual definition and operational definition.

1.7.1 Conceptual Definition

1.7.1.1 Digital Storytelling

One of the various beneficial uses of digital media is storytelling, which fosters students' creativity by including student-centered learning (Dalim et al., 2019).

1.7.1.2 ChatGPT

ChatGPT is one of the most widely used social media platforms in our day and era. ChatGPT is an artificial intelligence-based tool created by OpenAI that uses NLP (Natural Language Processing) technology to imitate, comprehend, and respond appropriately to human conversation (Kohnke et al., 2023).

1.7.1.3 Speaking skills

Speaking is frequently used to evaluate a learner's proficiency in a foreign language. ESL/EFL students frequently measure their success in studying English by how much their speaking skills have improved (Leong & Ahmadi, 2017; Aydogan Koral & Mirici, 2022).

1.7.1.4 Self-efficacy

Additionally, Wang & Sun (2020) revealed that self-efficacy was associated with language efficiency, even if the outcomes may vary between research depending on the context and covariances. It is therefore established that self-efficacy predicts language performance.

1.7.2 Operational Definition

1.7.2.1 Digital Storytelling

Digital storytelling refers to the practice of using computer-based tools to tell stories or present ideas. This application will be used by vocational school students in teaching English through ChatGPT to increase students' speaking skill and self-efficacy.

1.7.2.2 ChatGPT

ChatGPT in this study is the application that will be use by students at vocational school combine with storytelling to increase student's speaking skill and self-efficacy.

1.7.2.3 Speaking Skills

Speaking skills in this study refers to the students' ability to tell the story by using digital storytelling through ChatGPT.

1.7.2.4 Self-efficacy

Self-efficacy in this study refers to the students' confidence in their ability to speaking English or achieve a goal in the teaching learning process.

1.7.2.5 Vocational School

A vocational school is a school that prepares students for a particular field of profession. In other words, a vocational school prepares students with the knowledge and abilities required for careers in certain trades or professions. A student that enrolls in a vocational school, also known as a trade school, will concentrate almost entirely on their intended job. In this study, the author only focused on vocational schools in the tourism program in the Sekotong sub-district.

