The Recent Trends on The Speaking Skills with Storytelling Approach

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Abstract

Students' inability to communicate is due to a variety of factors, including a limited vocabulary, a dearth of speaking opportunities, and a dearth of engaging instructional strategies. Stories have been said as a heritage of future generations. Many articles on storytelling to enhance speaking skills and technology integration in education for children have been published recently; however, there is a lack of research that examines storytelling with technology integration to enhance speaking abilities and its future direction. Therefore, this article will review the current trend and pattern of usability of storytelling approach for children. Thus, the aim of this thematic review is to synthesise literature on the storytelling approach from 2017 to 2021. ATLAS.ti.8 is employed to analyse and interpret the data in this article. A keyword search yielded 65 peer-reviewed journal articles, which were then filtered utilising inclusion criteria from Web of Science and SCOPUS databases. However, only 37 publications were utilised as the final articles to be assessed following the exclusion and inclusion procedure. A thematic review of these articles determined 17 initial codes expressing storytelling approach in the speaking skills, grouped in five themes: language skills, communication, pedagogical strategy, attributes characteristics and learning tools. To help children improve their communication abilities and incorporate technology into their education, these findings offer a new framework for storytelling research. This research benefits future researchers focusing on "speaking skills" and "storytelling" integration of technology approach in education.

Keywords: storybook app; children; mobile application; reading; primary school.

1. Introduction

Storytelling is defined as the art of conveying information to an audience through the use of words and actions in order to maintain their attention (Raffone & Monti, 2019). Due to the various benefits inherent in stories, storytelling is one of the most effective methods for students to acquire the four skills in their first and language languages. Additionally, it improves students' speaking abilities (Papadakis et al., 2018). According to Rahim et al (2019), the best technique to ensure that students learn the second language in the same way they study their native tongue is through storytelling.

Previous research indicates that the use of storytelling in the classroom can considerably aid in the development of early language skills (Rozmatovna, 2020). For instance, Rajendran & Yunus (2021) demonstrated how storytelling might help students enhance their speaking and reading comprehension abilities. Additionally, (Sharma, 2018) research indicated that storytelling can help the children increase their fluency and vocabulary development. Similarly, Bhana (2020) demonstrated that storytelling teaches

students to listen and participate in everyday communication while also improving their speaking abilities.

Speaking is the ability of a human being to convert their thoughts and opinions into spoken language. Communication is also critical in today's world. A strong communication ability will enable someone to achieve success in any sector (Yee et al., 2018). Language, like the primary tools for effective communication. Individuals can accomplish their goals, objectives, and aspirations when they communicate effectively. The productive ability is speaking. It was inextricably linked to listening. When we speak, we generate text, which must be meaningful. We may find the speaker, the listener, the message, and feedback in the nature of communication.

Apart from its critical importance, speaking is the most difficult language skill to acquire (Leong & Ahmadi, 2017). It is because someone is currently required to generate their own sentences. It's fairly challenging, particularly for second language learners who should have a working knowledge of grammar. Grammar, vocabulary, and phrase patterns all receive attention during the communication learning process and the development of speaking skills. According to some previous research, there are numerous communication activities that can help students improve their speaking abilities. One behaviour that the researcher anticipates is retelling stories (Safei, 2020).

In the current environment, teachers have a variety of tools available to them for teaching speaking skills and resolving students' problems. The teacher may utilise any online discussion forum (Edwards & Lane, 2021), as well as online conferencing tools, YouTube, and TedTalks (Syahrizal & Pamungkas, 2021). Flipgrid is another tool that is heavily utilised in this era. Although there are numerous materials for speaking, children need additional excitement when they first begin to speak in order to develop the habit.

The endeavour to integrate storytelling with speaking abilities through the use of technology represents a cohesive effort in essence (Seylani & Dağli, 2017). Thus, integrating storytelling with technology is the optimal method (Rubegni et al., 2020) for strengthening children's speaking abilities in education (Vaknin-Nusbaum & Nevo, 2017). Despite an increase in publications on "speaking skills" and storytelling in primary school education, no review paper has analysed recent trends in speaking skills with the integration of storytelling and mobile applications in primary school education, as well as what the future holds. As such, this assessment was motivated by the belief that technology-enhanced storytelling is a vast pedagogy that requires classroom innovation. For this study, this article will feature chosen literature from 2017 to 2021 on the topic of combining storytelling with technology to increase speaking skills and ability to answer the research questions listed below:

RQ 1: What is the trend in speaking skills combined with a storytelling approach in literature from 2017 to 2021?

RQ 2: How do we create a new framework for speaking skills that incorporates a storytelling approach?

2. Methodology

Since this study method employs the thematic analysis procedure in a literature review, Zairul (2020) invented ATLAS.ti 8 as a tool to aid the process. (Ayvaz Tunc, 2017) defined this thematic analysis as an identifying procedure for construct and pattern themes with a detailed reading with respect to the subject.

The steps below identifies the construct and pattern themes to comprehend the speaking skills trend with storytelling strategy. Note that the study trend is to analyse and interpret the results for the future research suggestions in both domains ("storytelling" or "story telling") and ("education" or "school*" or "class*" or "class room*") and ("mobile application*" or "app*" or "ebook*") and ("student*" or "teacher*" or "tutor" or "educator*") and ("strategy*" or "module"). The literature was chosen based on a number of criteria, including: 1) publication between 2017 and 2021; and 2) at least one of the keywords storytelling or story telling, class or class room, mobile application or app having the keyword strategy or module. Review papers were omitted from this review because they contradicted the purpose of this paper.

The literature was gathered from Web of Science and Scopus research databases. The Web of Science was selected due to its indexing that includes all journals having a measured impact factor in the Journal Citation Report (JCR), while Scopus was selected because it has the most peer-reviewed papers. In Web of Science, a filter was applied based on "type of documents," article kinds, as well as proceedings papers, NOT reviews. Apart from that, the following datasets contained the analytical criteria: "Title, Keywords, and Abstract." Here, the following search phrases were utilised: storytelling or story telling, education or school, class* or classroom*, mobile application* or app* or ebook*, student* or teacher* or tutor*, and educator*.

Mendeley was used to store the articles for data crunching. Note that it entails excluding repetitive articles, updating author names, as well as verifying metadata accuracy. Regarding that, all 37 articles were taken from Mendeley to ATLAS.ti 8 for current trends analysis in the literature. Several bibliometric data were derived from the list of documents, including the article's title, author, year, author's country, keyword utilised, periodical, as well as subject area. Furthermore, this paper's findings are divided into two sections: qualitative and quantitative. Apart from that, the quantitative section will disclose the data collected from numerical viewpoints, whereas the qualitative section will formulate themes emerging from the chosen articles. This develops a conceptual framework on the integration of speaking skills with storytelling approach. The study discovered that the storytelling approach to speaking skills was still in its growing stage, with only a few suggestions on how the approach could be extended to the latest trend. The literature focus over the last five years reveals the patterns and trends on the revised subjects.

3. Findings

The study findings are classified into two categories: qualitative and quantitative. Based on the analysis of 37 primary documents, the quantitative results produced the word cloud below. Note that the biggest words in the word cloud indicate a high frequency in the articles, namely 'speaking' as well as 'storytelling'. As stated at the outset, the study focuses

on speaking skills. Even though there exists a rising trend, there are fewer review papers that discuss the integration and development of frameworks for the speaking skills future as well as technology, particularly mobile applications in language.

A study protocol was designed that was based on past studies and expressed in a logical sequence, with data collection, preparation, as well as results interpretation all taking place in the same location. After analysing the word cloud, we can see that the phrase 'storytelling' was mentioned 1256 times, followed by the word 'speaking skill,' which was stated 1150 times, while the words education and language were used 693 and 621 times, respectively. Over the years, there has been a growth in the number of publications. From 9 articles in 2017, to 8 articles in 2018, the number of articles decreases to 5 articles in 2019, then the publications number increases annually to 14 articles in 2020. As of the time this article is being published, three more articles have been written as of the year 2021. The reason that the literature for this study begins in 2017 is primarily to concentrate on the most recent publications in the last 5 years, as well as to observe the trends in the literature through 2022. Due to the fact that this research was aimed for indexes, search strings, as well as exclusion criteria, the authors would like to make a point that it does not portray to be exempt from any limits and that it appears to be thorough. The authors, on the other hand, assert that it is representative of the literature in light of the research topics (refer Table 1 and Fig.1)

Table 1: Scopus and WOS search strings

SCOP US	**Step 1:** TITLE-ABS-KEY (("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educater*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) AND (LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017)) AND (LIMIT-TO (EXACTKEYWORD , "Storytelling") OR LIMIT-TO (EXACTKEYWORD , "Digital Storytelling"))	133 results
	Step 2: TITLE-ABS-KEY (("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educater*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) AND (LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-	75 results

	TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017)) AND (LIMIT-TO (EXACTKEYWORD , "Storytelling"))	27 results
	Step 3 : TITLE-ABS-KEY (("storytelling" OR "story telling") AND ("mobile application*" OR "app*") AND ("student*" OR "children*") AND ("Malaysia")) AND (LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017) OR LIMIT-TO (PUBYEAR , 2016))	
Web of Science	**Step 1** (("storytelling"OR"story telling")AND("education"OR"school*"OR"class*"OR"class room*")AND("mobile application*"OR"app*"OR"ebook*")AND("student*"OR"teacher*"OR"tutor"OR"children*"OR"educator*")) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	899 articles
	Step 2 (("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educator*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	463 articles 256 Articles
	Step 3: Limit years (("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educator*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) Refined by: PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	179 articles
	Step 4: Limit to articles only	

(("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educator*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) Refined by: PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) AND DOCUMENT TYPES: (ARTICLE) AND PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	94 articles
Step 5: EDUCATION EDUCATIONAL RESEARCH (("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educator*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy")) Refined by: PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) AND DOCUMENT TYPES: (ARTICLE) AND PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) AND WEB OF SCIENCE CATEGORIES: (EDUCATION EDUCATIONAL RESEARCH) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	38 articles
Step 6: Open Access ("storytelling" OR "story telling") AND ("education" OR "school*" OR "class*" OR "class room*") AND ("mobile application*" OR "app*" OR "ebook*") AND ("student*" OR "teacher*" OR "tutor" OR "educator*") AND ("strategy*" OR "module" OR "program" OR "procedure" OR "approach" OR "policy"))) Refined by: DOCUMENT TYPES: (ARTICLE) AND PUBLICATION YEARS: (2021 OR 2020 OR 2019 OR 2018 OR 2017) AND WEB OF SCIENCE CATEGORIES: (EDUCATION EDUCATIONAL RESEARCH) AND Open Access: (OPEN ACCESS) Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, BKCI-S, BKCI-SSH, ESCI.	

3.1. Quantitative results

From the analysis above (Table 1), there are few journals' varieties selected via speaking skills with storytelling researchers. According to the list, the Educational Media

International and Education Sciences are the top two popular choices for circular storytelling by researchers. Also, as has been stated earlier, if the keyword utilised in this search only utilises "story," the articles number result discovered will hit a few thousand. Nevertheless, after concentrating the search strings to storytelling OR story telling AND mobile application OR app AND student OR children* coupled with Malaysia, the results demonstrate a substantial drop and are rather focused, hence supporting evidence that the subject is still new, and that further discovery may be performed in the future. However, the increasing interest shows that the terms 'storytelling and 'speaking skills' have tremendously raised. Thus, this may indicate the articles' evolutionary development as portrayed in the Table 2 (refer Table 3) below.

Subsequently, with regards to the geographical dispersal, storytelling associated research have been well-known and are trending in Indonesia. This can be observed from Maureen et al., (2018), who shared regarding storytelling assists literacy development since it approves children to also hear models about how language may be utilised. Several research from Thailand revealed several researches focusing on storytelling-based assessment as suggeted by Bechter & Swierczek (2017). They also focused on the international negotiation practice as well as a cross-cultural analysis having reflection on cultural intelligence enhanced the participants' competencies during and after the storytelling.

Next in line Malaysia, which contributed 3 papers. The discussion is about enhancing the pedagogical content knowledge understanding, enhanced teaching practice as well as professional development when they utilise digital storytelling in the classroom (Yee et al., 2018). Most of the research that demonstrate the strategy of storytelling and speaking skills are based-on improving language skill especially English language as a second language. However, there is a need to do more research on other language on speaking skills and storytelling.

The patterns on regional dispersion indicate that storytelling approach has been applied in many countries such as: Canada, China, England, Spain, Finland, Ghana, Greece, Hong Kong, Iran, Italy, Taiwan, Turkey, United Kingdom and United State of America. Currently, in Asia both Indonesia as well as Malaysia have started to endorse it (Fig. 5).

The current trends in 2020 and 2021 portray that the papers focus were primarily on the application in digital storytelling, and how this strategy may be applied in education. It should also be noted that the trends on storytelling and speaking skills in the Europe as well as America are primarily on the application. Meanwhile, in Asia, particularly Indonesia and Malaysia, the researches hinge on the framework and policy in its operation (refer Fig. 2, Fig. 3, Fig. 4, Fig. 5).

In Table 2 below, this study developed the patterns and trends of the chosen publications. Note that the original coding occurred in 15 attributes, however, after renaming and merging, the coding came down to only five themes. Hence, the themes below will be explained extensively in the qualitative section.

Table 2: Number of articles as per the periodical.

	2017	2018	2019	2020	2021	Total
Chemistry Education Research and Practice	1	-	-	-	-	1
Cogent Education	-	-	-	1	-	1
Computers and Education	-	-	-	1	-	1
Early Education and Development	-	-	-	-	1	1
Education Sciences	2	-	-	-	-	2
Educational Media International	-	1	-	1	-	2
Educational Psychology	1	-	-	-	-	1
Educational Technology Research and Development	-	1	-	-	-	1
Electronic Journal of e-Learning	1	-	-	-	-	1
Eurasia Journal of Mathematics, Science and Technology Education	1	-	-	-	-	1
ICTC 2019 - 10th International Conference on ICT Convergence: ICT Convergence Leading the Autonomous Future	-	-	1	-	-	1
Indonesian Journal of Electrical Engineering and Computer Science	-	-	-	1	-	1
International Journal of Advanced Computer Science and Applications	-	-	-	1	-	1
International Journal of Advanced Trends in Computer Science and Engineering	-	-	-	1	-	1
International Journal of Early Childhood	-	1	1	-	-	2
International Journal of Interactive Mobile Technologies	-	-	1	-	-	1
International Journal of STEM Education	-	-	-	2	-	2
International Journal of Web-Based Learning and Teaching Technologies	-	1	-	-	-	1
Journal of Asia TEFL	-	-	-	1	-	1
Journal of E-Learning and Knowledge Society	-	-	1	-	-	1
Journal of Physics: Conference Series	-	-	1	-	-	1
Language, Culture and Curriculum	-	1	-	-	-	1
Learning Landscapes	-	1	-	-	-	1
Lecture Notes on Data Engineering and Communications Technologies	-	1	-	-	-	1
Multidisciplinary Journal of Educational Research	-	1	-	-	-	1
New Ways to Teach and Learn in China and Finland: Crossing Boundaries with	1	-	-	-	-	1

Technology						
Proceedings of the European Conference on e-Learning, ECEL	-	-	-	1	-	1
Psychology Learning and Teaching	1	-	-	-	-	1
Revista Education	-	-	-	1	-	1
Springer	-	-	-	1	-	1
Teaching English with Technology	1	-	-	-	-	1
Turkish Online Journal of Distance Education	-	-	-	1	-	1
Universal Journal of Educational Research	-	-	-	1	-	1
Totals	9	8	5	14	1	37

3.2. Qualitative results

In the qualitative section, this study will explain extensively the themes acquired to answer the research questions. Here, five themes were developed depending on the directions and articles' subject. Moreover, the following are the themes generated from the chosen publications: Language skills (5); communication (8), pedagogical strategy (4); pedagogical strategy (9); and learning tools (11). Here, the main themes are not independent, however, overlaps between articles included in this review.

It is usual for some articles to adopt multiple themes and vice versa. Hence, in the coming section, the themes will be explained separately and extensively to answer the first research question no 1 followed by the next section on the formulation of the framework Fig. 6.

Table 3: List of authors as per the themes.

	Language Skills	Develop Communication	Pedagogical Strategy	Attributes Characteristics	Learning Tool
Peleg et al. (2017)	/				
Halimah et al. (2020)		/			
Papadakis et al.(2018)					/
Rahman et al. (2020)	/				
(Ridhuan (2017)		/			/
Faruk Islim et al.(2018)		/			
(Ramasamy et al. (2018)			/		
Churchill (2020)	/				

Goodman et al.(2016)		/			/
(Seylani & Dağli (2017)				/	
Rahim et al. (2019)	/				
Khalid & El-Maliki (2020)			/		
Shapi'i et al. (2020)		/			
Yeo & Ng (2019)	/				
Bettayeb et al.(2020)					/
Smyrnaiou et al. (2020)			/		
Mystakidis & Berki (2018)		/			
Hum & Choi (2020)			/		
Dalail et al. (2018)				/	
Rahman et al.(2020)	/				
Oakley et al. (2018)				/	/
Baer (2018)				/	
Yee et al. (2018)		/			
Chiu (2021)				/	
Marianna Vivitsou, Veera Kallunki, Hannele Niemi (2017)			/		
Bechter & Swierczek (2017)	/				/
Tambi & Awang (2020)					/
Mena Araya (2020)				/	
Berra et al (2020)			/		
Yee et al. (2018)				/	
Tanrikulu (2020)				/	
Bettayeb et al.(2020)			/		
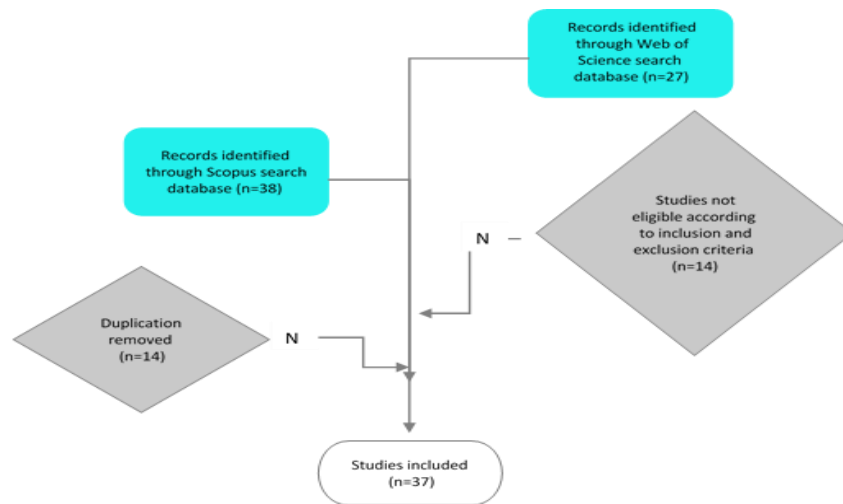
Fig. 1. Inclusion and exclusion criteria thematic review(TR). Adopted from Zairul, M. (2020)

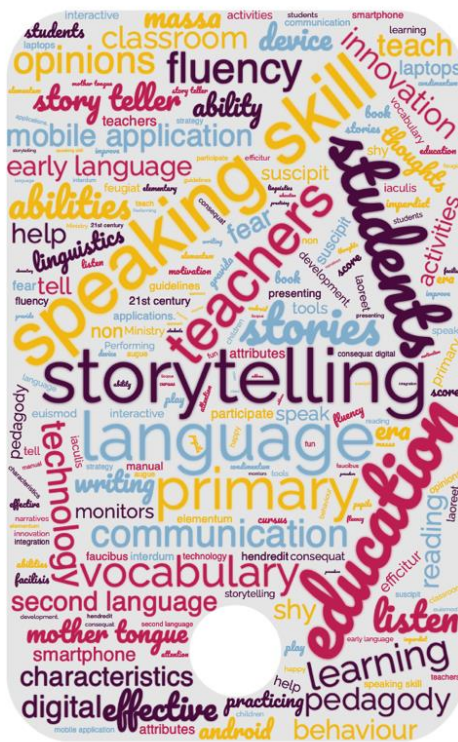Fig. 2. Metadata generated in ATLAS.ti 8.

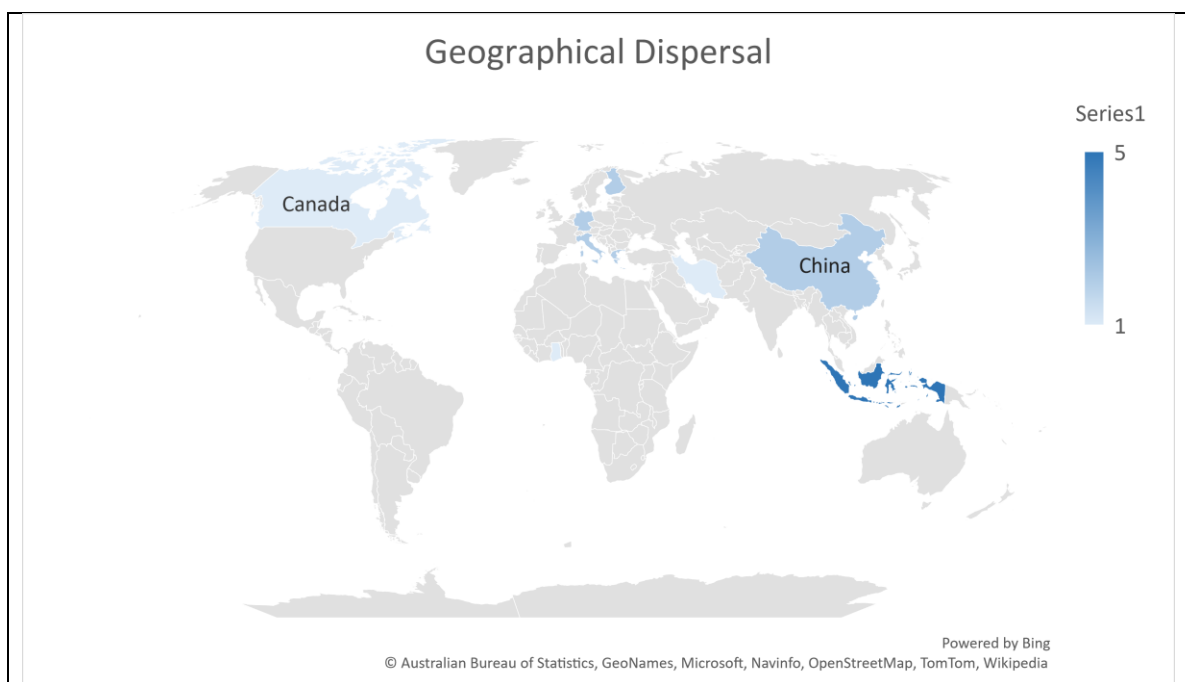Fig. 3. Word cloud on word frequencies obtained from 37 manuscripts.

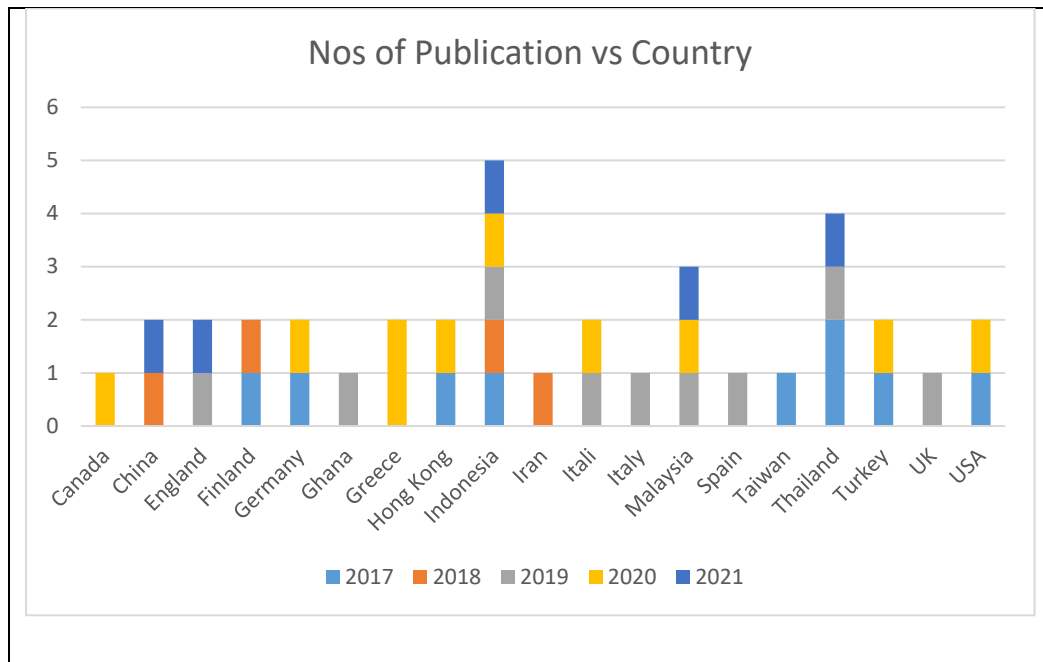Fig. 4. Articles based on country published
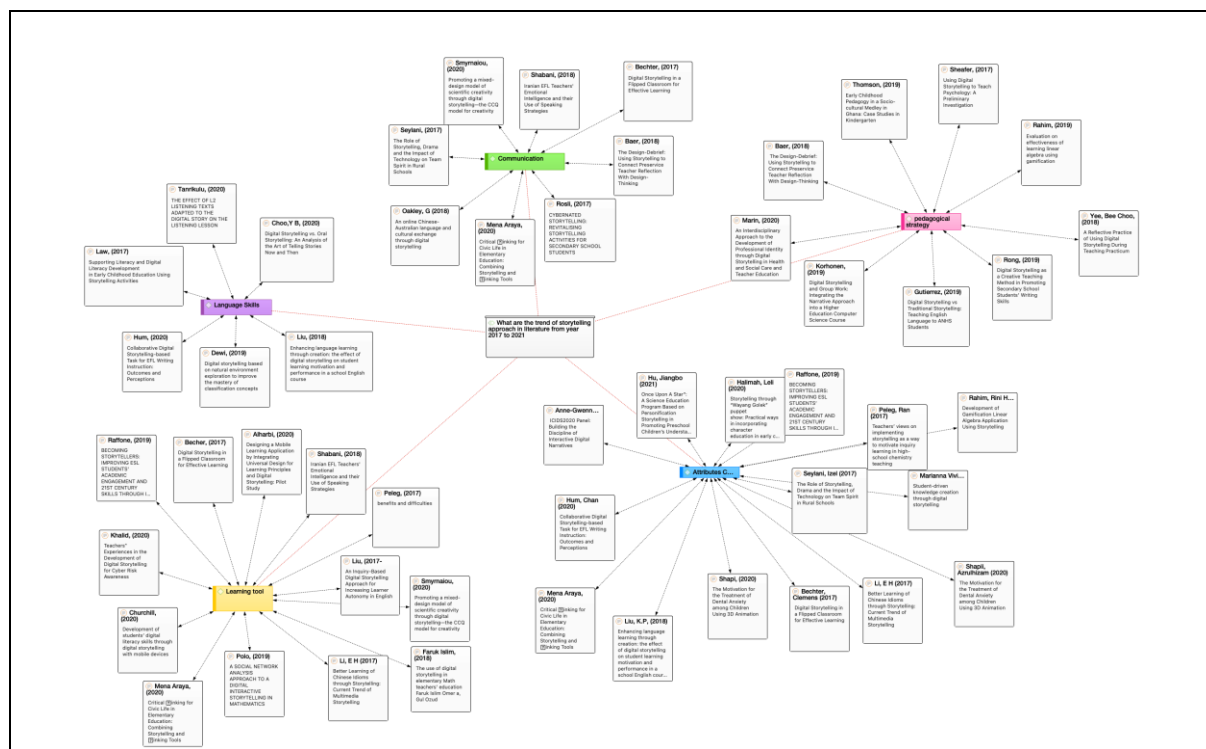
Fig. 5. Country vs. number of publications

Fig. 6. The overall thematic review formulation

3.2.1. Language skills

The potential of speaking ability in storytelling begins with students' learning difficulties. There are numerous reasons why they struggle with speaking, including lacks of ideas, vocabularies, opportunities, engaging teaching method that motivates to convey, express, and speak, respectively (Zuhriyah, 2017). The importance of listening ability and children's listening behaviour should be emphasised to the maximum extent possible. It helps children by motivating them to learn more in a fun way. This will result in the children's language skills improving.

As a result, storytelling aids in the development of literacy skills in upper-primary school students (Churchill, 2020). Teaching and learning are more effective when they focus on the effectiveness of speaking skills and incorporate technology to improve language skills (Churchill, 2020). The study elaborated on how storytelling can help students improve their speaking ability. The findings from this theme contribute to a better understanding of the storytelling approach's potential for enhancing children's speaking abilities in the classroom. Further research in the future may propose evaluations of language development and ways to improve the efficiency of speaking skills Fig. 7.
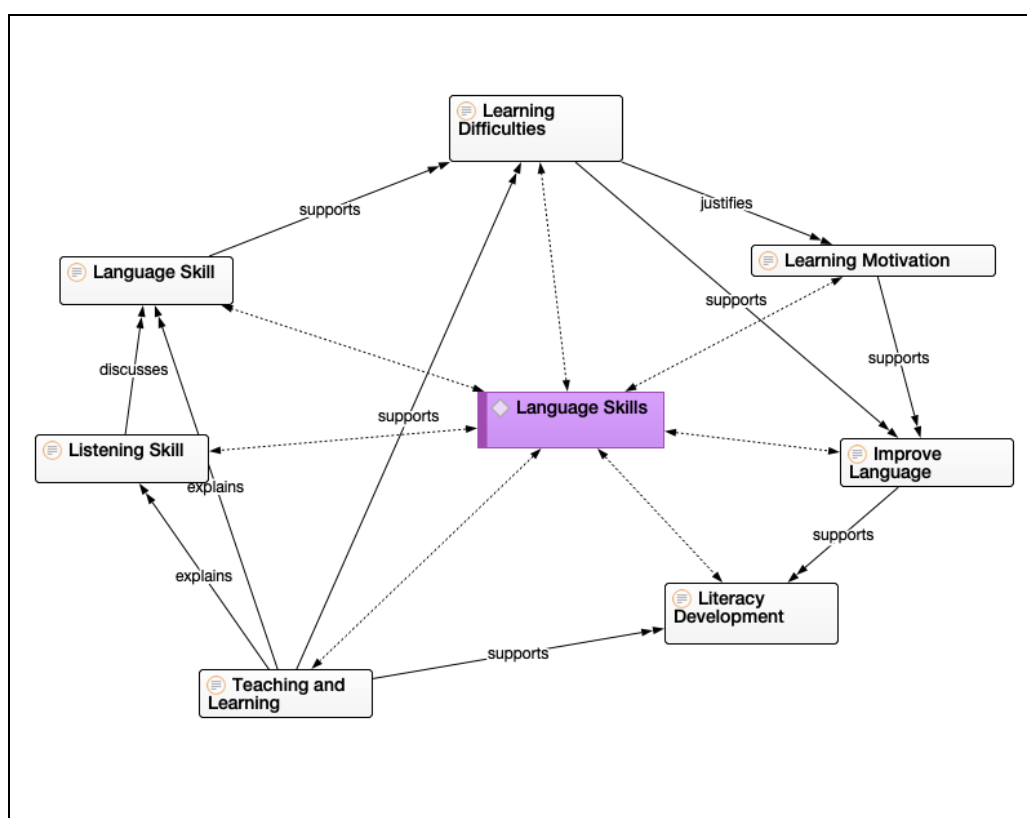

Fig. 7. Network on the Language Skills Development Theme

3.2.2. Development Communication Theme

Communication is not only necessary for the development of speaking skills, but also for the overall motivation of children. Students can acquire key elements of persuasive
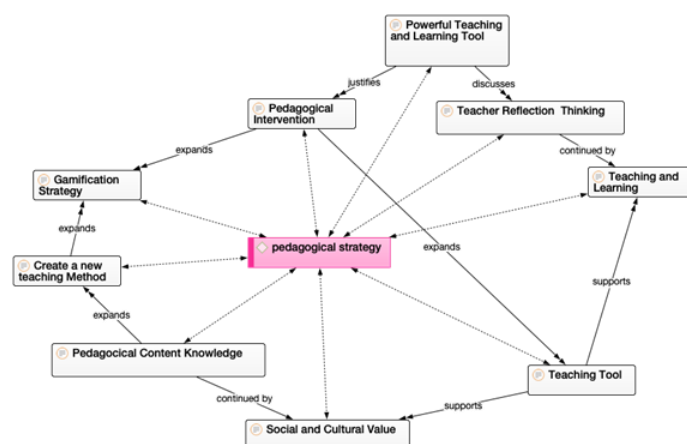
communication, such as audience-centered communication, through speaking strategies. These strategies are capable of instilling confidence in children both in their presentation and in their interactions with others. This strategy should also be implemented in rural areas to help children develop their knowledge and creativity during communication. Develop communications for students that allow them to apply their knowledge, form their own opinions about classroom content, and consolidate what they've learned. This is an effective method of instruction because it enables students to promote critical thinking skills in the classroom. Contribute to collaboration and critical thinking by focusing online debates on cultural exchange. As a result, the students' overall performance will be exceptional. As a result of this theme, it can be deduced that there are numerous teacher strategies for enhancing child communication. Additional research in the future may propose ways to improve communication-based storytelling Fig.8.

Fig. 8. Network on the Development Communication Theme

3.2.3. Pedagogical Strategy

Several authors have suggested in recent years that pedagogical strategies and interventions should be developed to encourage children's enjoyment of learning. Several strategies have been discussed in this theme, including the following: effective teaching and learning tools, pedagogical intervention with teaching tools, gamification strategy, developing new teaching methods, pedagogical content knowledge, social and cultural values, and teacher reflection thinking. Effective teaching and learning tools will encourage educators to experiment with new methods for creating engaging and creative learning opportunities in the classroom. Teachers must instil students with confidence in order to prepare them for a lifetime of success. Gamification strategies will engage students and make learning more enjoyable in the classroom. As a result, Fig.9 provides a clear picture of pedagogical strategy and empowers teachers.

Fig. 9. Network on the Pedagogical Strategy for the teachers Theme

3.2.4. Attributes Characteristics Theme

Numerous authors have proposed numerous characteristics. Fig.10. New technology will aid in the development of teaching tools and engagement. Additionally, it will increase children's knowledge and motivation for literacy. Several authors have suggested in recent years that pedagogical strategies and interventions should be developed to encourage children's enjoyment of learning. Additionally, attribution referred to knowledge derived from digital stories that place a premium on moral values. It will generate excitement among the children based on these Attributes Characteristics. The future of speaking skill enhancement through storytelling is shifting toward new technology (Khasturi, 2021) or digital stories (Melwani et al., 2018). However, most of the research is performed in the English language. Other second languages are required in the world of today. Numerous studies indicate that Tamil language-based teaching tools are required to capture children's interest in learning Tamil in Malaysia.
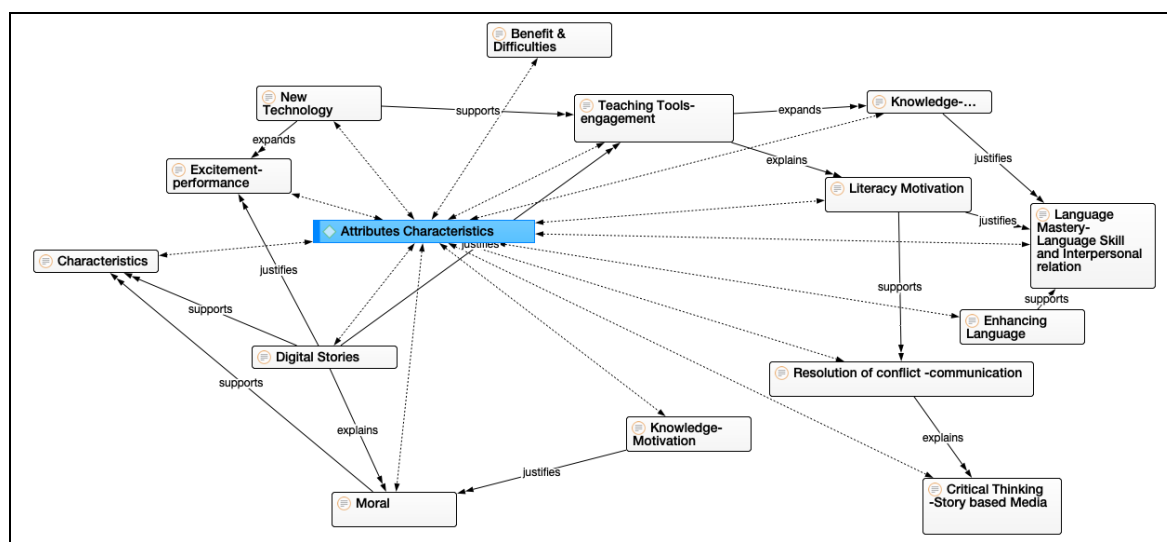

Fig. 10. Network on the Attributes Characteristics Theme

3.2.5. Learning Tools

Numerous authors have also discussed the innovation and technology solutions via learning tools as a storytelling approach to enhancing speaking abilities (Fig. 11). Numerous researches have also demonstrated that literacy software installed on traditional computers benefits children's emergent literacy. Moreover, as a relatively new technology, interactive multimedia book apps for young children have received little prior research, as well as our understanding of their impact and use is limited (Howard & Wallace, 2016). Interactive tools that foster creativity are heavily reliant on play. Thus, providing students with opportunities to explore, experiment, make a mess, and restart is ideal (Zhou & Yadav, 2017).

Additionally, technology is one of the most effective tools available in today's schools for promoting children's critical thinking skills. Note that critical thinking is the capacity to evaluate and reason critically about information presented to others. Children can now see beyond the four walls of the classroom. The impact of new technologies on educational contexts has been overwhelmingly positive, as new technologies have enabled educators to expand their knowledge and skills, thereby raising the bar for educational quality. It has become increasingly critical to employ innovative pedagogical models in order to engage students and foster effective learning. While technology has benefited students, it also has a dark side. According to several authors, there has been an increase in reports of violence, cyber-bullying, racial abuse, online fraud, gaming and gambling addiction, as well as sexual material. A critical issue has emerged: users continue to be unaware of cyber risk.
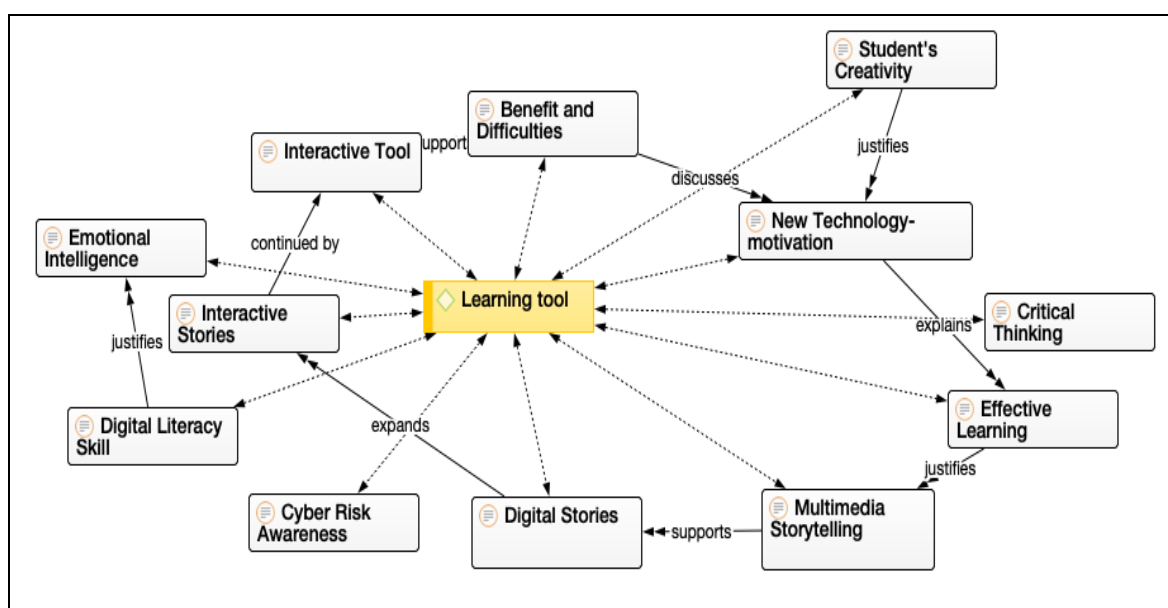

Fig. 11. Network on the Learning Tool Theme

4. A proposed conceptual framework

The thematic review resulted in the new studies proposal to advance the field's knowledge base. These propositions are established through reviewing and reading studies and defining them in accordance with the conceptual framework depicted in Figure 12. Fig.

12 identifies 37 research directions to oversee the implementation of speaking skills based on a storytelling approach in the educational setting, with the goal of identifying new research opportunities, contributing to policymakers' strategic success, and promoting an approach to the reality of children's education. Future studies may be organized into the following categories based on the current state of research and the proposed structure:

1) Language skills - Focus effective and fun based-speaking activities by incorporate with technology enablers in the idea of storytelling approach.

2) Development Communication - A new storytelling approach according to age of the children.

3) Pedagogical Strategy - More studies on pedagogical materials that are sustainable and to employ on speaking performance.

4) Attributes Characteristics - New value on moral and attributes characteristics to support the idea of a holistic education.

5) Learning Tools - To assess speaking skills and language skills performance that has already approved in the storytelling approach in other language in practice.
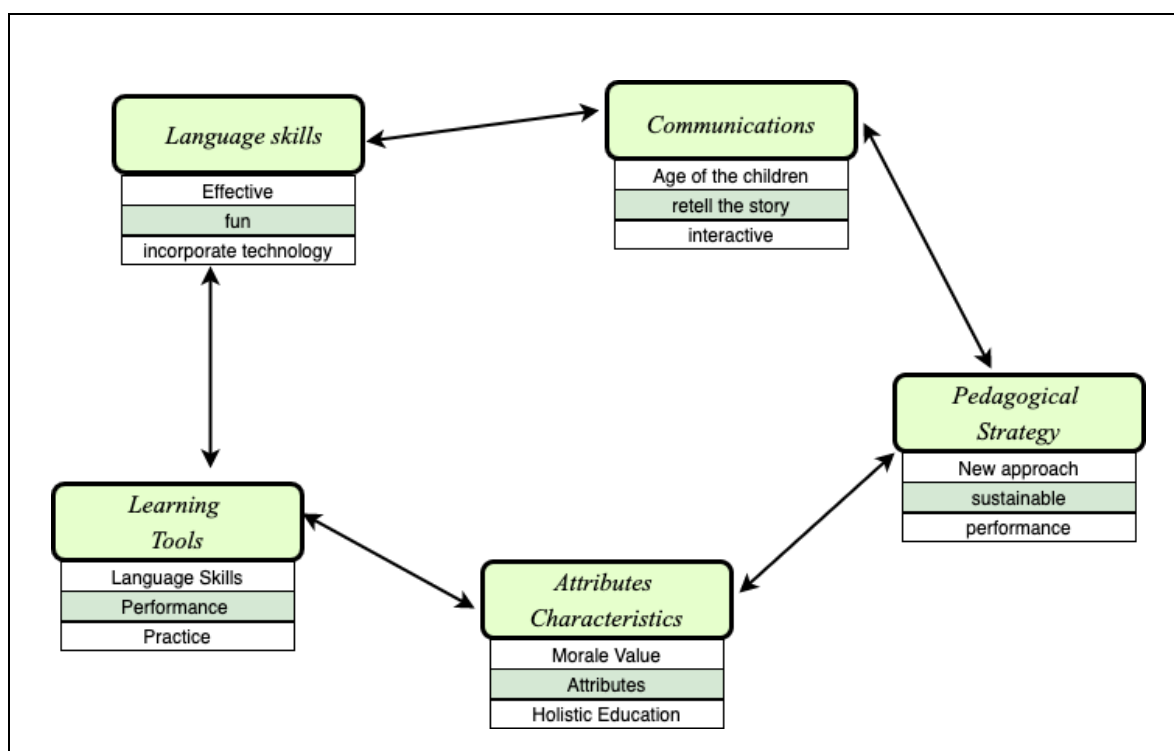

Fig. 12. A conceptual framework on the existing discussion on speaking skills with storytelling strategy.

Conclusion

Two approaches were taken in this article, based on 37 articles reviewed in this paper. The first section is the quantitative section that emphasized the numerical data collected from ATLAS.ti 8. Also, even with heightening interest in the subject, there is still no review paper

that combines both speaking abilities and a storytelling approach in literature. Additionally, there is a requirement to adapt the concepts of inherent in the storytelling literature for educational purposes and to implement them more systematically with integrated technology. On the qualitative side, the theme emphasised the importance of elucidating the relationship between speaking abilities and storytelling literature, which anticipates the education as well as sustainable growth of the children's learning environment through technology in order to incorporate more fun elements into children's development. The article's primary contribution has been to examine the literature on attributes and characteristics in classroom practises in education.

The practical contributions are to enhance or expand educational opportunities, to investigate interesting and more appropriate and sustainable tools, and to suggest a new method for developing "speaking skill"-based activities that incorporate storytelling. This article discusses current practises that are critical for developing speaking abilities and their application in education, particularly for children. Thus, it is essential to conduct research into new educational models that incorporate a storytelling approach based on speaking skills. To successfully incorporate speaking skills into the storytelling approach, it is suggested that we gain a better understanding of how storytelling activities can involve language skills, communication development, pedagogical strategy, attributes, and learning tools. The elements of storytelling and speaking skills should be integrated into a future educational model in order to ensure that language learning in the new era of education is sustainable and serves the goal of enjoyable learning for children.

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