



The Effect of Process and Product-Based Approach on Writing by Using Digital Storytelling to Enhance Third Grade Students' Narrative Writing Skill

ARTICLE INFO

Sukwasa Thanakornroongrueng^{1,*} and Ladda Wangphasit^{2,*}

Article history

Received: July 29, 2025

Revised: November 15, 2025

Accepted: December 12, 2025

ABSTRACT

The purposes of this research were: 1) To investigate the effect of process-based and product-based approaches on Grade 3 students' writing accuracy. 2) To explore students' attitudes towards the integration of process-based and product-based approaches by utilizing digital storytelling as motivation. Sixty Grade 3 students were selected to participate. The researcher observed the students' English grammar skill and their workbooks. A systematic inquiry method was applied through purposive sampling from the IB curriculum of a KIS International School Bangkok. The pretest and posttest, using the mean scores, SD, and a dependent t-test which represents the average score, and the self-reflection paper, were examined using mean scores to comprise the research instrument.

According to the research findings, integrating process-based and product-based teaching approaches has a significant effect on third-grade students' narrative writing skills. The average pre-test score was 46.77%, and the average post-test score was 74.81%. Furthermore, participants had a positive attitude toward this strategy, finding it useful for understanding the stages of the writing process and enhancing narrative paragraphs to make them more successful. However, the use of purposive sampling in this study, which only included Grade 3 pupils from the IB curriculum at KIS International School Bangkok, may restrict the findings' generalizability and applicability.

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

¹ M.Ed. (Educational Science and Learning Management), Faculty of Education, Srinakharinwirot University, Thailand.

² Assistant Professor, Faculty of Education, Srinakharinwirot University, Thailand.

*Corresponding author; e-Mail address: thanakornroongruengsukwasa@gmail.com¹, laddaw@g.swu.ac.th²



Introduction

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 ability. Among these, narrative writing is a compulsory component of their general education curriculum. In a study conducted by Burroway, J., Stuckey-French, E., & Stuckey-French, N., (2019), 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 face challenges in grammar errors, word choices, and punctuation, as well as in formulating ideas for and composing.

Writing knowledge is crucial for language acquisition and poses significant problems. The elements of writing are the foundation for narrative writing abilities: Introduction, plot, content, organization, and mechanics. Learners who lack the fundamentals of writing struggle to create ideas, develop the story's plot, and apply grammatical structures effectively. 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.

Given the complexities of writing, this study was designed to develop students' balanced competencies through an integrated approach known as the "Process and Product-Based Approach (Tangpermpoon, 2008)", which is a result of two writing approaches: process-based and product-based. This integrated approach helps learners understand how the stages of producing texts work together in the process-based approach and how to construct text grammatically in the product-based approach.

According to Hyland, K. (2003, p. 10), the approach to teaching writing aims to explore how teachers may assist learners in completing a writing activity. The presence of learning materials is crucial in this scenario. Materials benefit 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.

A notable research gap is the lack of tools or approaches for efficiently integrating process and product learning and attracting primary school pupils to alter their perception of writing from challenging to easy and pleasurable, such as digital storytelling tools or platforms. Technology allows learners to express their stories with multimedia resources like music, images, graphs, and videos (Robin, B. R., 2016), creating a multimodal writing genre.

Technology allows learners to express their stories with multimedia resources like music, images, graphs, and videos (Robin, B. R., 2016), creating a multimodal writing genre. Using technology in the classroom may increase students' engagement in learning. Incorporating technological devices into education can increase student engagement and interest. Integrating technology in education creates a more interesting learning experience that keeps students focused without distractions. Fernández-Batanero, J. M., Montenegro Rueda, M., Fernández Cerezo, J., & Román Gravan, P. (2021) found that using modern technology in the classroom, such as projectors and computers, can make learning more engaging and enjoyable for



learners. To enhance student engagement, incorporate technology, oral presentations, and group projects into class tasks. Participation can involve more than just verbal communication.

Digital storytelling is a valuable tool for enhancing digital literacy and competences in the modern day (Churchill N, Ping LC, Oakley G, Churchill D, 2008). Çetin (2021) found that the teaching and learning process was enhanced by it. Pre-service teachers face challenges while creating digital stories, despite the potential benefits.

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) 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 aid in the pupils' comprehension of the story. The kids' interest will ignite a sense of emotion within them.

Objective of the study

1. To investigate the effect of process-based and product-based approaches on Grade 3 students' writing accuracy.
2. To explore students' attitudes towards the integration of process-based and product-based approaches by utilizing digital storytelling as motivation

Research Methodology

Participants

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 pupils took part in the investigation. students were selected by purposive sampling design.

Conceptual Framework

This study's conceptual framework reveals the effect of independent and dependent variables. The independent variable is the effect of process and product-based approaches on writing, which students studied the narrative writing strategies, integrating with process and product-based approaches on the lesson: the stages of process and product-based approaches on writing and elements of narrative writing, offered productive and practical learning activities.

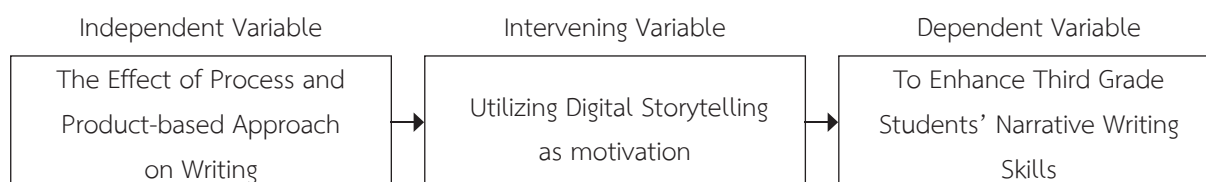
The Intervening Variable: students were allowed to utilize digital storytelling as the web applications reflects their attitudes , interest, and motivation.

The dependent variables are twofold. The measurable increase in students' writing skills, such as story coherence, vocabulary, sentence fluency, and grammar.

This conceptual framework suggests that combining task-based learning with web apps can improve vocabulary achievement and increase student happiness in the learning process.



Conceptual Framework



Research Instruments

1. Lesson plans : 6 weeks consisting of 16 instructional hours. Researcher proceeded through the stages of process writing and the model text elements. Then encouraged the students to connect words and concepts in order gain a better understanding of the texts' subject matter.

2. Digital storytelling website : makebeliefscomix.com, expressing their ideas and stories by story prompts and creating their story on different media templates.

3. The prewriting test and post Writing test: 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. Three inter-raters scored the pre-and post-tests using the Item-Objective Congruence (IOC) method and piloted for difficulty, discrimination, and reliability ($KR-20=0.9230$).

4. 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 using IOC.

Data Collection Procedure

The quantitative data collection process was as follows:

1. Pretest.: 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.

2. Intervention: students then participated in narrative writing activities utilized with digital storytelling website (makebeliefscomix.com) for a total of 16 instructional hours. In the pre- writing stage, process-based approaches were introduced as writing steps. During this stage, students engaged in product-based approaches such as narrative writing annotated example , grammatical structure model , and the series of ambitious vocabulary word mats. Finally, in the last stage, students applied their knowledge through practical and collaborative activities on story writing prompts and group discussions.

3. Posttest. After the intervention, students took the same pretest as before. This allowed for a direct comparison of their writing achievement before and after treatment.

4. Self-reflection paper: students completed a self-reflection paper designed to capture their perceptions and feedback of the content, activities, and the integration of digital storytelling website to motivate their narrative writing skills.

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 for reliability by three inter-experts. The pretest and posttest were analyzed by using the mean scores, SD and dependent t-test 2, which was analyzed by writing scoring rubrics in elements of writing: introduction, plot, content, organization, and mechanics. 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.

Results

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 1 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.

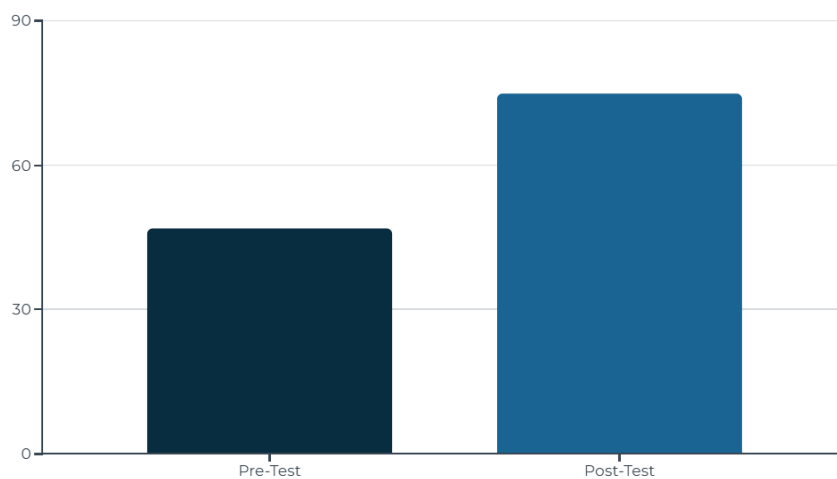


Figure 2 The students' overall narrative writing improvement

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 3 Comparison of the students' Pretest and Posttest scores

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			

According to paired sample statistics table , 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.

Discussion

1. The effect of process-based and product-based approaches on grade 3 students' writing accuracy:

The study determined that 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. Many researchers recommend integrating multiple writing approaches to mitigate challenges, as most of them have drawbacks. Hasan, M. K., & Akhand, M. M. (2010) claimed The process and product approach assist students in the generation, organization, and application of linguistic knowledge, including grammar, vocabulary, spelling, and punctuation.

2. Students' attitudes towards the integration of process-based and product-based approaches by utilizing digital storytelling as motivation:

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 as a result 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, H. A., Husnawadi, H., & Harianingsih, I. (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. Thus, digital storytelling has evolved as a significant tool for teaching and learning throughout the past decade. It can also help learners enhance their writing skills by providing a more in-depth knowledge of the text. According to Azis, Y. A. (2020), storytelling has long been popular



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 student writing discussion, writing stages, and collaboration.

Recommendations of the Study

Recommendations for Practice

1. Teachers ought to actively explore an integrated approach, understanding that writing does not occur in isolation including all four language skills: listening, speaking, reading, and writing. Students were enabled to write narrative texts relating to writing elements, discuss verbally plan their stories, and participate to peers' drafts for comments before beginning to write.

2. Encourage students to use digital storytelling website from makebeliefscomox.com, including repetition, flashcard review, contextual guessing, and peer cooperation. These tactics can help with independent learning in other languages as well as English.

3. Teachers should nurture students in a communicative and social learning environment. To clarify, writing assignments should be contextualized, allowing students to share their work for actual purposes and readers.

4. School principals should provide the teacher with continual training and assistance to help them understand and effectively implement the integrated approach, particularly in terms of curriculum design and evaluation.

Recommendations for Future Research

1. Future research should examine the effect of other integrated approach models (for example, integrating the four skills vs. integrating writing techniques vs. integrating with content from other subjects) on narrative writing skills.

2. Teachers should investigate the integrated approach's effects on affective aspects (e.g., student motivation, writing anxiety, confidence) and cognitive techniques (e.g., planning, monitoring, and revision procedures) in narrative writing should be investigated.

3. Teachers ought to acquire a more complete knowledge of how and why the integrated approach influences students' narrative writing, do mixed-methods research (integrating quantitative data such as test scores with qualitative data such as interviews, observations, and student journals) so as to the effective and practical learning.



References

- Anderson, K. (1997). *Text Types in English 3. South Yarra*. Victoria: McMillanEducation.
- Azis, Y. A. (2020). The collaborative digital storytelling -based task for EFL writing instruction: Outcomes and perceptions. *Journal of Asia TEFL*, 17(2), 562.
- Burroway, J., Stuckey-French, E., & Stuckey-French, N., (2019). *Writing fiction, a guide to narrative craft* (10th ed.). The University of Chicago Press.
- Çetin, E. (2021). Digital storytelling in teacher education and its effect on the digital literacy of pre-service teachers. *Thinking Skills and Creativity*, 39(2021), 1-9. <https://doi.org/10.1016/j.tsc.2020.100760>
- Churchill, N., Lim, C. P., Oakley, G., & Churchill, D. (2008). *Digital Storytelling and Digital Literacy Learning*. In *Readings in Education and Technology: Proceedings of ICICTE 2008*. University of the Fraser Valley Press.
- Fernández-Batanero, J. M., Montenegro Rueda, M., Fernández Cerezo, J., Román Gravan, P. (2021). Impact of ICT on writing and reading skills: a systematic review (2010-2020). *Texto Livre: Linguagem e Tecnologia*, 14(2), 1-12, doi:10.35699/1983-3652.2021.34055
- Fitri, H. A., Husnawadi, H., & Hariansih, I. (2021). Implementing digital storytelling-based tasks for the teaching of narrative writing skills. *EduLangue*, 4(2), 168-190. <https://doi.org/10.20414/edulangue.v4i2.3980>
- Harmer. (2007a). *English Teachers' Perception In Designing Writing Techniques To Improve Students' Writing Ability*. Postgraduate Program of English Education, Indonesia University of Education.
- Hasan, M. K., & Akhand, M. M. (2010). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15(1-2), 77-88.
- Hyland, K. (2003). *Writing and teaching writing*. In J. C. Richards (Ed.), *Second language writing* (pp. 1-30). Cambridge: Cambridge University Press.
- Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, 30(30), 17-29.
- Tangpermpoon. (2008). *Process-Product Approach to Writing: the Effect of Sampling on EFL*. Guilan University.