

BRIDGING GENRE WITH TECHNOLOGY: EFL STUDENTS' REFLECTION ON USING AI TO PRACTICE TELLING FRACTURED STORIES

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Abstract: This study explores students' perceptions of AI benefits in GBA-based fractured story speaking tasks across different stages of the teaching cycle and identifies challenges and limitations students encounter when using AI for speaking practice. While AI is increasingly integrated into language education, limited research explores its pedagogical impact when embedded in genre-based speaking activities, particularly in EFL (English as a Foreign Language) settings. This qualitative case study involved 32 tenth-grade students in West Java, Indonesia, and examined how an AI tool, i.e., ChatGPT, influenced their fluency, pronunciation and content structure in spoken English tasks. The study used classroom observations, students' reflection using Google Form, focus group semi-structured interviews, and students' conversation log with AI to collect the data. The study used thematic analysis to analyze the data. The findings reveal that students perceived AI as a valuable aid in idea generation, pronunciation improvement, and confidence building. They valued AI's instant feedback and flexibility, though concerns emerged about technical issues and inappropriate AI responses. This study offers evidence-based recommendations for effective AI integration in genre-based speaking instruction. Future research needs to investigate how AI-mediated genre-based instruction can be pedagogically balanced with teacher support to foster deeper genre awareness and sustained speaking proficiency.

Keywords: Artificial Intelligence (AI), fractured stories, genre-based instruction, speaking development

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Genre-Based Approach (GBA) has been widely used in language education around the world. This approach is rooted in systemic functional linguistic theories that emphasize the social functions of language (Halliday & Matthiessen, 2014). Since its development, GBA has become a foundational pedagogical framework in English language education in Indonesia, where it has been integrated into the curriculum since 2004 (Emilia, 2021; Emilia & Martin, 2023; Emilia, 2025). This approach emphasizes teaching language through genres (i.e., structured text types that serve specific social purposes). This approach facilitates the development of communicative competence and genre awareness among learners (Martin & Rose, 2008).

Extensive research has demonstrated GBA's effectiveness in improving various language skills, notably speaking (Putra, 2023; Ahyarudin & Jamilah, 2024). Additionally, in recent years, advances in technology have transformed educational practices globally, prompting a need to adapt traditional pedagogies like GBA to incorporate digital tools. Artificial Intelligence (AI),

in particular, has shown promising potential in EFL contexts by offering personalized feedback, interactive exercises, and real-time pronunciation correction that can build a foundation for lifelong composition and learning (Ali & Susilana, 2024; Holmes et al., 2019; Holmes & Tuomi., 2022). AI-powered tools, including conversational agents and speech recognition software, address traditional limitations by providing personalized feedback, interactive practice environments, and immediate pronunciation corrections (Kim et al., 2021; Warschauer, 2024).

Empirical studies reveal that AI tools such as chatbots, speech recognition software, and language applications can enhance fluency, vocabulary, pronunciation, and confidence among language learners (Wang, 2025; Mardhiah et al., 2024). Current studies predominantly focus on general speaking tasks or examine AI tools in isolation from curriculum frameworks (Petrova & Rychkova, 2024). However, research integrating AI with established pedagogical frameworks like GBA remains limited, especially within the context of secondary education and creative language genres (Kartika-Ningsih & Gunawan, 2019).

One genre that is suitable to be integrated with AI is fractured stories, creative adaptations of traditional tales that involve reimagining characters, plots, or settings while maintaining narrative coherence (Husnunnisa, 2024; Jagger, 2020). Fractured storytelling requires linguistic complexity, critical thinking, and creativity. This characteristic makes it an ideal candidate for AI-supported practice through story planning, structural feedback, and oral delivery assistance. Despite the growing use of AI in language learning, little is known about how students perceive and experience AI integration within structured genre-based speaking tasks, particularly in the context of secondary school education and creative genres.

This study addresses these gaps by investigating EFL students' reflections on using AI tools within a GBA framework for fractured storytelling practice. The research contributes to the field of English language education, particularly in Indonesia by: (1) examining the intersection of AI technology, genre-based pedagogy, and creative storytelling in an underexplored EFL secondary context; (2) prioritizing student voice to reveal learning mechanisms often invisible in performance assessments; and (3) providing guidance for curriculum-aligned AI integration that enhances rather than replaces established GBA practices.

The study addresses two primary objectives. The first is to explore students' perceptions of AI benefits in GBA-based fractured story speaking tasks across different stages of the teaching cycle. The second is to identify challenges and limitations students encounter when using AI for speaking practice. This can inform evidence-based recommendations for effective AI integration in genre-based speaking instruction.

Genre-based Approach to Teaching Speaking

The Genre-Based Approach (GBA) is grounded in Systemic Functional Linguistics (SFL), developed by Halliday (1973) and expanded by Martin (2009), Christie (2005) and Martin (2009). GBA emerged from the Sydney School in Australia and operates on the principle that language varies according to social context and communicative purpose (Hyland, 2007; Martin & Rose, 2008). This framework views language learning as mastering both linguistic structures and their social functions.

GBA employs a structured four-stage teaching cycle: building knowledge of the field, modelling, joint construction, and independent construction (Derewianka & Jones, 2016). The cycle begins with activating prior knowledge and introducing context, followed by presenting and analyzing genre examples (Feez, 1998). The joint construction stage facilitates teacher-student collaboration in text creation, supporting Vygotsky's Zone of Proximal Development (ZPD) theory, before students demonstrate independent mastery (Gibbons, 2015). This scaffolding approach ensures systematic internalization of genre conventions while integrating meaning, discourse structure, and social purpose rather than focusing solely on grammar (Christie & Derewianka, 2008).

Research demonstrates GBA's effectiveness in enhancing speaking skills and discourse coherence. Research conducted by Kurniasih et al. (2026) reported a significant improvement in EFL student fluency using GBA, which is integrated with digital storytelling, while Norrick (2001) found that students produced more coherent narratives with appropriate discourse markers. Pan's (2023) meta-analysis confirmed GBA's strong effect on oral coherence ($d = 0.81$), particularly in academic speaking contexts.

In Indonesia, GBA has been integrated into the national curriculum with extensive research in reading and writing skills (Amalia & Emilia, 2025; Emilia, 2025a,b; Emilia et al., 2021; Emilia & Hamied, 2015; Emilia & Martin, 2023). However, limited research exists that links GBA with AI integration in speaking instruction (Kartika-Ningsih & Gunawan, 2019), representing a significant research gap that this study addresses. In the following subsection, it will be explained how AI initially emerged in the field of language learning as a step forward from CALL.

Intelligent Computer-Assisted Language Learning (ICALL)

Intelligent Computer-Assisted Language Learning (ICALL) is the advanced branch of Computer-Assisted Language Learning (CALL), which integrates artificial intelligence techniques to enhance language acquisition and teaching (Heifh & Schulze, 2012). ICALL has evolved over the past decades from simple CALL tools to sophisticated systems employing natural language processing (NLP), expert systems, and learner modelling. In the field of natural language processing, applications that convert the conversion of spoken words into written text fall under speech recognition or speech-to-text systems; the opposite process is known as speech synthesis or text-to-speech (Jurafsky & Martin, 2000).

Contemporary ICALL systems are grounded in Second Language Acquisition (SLA) theories, emphasizing interaction and the noticing hypothesis. Scholars like Gass (1997), Long (1996), and Schmidt (1990, 1994) highlight the importance of input, interaction, and learner awareness in language learning, which ICALL tools aim to foster. ICALL projects support a range of language learning activities, including vocabulary and grammar acquisition, writing assistance, reading comprehension, and even speaking practice. They offer interactive and context-sensitive feedback, facilitating learners' noticing of linguistic forms and promoting active engagement (Heifh & Schulze, 2012). Despite the significant progress, challenges remain in developing widely used, effective, and scalable ICALL systems.

Artificial Intelligence (AI) in Language Learning

AI encompasses computer systems capable of making predictions, recommendations, and decisions that influence real environments (UNICEF, 2021). In education, AI's adaptive learning capabilities make it valuable for supporting diverse learning needs (Yang et al., 2021). AIED research focuses on student-, teacher-, or institution-centered approaches, with this study emphasizing student-focused tools including language learning applications, chatbots, and speech recognition software (Holmes & Tuomi, 2022).

AI has transformed English language learning by providing personalized and interactive experiences beyond traditional methods (Luckin et al., 2016). Conversational AI tools like ChatGPT and Gemini enable students to engage in repetitive practice conversations that improve fluency (Fryer et al., 2020), while speech recognition technology delivers immediate pronunciation feedback, enhancing learner confidence (Chen et al., 2021). Empirical evidence supports these benefits. AI speech recognizers demonstrate faster pronunciation accuracy improvements compared to teacher feedback alone (Chen et al., 2021), while AI chatbots create safe practice environments that boost confidence (Cartos et al., 2023). This is particularly significant for Indonesian EFL learners who have limited access to native speaker interactions, both inside and outside the classroom.

In this study, the specific AI tool used by the students was ChatGPT. This AI is especially relevant for this context due to its accessibility and adaptability. Recent studies have highlighted ChatGPT's potential in enhancing EFL learners' speaking skills by providing instant, contextualized feedback and engaging students in simulated conversations (Ali & Susilana, 2024; Chen et al., 2021). Werdiningsih et al. (2024) found that ChatGPT supports learners in achieving greater linguistic accuracy while effectively preserving cultural expressions, which is crucial for authentic language use. Moreover, ChatGPT's ability to generate diverse, contextually relevant prompts encourages students to practice spontaneous speaking and improve fluency (Salsabil et al., 2024; Wang, 2025). In addition, ChatGPT provides students with continuous practice opportunities independent of time and space constraints, which potentially creates personalized learning experiences (Bekdas, 2025; Salsabil et al., 2025). ChatGPT also creates a non-judgmental practice space that reduces speaking anxiety and increases confidence (Salsabil et al., 2025; Wang, 2025).

However, some limitations have been reported: ChatGPT sometimes provides generic or contextually inappropriate responses, which can hinder meaningful communication; it also lacks full understanding of cultural nuances and pragmatic cues, leading to possible misinterpretations (Nugroho et al., 2023; Su & Tran, 2024). Additionally, over-reliance on ChatGPT may risk students focusing more on grammatical correctness than on natural, spontaneous speech (Nugroho et al., 2023; Su & Tran, 2024).

Despite these weaknesses, ChatGPT's integration with Android smartphones makes it particularly convenient for Indonesian high school students, offering an accessible platform for continuous practice. Android dominates Indonesia's smartphone market with nearly 88% (Omdia, 2026) share, driven by affordable brands like Oppo, Samsung, and Xiaomi, which are widely used by price-sensitive students from middle- and lower-income families. Its

compatibility with widely used devices further supports widespread adoption of AI-assisted speaking activities in the local educational context.

AI-integrated GBA for Teaching Speaking

The integration of AI with GBA in speaking instruction offers transformative opportunities for language learning. While GBA traditionally emphasizes mastery of spoken genres through modelling and guided practice (Martin & Rose, 2008), AI provides personalized, real-time feedback on linguistic and discursive features (Warschauer, 2024). Natural Language Processing technology helps students structure narratives according to genre conventions, while chatbots like ChatGPT train students to adjust register and tone for various social purposes (Derewianka & Jones, 2016). AI systems can also assess spoken coherence by identifying weak transitions or incomplete arguments, thereby enriching speaking practice and improving communication accuracy.

AI strengthens each stage of the GBA teaching cycle. During modeling, AI generates genre-specific texts and dialogue examples for analysis. In the joint construction stage, AI acts as a collaborative partner, suggesting genre-appropriate vocabulary and structures. During independent construction, AI conversational agents simulate genre-specific interactions while providing immediate feedback, allowing authentic yet guided practice. Importantly, AI functions as a complementary pedagogical tool that reinforces incremental learning rather than replacing teacher instruction (Mambetovna, 2026; Nawir et al., 2025).

Despite its potential, AI integration faces important constraints. AI systems struggle with culturally rooted genre conventions and politeness strategies (Dizon, 2020), and students may over-rely on autocorrection at the expense of communicative spontaneity (Dewantara et al., 2024). AI cannot replicate the emotional nuances of human feedback or contextual sensitivity (Warschauer, 2024). Recent innovations address these limitations through genre-specific corpora (Hyland, 2024) and multimodal AI that analyzes gestures in presentations (Gutierrez et al., 2024).

AI-GBA integration aligns with both cognitive and sociocultural learning theories, supporting bottom-up linguistic processing while providing top-down genre understanding (Gibbons, 2015; Vygotsky, 1978). Recent studies demonstrate that combining peer feedback with chatbots improves public speaking performance (Zheng et al., 2024), while AI-assisted spoken dialogue enhances everyday learning contexts (Ericsson & Johansson, 2023). AI also reduces anxiety and facilitates reflection, serving as both cognitive and affective scaffolding that strengthens social interaction in genre-based learning (Salsabil et al, 2025; Wang, 2025).

AI-integrated GBA to Teaching Fractured Fairy Tales

Fractured fairy tales are reimagined traditional stories with altered plots, characters, or messages (Temple et al., 2018; Zipes, 2000). This genre is taught in the tenth-grade of senior high school in Indonesia. Some texts are provided in the English textbook for grade X published by the Ministry of Education. This genre develops critical literacy by challenging dominant perspectives and constructing new meanings. Theoretically grounded in cognitive development (Piaget, 1950) and social constructivist theory (Vygotsky, 1978), fractured fairy tales utilize

familiar narratives to promote collaboration and social interaction while expanding critical, creative, and collaborative thinking.

Within *Kurikulum Merdeka* (Emancipated Curriculum), narrative genres align with critical thinking, creativity, and collaboration competencies, guiding students to practice inferential analysis and story development (Emilia, 2025b; Kemendikbud, 2022). Effective pedagogical strategies include reversing endings, switching perspectives, or changing settings and characters (Hong & Zhan, 2026; Lazar, 2015). Collaborative activities integrating AI tools with teacher or peer guidance strengthen engagement and metalinguistic awareness (Yuan & Hu, 2025).

AI technology significantly supports narrative learning through multiple mechanisms. ChatGPT and Gemini provide guided questioning for story generation and feedback on grammar and clarity. AI-based speech analysis tools enhance fluency, pronunciation, and coherence in oral storytelling. Research demonstrates that AI applications improve speaking fluency, accuracy, and confidence while reducing anxiety (Zheng et al., 2024). However, technical limitations, including inaccurate speech recognition and generic feedback, necessitate continued teacher involvement for culturally sensitive, contextual guidance.

Despite the promising findings, AI use in genre-based speaking tasks, particularly fractured fairy tales, remains underexplored. Most research emphasizes pronunciation or fluency rather than AI's support for narrative structure and student reflection. These are crucial elements in EFL storytelling that help students evaluate performance and strengthen genre understanding. Indonesian AI-EFL research has predominantly focused on reading and writing skills (Kartika-Ningsih & Gunawan, 2019). This study addresses this gap by examining high school students' reflections on AI use in fractured fairy tales, speaking tasks, providing insights into AI benefits, limitations, and pedagogical considerations for meaningful genre-based learning integration. Focusing on high school students is crucial to address this research gap as they face significant speaking challenges, such as anxiety and limited exposure to English, yet few studies explore AI solutions for them. This study bridges that gap by investigating genre-based AI pedagogy at this key educational stage.

METHOD

This study employed a qualitative case study design, which allows for an in-depth exploration of complex classroom practices within their real-life context (Merriam & Tisdell, 2016; Yin, 2018). This approach aligns with the teacher-as-researcher role, enabling close engagement with the learning process and providing insights that are both practical and reflective (Mason, 2002; Stake, 1995).

This study involved 32 tenth-grade students (17 female and 15 male), aged 16 to 17, from a public senior high school in Subang, West Java as the participants. Their English proficiency ranged from beginner to lower intermediate. The class was purposively selected for its typicality of the Indonesian high school EFL practice and was accessible to the researchers (Creswell & Poth, 2018). The students exhibited nearly uniform proficiency levels, predominantly at the A1 level of the CEFR. Prior to the study, all students and school staff were briefed on the research objectives and protocols. Furthermore, written informed consent was obtained from the participants to ensure voluntary participation.

ChatGPT was integrated into the eight-session genre-based pedagogy cycle on fractured fairy tales through teacher-guided smartphone access during 20-30-minute blocks. Students received explicit verbal/written prompts at each stage, such as vocabulary queries and comprehension in the Building Knowledge stage, story models and feature analysis in Modelling, collaborative story creation with grammar feedback in Joint Construction, and independent story drafting, text-to-speech conversion, plus pronunciation practice in the Independent Construction stage. The teacher demonstrated usage, circulated for semiotic mediation (cued-elicitation, recasting), and monitored to ensure on-task alignment with lesson objectives, capturing all interactions for analysis. The following figure illustrates how AI was administered into the four cycle of GBA.

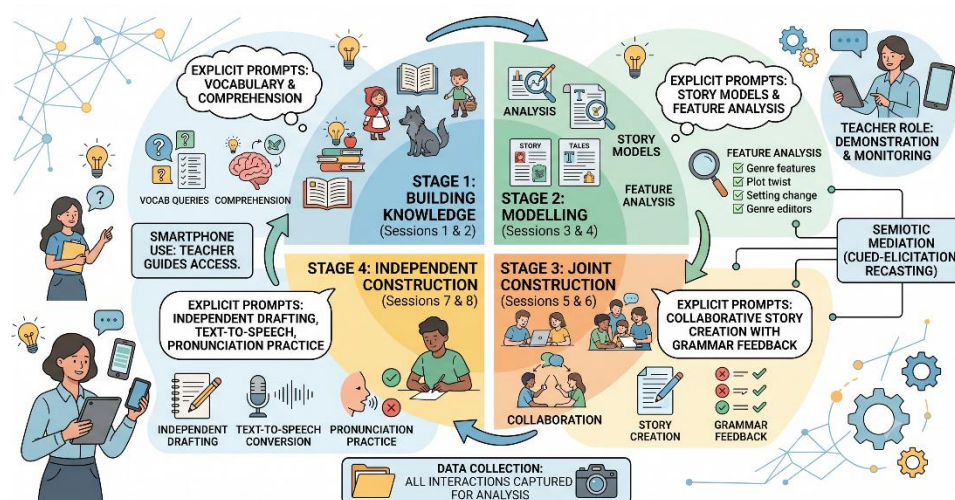


Figure 1. The eight sessions of AI-mediated genre-based teaching
(This figure was generated by Gemini.)

This study used four data sources to ensure triangulation and a holistic understanding, namely classroom observations, student reflections using Google Form, semi-structured interviews, and AI chat logs. The classroom observations were undertaken from July to August 2025 for six times with a duration of 90 minutes for each. They were observed using a scaffolding protocol (see appendix 2) based on Hammond (2001) and Gibbons (2015). These observations focused on student interactions, the utilization of AI tools in storytelling tasks, and collaborative learning strategies. Student reflections were collected via Google Form regarding their perceptions of AI's role in improving speaking skills, challenges they encountered, and overall impressions. The reflections were taken from their responses to ten questions posed in the Google Form (see appendix 3). Questions like "How do you feel when you learn to write or tell a fractured story using AI (e.g. ChatGPT)?", "How do you use AI to learn to write and tell fractured stories?", etc were asked as a reflection on the students' learning process using ChatGPT. Semi-structured interviews with seven students were conducted to gain deeper insights into their experiences, feelings and perceptions on using AI as a collaborative partner to

create and practice telling fractured stories (see Appendix 4). The seven students were selected based on their varied engagement with ChatGPT during the learning process and their mixed ability in English. Interviews lasted approximately 30–45 minutes and were conducted in the Indonesian language according to the participants' preferences and to gain deeper insight from the participants. Moreover, records of students' interactions with AI tools during storytelling practice were collected to analyze real-time usage and engagement patterns. The following table shows the integration matrix between themes, stages, and evidence.

Table 1. Summary of Data Collection Techniques

Objective	Emerging Theme	BKOF Stage	Modelling Stage	Joint Construction	Independent Construction	Evidence / Data Sources
Benefits	Perceived usefulness and emotional engagement	✓	✓	✓	✓	Observation, Reflection, Interview, AI chat logs
Benefits	AI as a corrective tool	✓	✓	✓	✓	Observation, Reflection, Interview, AI chat logs
Benefits	Fostering confidence and reducing anxiety	✓	✓	✓	✓	Observation, Reflection, Interview
Challenges	Technical challenges	✓	✓	✓	✓	Observation, Reflection, Interview
Challenges	Pragmatic challenges	✓	✓	✓	✓	Observation, Reflection, Interview
Recommendation	Recommendation for enhanced learning	—	—	—	—	Observation, Reflection, Interview

The data of this study were analysed following Braun and Clarke's (2006) six-stage framework, beginning with immersion in the data, generating initial codes inductively, and then identifying, reviewing, and defining key themes. Among the emergent themes were “AI as an idea generator,” “AI as a confidence booster,” “reliability challenges,” and “the teacher's role as a balancer.” (see Appendix 5)

All the data was triangulated, as noted earlier, to enhance the credibility of findings by cross-verifying data from observation, reflections, interviews, and AI logs. Moreover, member checking was undertaken by sharing thematic summaries with the participants for feedback. In addition, peer debriefing sessions were conducted to refine coding and theme development.

Transferability was also supported through rich, detailed descriptions of the study context and participant demographics. Dependability was ensured by maintaining comprehensive records of research steps and decisions. Reflective journaling by the researchers was used to address potential biases and enhance confirmability (Lincoln & Guba, 1985).

FINDINGS AND DISCUSSION

Based on the comprehensive thematic analysis of qualitative data derived from classroom observations, student reflections via Google Forms, semi-structured interviews, and AI chat logs, this section presents the empirical findings organized strictly around the study's two main research objectives. Each emergent theme is integrated with empirical data and critically discussed in relation to Systemic Functional Linguistics (SFL), genre pedagogy, and recent literature in technology-enhanced language learning.

Students' Perceived Benefits of AI-Integrated Genre-Based Instruction

The first objective of this study was to explore how students experienced and perceived the pedagogical affordances and benefits of using ChatGPT within their structured, fractured story-speaking tasks. Inductive thematic coding identified three prominent benefit-oriented clusters: creative partner ideation, targeted phonological/corrective scaffolding, and affective filtering mitigation. These dimensions are systematically unpacked below across their respective configurations within the four stages of genre-based instruction. Table 1.1 below shows the summary of the first objective's findings.

Table 1.1. Summary of Findings for Research Objective 1

Perceived Benefit (Theme)	Most Evident GBA Stage(s)	G-Form Reflection Evidence	Interview Evidence	Classroom Observation Evidence	Student-AI Interaction Log Evidence
1. Creative Partner in Narrative Ideation	BKOF & Modelling	Students feel challenged and helped in imagining the plot of the folklore (Respondent 14).	Reduce confusion of the order of the story sections (Orientation/Complication) by providing the option of plot continuation (S2).	Students actively respond to guided prompts that the teacher displays on the classroom screen.	Conversation recordings show the AI offering role-change suggestions (e.g., Malin Kundang becomes a pirate).
2. Targeted Phonological & Corrective Scaffolding	Independent Construction	Students use pronunciation tools independently to reduce nervousness before appearing verbally	Finding the correct pronunciation of past tense verbs through repeated listening to AI model audio.(S8).	Students perform an independent practice cycle (copy-pasting text into a voiceover app) using their respective smartphones..	The voice transcript shows ChatGPT providing specific oral syllable stress corrections (e.g., the words 'AR-rrogant' and 'bustling').

Perceived Benefit (Theme)	Most Evident GBA Stage(s)	G-Form Reflection Evidence	Interview Evidence	Classroom Observation Evidence	Student-AI Interaction Log Evidence
		(Respondent 7).			
3. Affective Filtering Mitigation & Safe learning space	Joint & Independent Construction	Students feel excited and fully supported by AI (Respondent 7).	Feel safe and not embarrassed because AI never judges or gets bored of repeated pronunciation mistakes (S6).	Lower proficiency students, who are usually passive, seem brave to do repeated voice tests.	The logs show the constant AI response providing encouraging sentences (such as 'Great job!' or 'Beautiful work!').

Perceived Usefulness and Emotional Engagement in Narrative Ideation

A central benefit emerging across the data sources was the practical usefulness of AI as a distributed cognitive scaffold for plot development, character re-imagining, and the structuring of narrative texts. In more traditional implementations of the Genre-Based Approach (GBA), the transition from text deconstruction to independent narrative composition often constitutes a considerable cognitive hurdle for EFL learners, commonly described as “blank page syndrome” or schematic paralysis. In this study, the integration of ChatGPT helped to ease this friction point by transforming a solitary, high-stakes writing demand into an interactive, step-by-step dialogic sequence that students could navigate more confidently.

During the Building Knowledge of the Field (BKOF) and Modelling stages, classroom observations suggested that students primarily mobilised the AI as an accessible cultural and lexical resource. When they encountered culturally embedded regional subtexts or unfamiliar vocabulary in the model narratives, they routinely used prompts to clarify meanings, explore contextual nuances, and refine their understanding of key concepts. This pattern was strongly supported by the real-time AI interaction logs, which recorded systematic queries probing local contextual values, including the following exchange captured in Session 2.

Student Prompt: *Apa itu ayam den lapeh?* (What is Ayam Den Lapeh?)

ChatGPT: “*Ayam Den Lapeh*’ adalah judul lagu tradisional Minangkabau (Sumatera Barat) yang sangat terkenal. Dalam bahasa Minang, itu berarti ‘Ayam saya lepas’ (atau secara kiasan: sesuatu yang berharga telah hilang atau tidak bisa dimiliki lagi).” (“*Ayam Den Lapeh*’ is the title of a well-known traditional Minangkabau song from West Sumatra. In Minang, it literally means ‘my chicken has escaped’, but figuratively it refers to something precious that has been lost or can no longer be possessed.”) (Student-AI Log, Session 2)

This immediate access to contextual and background field knowledge helped lower the semantic processing demands placed on students. It enabled more equitable access to topic knowledge and to the narrative conventions of fractured stories, ensuring that students with different levels of prior exposure could participate on a more comparable footing. This pattern

is consistent with Singh's (2022) arguments about inclusivity and equity in language classrooms, where technology supports the establishment of a shared baseline of knowledge before students are expected to perform more complex tasks.

However, when students attempted to formulate their queries in English, the AI occasionally generated responses that were lexically dense or culturally misaligned with their local context. This operational constraint echoes the concerns raised by Mariafif and Suwartono (2024), who observed that uncured AI outputs can create cognitive overload for students. Their work underscores the importance of teacher-mediated prompt curation and lexico-grammatical leveling to ensure that AI-generated language remains pedagogically appropriate and accessible.

As the curriculum moved into the Modelling and Joint Construction stages, this receptive linguistic support developed into a more active form of creative collaboration. Focus group interview data suggested that the AI was not experienced as a passive text generator, but rather as an ideational sounding board that helped organize students' creative thinking without determining the plot for them. As one student explained during the interview:

"Biasanya kalau bikin cerita sendiri kita suka bingung mau mulai bagian Malin Kundang-nya atau orientasinya dulu. AI membantu kita berimajinasi lebih baik karena dia memberikan opsi-opsi untuk apa yang bisa terjadi selanjutnya pada Malin, yang membantu kita menentukan arah plot alur cerita daripada mengalami kemacetan." (Usually, when we try to write a story on our own, we get confused about whether to start with the Malin Kundang part or with the orientation first. AI helps us imagine better because it gives us options for what might happen next to Malin, which helps us decide the direction of the plot instead of getting stuck.) (S2, Focus Group Interview)

This data point demonstrates that the AI's step-by-step interactive framework explicitly reinforced the structural logic of the narrative genre, prompting students to resolve choices sequentially across Orientation, Complication, and Resolution phases. The finding aligns closely with the core principles of SFL-informed genre pedagogy, which argues that explicit awareness of schematic structure is essential for students to gain independent control over text production (Amalia & Emilila, 2025; Martin & Rose, 2008; Derewianka, 2015). In this sense, the AI's structured questioning functioned as a scaffold that helped students notice how particular plot developments realize specific genre stages. This broader cognitive support was further confirmed in the Google Form reflections, where 80% (24/30) of respondents reported benefits related to idea generation and structural guidance, with one student writing:

"Sangat menarik dan menantang ketika membuat fractured story karena kegiatan ini seperti melatih kemampuan berimajinasi kami untuk mengembangkan cerita yang jauh lebih realistis." (Very interesting and challenging when creating a fractured story, because this activity is like training our imagination skills to develop a much more realistic story.) (Google Form Reflection, Respondent 14)

The strong engagement and perceived usefulness reported during these early text-creation stages support earlier studies showing that AI tools can enhance positive emotion and motivation when they are embedded in meaningful, genre-based activities (Ahyarudin & Jamilah, 2024; Bekdaş, 2025). Rather than serving as a rigid template that limits student expression, the

integration of AI with GBA offered what Tardy (2009) terms structured creativity. In this way, students could work within clear genre conventions while still being encouraged to creatively adapt, rework, and invert roles within a supportive structural framework.

Targeted Phonological and Corrective Scaffolding

The second major benefit cluster concerns the enactment of form-focused feedback loops within the Independent Construction phase. While GenAI text interaction supported semantic organization, the integration of Automated Speech Recognition (ASR) features and Text-to-Speech (TTS) applications established an accessible, ubiquitous environment for phonological refinement and oral rehearsal, bridging the gap between planned written scripts and spoken execution.

Classroom observation data from Session 7 revealed that students adopted a recurrent multimodal practice cycle to prepare for their final oral performance. Students routinely copied their completed written narratives, pasted them into smartphone-based voiceover applications, and generated high-quality auditory templates. Students then engaged in intensive, self-paced mimicking practices. Real-time spoken chat logs with ChatGPT demonstrate that students utilized the voice interface to 'test' their pronunciation accuracy, receiving immediate, targeted corrective feedback on word stress and syllable emphasis. The audio transcript logs capture these precision interventions clearly:

"ChatGPT: That was a great start! Your pronunciation was clear... Just a tiny tip: when you say 'bustling city,' you can slightly emphasize the 't' in 'bustling' to make it a bit crisper... And when you say 'arrogant,' make sure the emphasis is on the first syllable, so it sounds like 'AR-rogant.'" (Spoken Interaction Transcript Log, Session 7)

The real-time nature of this scaffolding helped the students observe phonetic boundaries and make word stress changes immediately. It is a teaching quality that is often hard to achieve for a teacher in one classroom meeting. The focus group interview revealed that this particular modelling was instrumental in improving students' oral accuracy and articulation skills in particular, as one of the students recounted:

"Peningkatan saya ada pada pelafalan (pronunciation), Miss. Sebelumnya saya kurang tahu banyak cara mengucapkan kata-kata bahasa Inggris dengan benar, tetapi setelah mendengarkan audio AI berulang-ulang dan meminta koreksi dari ChatGPT, kemampuan berbicara saya menjadi agak meningkat." (My improvement is in pronunciation, Miss. Before, I did not know many ways to pronounce English words correctly, but after listening to the AI audio repeatedly and asking ChatGPT for corrections, my speaking ability has improved somewhat.) (S8, Focus Group Interview)

The integration of these auditory loops within the Independent Construction stage strongly supports the theoretical intersections between SFL genre cycles and contemporary cognitive models of speech production. According to Levelt's (1989) speech production framework, low-level articulatory encoding can heavily tax a student's working memory, causing speech breakdown during complex conceptual tasks. By utilizing TTS and ASR systems, students

effectively engaged in what Baddeley (2003) defines as cognitive offloading: outsourcing the mechanical demands of decoding phonetic patterns to an external acoustic model, thereby freeing up working memory for fluent delivery. These results align perfectly with recent empirical evidence demonstrating that AI-mediated formative feedback and automated speech recognition systems accelerate pronunciation precision and vocabulary retention far more effectively than traditional classroom methods by facilitating autonomous, repetitive, and highly targeted phonetic practice (Alharbi, 2023; Baharloo & Miyan Baghi, 2024; Dennis, 2024).

Affective Filtering Mitigation and Confidence Building

Beyond improvement in cognition and structure, the analysis also points to an important affective shift shaped by the private nature of AI interaction. In conventional secondary EFL classrooms, speaking tasks often provoke strong foreign language classroom anxiety because students worry about public mistakes or negative peer reactions. The data suggest that the conversational AI created a safe space for low-stakes linguistic experimentation. This was especially evident when students responded to ChatGPT's guiding questions.

This anxiety reduction was also reflected in the Google Form responses, where students repeatedly noted that the supportive and private nature of the tool helped them overcome speaking hesitation and develop genuine confidence. One student summarized this experience as follows:

"AI sangat penuh dengan dukungan ('full of support') sehingga membuat saya menjadi lebih bersemangat, tidak terlalu gugup saat tampil, dan merasa jauh lebih percaya diri karena sudah terbiasa berlatih dengannya." (AI is very supportive, which makes me more enthusiastic, less nervous when performing, and much more confident because I have become used to practicing with it.) (Google Form Reflection, Respondent 7)

Observational field notes confirmed this psychological safety, documenting that lower-proficiency students who typically remained silent during public classroom drills engaged in extensive, uninhibited oral testing when working individually with their mobile devices. Focus group interview explored this phenomenon deeply, revealing that the non-evaluative stance of the machine was central to reducing anxiety barriers:

"Saya tidak merasa malu berbicara dengan AI. Dia tidak pernah menghakimi atau bosan ketika saya membuat kesalahan pelafalan berkali-kali. Rasanya seperti memiliki guru les pribadi versi gratis yang selalu siap membantu kapan saja." (I do not feel embarrassed speaking with AI. It never judges me or gets bored when I make pronunciation mistakes repeatedly. It feels like having a free personal tutor who is always ready to help at any time.) (S6, Focus Group Interview)

The reduction in the affective filter observed in this study offers strong empirical support for Horwitz et al.'s (1986) model of foreign language anxiety, particularly its emphasis on fear of negative social evaluation as a major barrier to oral production. By serving as a private and non-judgmental speaking partner, the AI chatbot shifted the interaction from a high-stakes performance into a safer, lower-pressure rehearsal space. This aligns with recent findings by Cantos et al. (2023) and Salsabil et al. (2025), who show that voice-based interaction with tools

such as ChatGPT can strengthen students' self-regulation and communicative confidence. It also supports the arguments made by Özturan (2025) and Hashemifardnia and Kooti (2025), whose reviews suggest that interactive, non-evaluative AI support enables anxious students to engage more consistently in the repeated output needed to move from passive reception to confident oral production.

Technical and Pragmatic Challenges in AI-mediated GBA

The second main objective of this research was to systematically identify the structural barriers, limitations, and operational friction points encountered by students during the AI-mediated instructional sequence. While perceptions of benefit were dominant, thematic analysis of student experiences revealed critical technical and pragmatic constraints that must be accounted for to ensure effective, balanced pedagogical integration. The following table summarizes the findings for this second research objective.

Table 2.1. Summary of the Findings for Research Objective 2

Challenge / Limitation (Theme)	Most Evident GBA Stage(s)	Google Form Reflection Evidence	Interview Evidence	Classroom Observation Evidence	Student-AI Chat Log Evidence
1. Infrastructure & Connectivity Dependencies	BKOF & Independent Construction	Written complaints about applications that are stuck/error due to internet network problems (Respondent 4).	Poor signals make the AI slow to respond, forcing verbal exercises to be moved home (S4).	Operational bottlenecks occur when school servers or mobile operators experience disruptions.	There is a session timeout or real-time voice processing failure.
2. Interactional Literacy & Prompt Vulnerability	Modelling & Joint Construction	AI sometimes suggests sentences that are too complicated and use high-level vocabulary that is difficult to understand (Respondent 22).	Students feel confused about formulating the right command word so that the AI understands the direction of the story.	Students get stuck in a cycle of trial-and-error that triggers cognitive frustration due to miswriting initial instructions.	The logs show the AI generates a draft story that is too long or does not match the language proficiency level of class X (A2).
3. Functional Misalignment & Content Distortion	Independent Construction	Students complained about the AI distorting the draft of the story text when it was being used.	When asking for verbal pronunciation feedback, ChatGPT actually rewrites and cuts out the student's original storyline (S2).	Students were surprised that their fractured story script was completely lost/changed after using the AI voice feature.	AI automatically corrects the content (content rewriting) even though students only input voice data to check vocal clarity.

Technical and Connectivity Infrastructure Dependencies

The most pervasive structural barrier identified across observations, reflections, and interviews was the extreme dependency of AI systems on stable digital infrastructure. In the local high school context of Subang, internet connectivity proved highly variable, frequently introducing severe friction into planned classroom procedures. Observation notes from Sessions 5 and 6 documented that institutional server overloads or poor cellular signals frequently interrupted the conversational flow, creating immediate operational bottlenecks.

This infrastructural dependency generated substantial frustration among students, as confirmed by Google Form reflection text data, where terms like 'error' and 'poor network' appeared as recurrent descriptors of negative experience (20% of code tokens). Interview accounts underscored that these technical disruptions had direct consequences for task completion, forcing some students to relocate their practice spaces or abandon real-time speech verification entirely during class hours:

"Kendala utamanya kemarin ada pada jaringan atau sinyal, Miss. Kalau sinyalnya tiba-tiba jelek, aplikasinya langsung macet atau lambat merespons. AI itu benar-benar butuh koneksi yang stabil, jadi kadang saya harus lanjut mencobanya di rumah." (The main problem yesterday was the network or signal, Miss. If the signal suddenly became poor, the application would immediately freeze or respond slowly. AI really needs a stable connection, so sometimes I had to continue trying it at home.) (S4, Focus Group Interview)

This pattern of infrastructural barriers highlights the practical realities of using technology in developing EFL contexts. It is consistent with earlier studies showing that the pedagogical promise of advanced educational technology is often limited by uneven digital access and unstable connectivity (Cahyono & Rosita, 2023; Dewantara et al., 2024). When internet access is unreliable, the distributed scaffolding process can quickly break down, and the teacher must immediately step in to maintain lesson continuity. As Ali and Susilana (2024) argue, this kind of vulnerability points to the need for strong contingency planning and institutional support so that technical problems do not widen the digital divide or disrupt learning for students with fewer resources.

Pragmatic Misalignments, Prompt Vulnerability, and Content Distortion

At the pedagogical level, a more complex set of pragmatic and interactional challenges emerged during the independent composition and speech practice phases. First, students encountered significant difficulty with 'prompt vulnerability' or interactional literacy. Because the generative model reacts dynamically to text commands, any semantic vagueness or linguistic error in the student's initial prompt often results in inappropriate or overly complex AI outputs.

Classroom observations recorded that several lower-proficiency students experienced initial confusion because they lacked the precise metalinguistic vocabulary needed to constrain the AI's generative behavior, leading to a trial-and-error cycle that increased cognitive frustration. Google Form text logs recorded statements such as:

"Kadang-kadang AI memberikan saran kalimat yang terlalu rumit atau menggunakan kata-kata tingkat tinggi yang sulit untuk saya pahami atau hafalkan untuk tugas berbicara." (Sometimes AI gives sentence suggestions that are too complex or uses advanced vocabulary that is difficult for me to understand or memorize for speaking tasks) (Google Form Reflection, Respondent 22)

Second, the data revealed a serious mismatch when students moved from refining written text to working on pronunciation. The interaction logs and interview data showed that general-purpose conversational models such as ChatGPT tend to focus more on meaning and text coherence than on precise pronunciation support. As a result, when students asked for feedback on the pronunciation of a single paragraph, the AI often treated the request as an invitation to rewrite or summarize the whole passage.

This mismatch sometimes led to unintended changes or even the loss of carefully developed fractured story elements, which became a significant obstacle during independent construction, as one student explained in the focus group interview:

"Waktu kemarin saya mencobanya, ada masalah besar, Miss. Saya meminta ChatGPT untuk mendengarkan dan mengoreksi pelafalan bahasa Inggris saya pada bagian cerita yang sudah saya ketik. Tetapi AI-nya malah menulis ulang dan mengubah alur cerita yang sudah capek-capek saya buat sebelumnya. Alurnya jadi berubah total dan disingkat terlalu banyak oleh dianya, sehingga saya harus mengulang dan memperbaiki teksnya lagi." (When I tried it yesterday, there was a major problem, Miss. I asked ChatGPT to listen to and correct my English pronunciation in the part of the story I had already typed. But the AI ended up rewriting it and changing the storyline I had worked so hard to create earlier. The plot was completely altered and shortened too much, so I had to go back and revise the text again) (S2, Focus Group Interview)

Furthermore, students reported instances in which the speech recognition engine failed to parse their non-native accents accurately, outputting garbled text or generic 'good job' validations that left students deeply uncertain about their actual articulatory accuracy. As Student S4 recounted: *'Saya mencoba berbicara dalam bahasa Inggris tetapi AI-nya tidak mengerti apa yang saya katakan, mungkin karena pelafalan saya salah, tetapi AI tidak memberi tahu di bagian mana yang salah.'* (I tried speaking in English, but the AI did not understand what I said, perhaps because my pronunciation was wrong, but the AI did not tell me which part was incorrect).

These observations reveal that when generative AI is applied without well-regulated instructions or specific form-related attributes, conversational competence may interfere with authorship, conceal error patterns, and create an extensive need for content validation. This friction illustrates the essential weaknesses of large language models highlighted by Nugroho et al. (2023) and Su & Tran (2024) in terms of cultural sensitivity and pragmatic consistency. This is because general AI applications tend to generate inappropriate context-dependent texts that may contradict students' intentions. Similarly to the caution issued by Aleksandrak (2011) and Cartos et al. (2023), excessive use of automated tools can lead to strategic errors and create a situation in which students pay more attention to meeting the machine's needs than to creating spontaneous communication.

Therefore, the evidence strongly confirms that AI technology within a Genre-Based Approach cannot operate as an isolated pedagogical solution. Instead, automated scaffolding

must be systematically balanced by the teacher's metalinguistic mediation, text-locking guidelines, and critical AI literacy instruction. As argued by Werdiningsih et al. (2024), teacher intervention remains essential to curate prompts, protect student authorship, and help students in critically evaluating AI suggestions against their actual communicative goals, ensuring that technology serves to amplify rather than replace authentic student agency.

CONCLUSION

This article has presented the results of a qualitative case study investigating EFL students' reflections on using an AI tool, i.e., ChatGPT, to practice telling fractured stories within a genre-based instructional framework. The study provides compelling evidence that AI-assisted genre-based instruction can support the development of speaking skills, especially in foreign language contexts like Indonesia. Students widely perceive AI as a valuable aid in speaking practice, benefiting from immediate feedback and a flexible learning environment that enhances idea generation, pronunciation, and self-confidence.

However, the findings also highlight important limitations. Technical problems, such as connectivity issues, speech recognition errors, and system glitches, can disrupt learning and diminish student engagement. Furthermore, there are concerns about the reliability, cultural appropriateness, or accuracy of AI-generated outputs, which may misguide students or inadvertently reinforce errors if used uncritically (Aleksandrak, 2011; Cartos et al., 2023). To address these weaknesses, it is crucial for teachers to embed AI tools within a well-structured pedagogical framework and actively support students' critical AI literacy, guiding them to evaluate and question AI outputs.

In summary, the pedagogical implications are clear: AI is best used as a complement to genre-based activities, not as a substitute for thoughtful instructional design. Teachers should anticipate and plan for technical challenges and foster students' awareness of AI's strengths and weaknesses. Future research needs to focus on practical solutions for minimizing technical issues and supporting students in becoming confident, critical users of educational AI. Moreover, longitudinal studies would help clarify the sustained effects of AI integration on EFL speaking skills.

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APPENDICES

Appendix 1. Conversation Log with AI in Joint Construction Stage

You said:

Saya adalah seorang siswa kelas X dan sekarang sedang mempelajari bagaimana membuat fractured story dari cerita Malin Kundang dalam bahasa Inggris. Bisakah kamu membimbing saya untuk membuat fractured story Malin Kundang dengan memberikan saya pertanyaan-pertanyaan pemandu dan berikan feedback pada setiap jawaban yang saya berikan baik secara grammar maupun pilihan kata.

ChatGPT said:

Tentu! Saya akan dengan senang hati membimbing kamu langkah demi langkah untuk membuat fractured story berdasarkan cerita *Malin Kundang*. Kita akan mulai dengan membuat versi cerita yang "dibelokkan" (fractured) dari versi aslinya, dan saya akan membantu kamu mengembangkan ide dengan pertanyaan-pertanyaan pemandu. Setiap kali kamu menjawab, saya akan memberikan feedback tentang grammar dan pilihan kata.

Langkah 1: Tentukan perubahan besar dalam cerita

Fractured story berarti kamu mengubah sebagian unsur cerita asli — bisa tokoh, setting, alur, atau ending. Mari mulai dengan satu pertanyaan:

Pertanyaan

1:

👉 In the original story, *Malin Kundang* becomes rich and forgets his mother. What would you like to change in your fractured story? (Do you want to change the ending, the setting, Malin's personality, or something else?)

Silakan jawab pertanyaan ini dalam bahasa Inggris semampu kamu. Saya akan bantu koreksi dan beri masukan setelah kamu menjawab.

You said:

I would like to change the setting of the story to West java. I also want to change the personality of Malin who is not a bad boy but a good boy and after he left west java for Japan, he came back to his mother and gave all his money to her.

ChatGPT said:

Great job! You're on the right track by changing both the **setting** and **Malin's personality**. Here's some feedback on your answer, followed by a corrected version:

✅ What's good:

- You clearly stated what you want to change.
- You gave a new setting (West Java and Japan).
- You explained the new version of Malin's character (kind and generous).

⚠️ Grammar & Word Choice Feedback:

Original	Correction	Explanation
<i>West java</i>	West Java	Proper nouns should be capitalized.

Original	Correction	Explanation
<i>who is not a bad boy but a good boy</i>	who is not a bad boy, but a good one	More natural phrasing; avoid repetition.
<i>after he left west java for Japan</i>	after he left West Java to go to Japan	“To go to” is clearer than just “for.”
<i>gave all his money to her</i>	gave all his money to her as a gift	Adding “as a gift” adds warmth and clarity. Optional but nice touch.

✅ Corrected Version:

I would like to change the setting of the story to **West Java**. I also want to change the personality of Malin, **who is not a bad boy, but a good one**. After he left West Java **to go to Japan**, he came back to his mother and **gave all his money to her** as a gift.

💎 Well done! Now let's move on.

Pertanyaan 2:

👉 *What is Malin's life like in Japan? What kind of job does he have and how does he become successful?*

Silakan jawab dalam bahasa Inggris semampumu. Saya akan bantu perbaiki dan berikan saran seperti sebelumnya.

You said:

Malin went to japan to work in a car factory. He worked hard and got so many bonus from his boss until he thought it was enough to go back to his town and build a house for his mother.

ChatGPT said:

Great effort! Your sentence communicates a clear story idea — Malin becomes successful by working hard in Japan, and he decides to return home for his mother. That's a nice change from the original!

✅ What's good:

- You described the **job** (working in a car factory).
- You showed that Malin is **hardworking and thoughtful**.
- The idea of building a house for his mother adds a warm touch.

⚠️ Grammar & Word Choice Feedback:

Original	Correction	Explanation
<i>japan</i>	Japan	Capitalize proper nouns.
<i>car factory</i>	✅ Fine	Common and clear.
<i>got so many bonus</i>	got many bonuses or received lots of bonuses	“Bonus” is a countable noun, so use bonuses . “So many” is less natural here.
<i>from his boss until he thought it was enough</i>	from his boss, until he thought he had saved enough	“Had saved enough” is clearer.

Original	Correction	Explanation
<i>to go back to his town</i>	to go back to his hometown	“Hometown” is the better word here.
<i>build a house for his mother</i>	✓ Fine	Clear and sweet.

✓ **Corrected Version:**

Malin went to **Japan** to work in a **car factory**. He worked hard and **received many bonuses from his boss**, until he thought he **had saved enough** to go back to his **hometown** and **build a house for his mother**.

💡 **Great progress!**

Pertanyaan 3:

👉 *When Malin returned to West Java, what happened? How did his mother react? Did the villagers recognize him?*

Silakan jawab dalam bahasa Inggris, dan saya akan bantu perbaiki lagi.

You said:

When Malin returned to West Java, he looked healthier but so tired. His mother almost not recognise him. She didn't believe that it was his son until malin show a birth mark on his shoulder. The villagers also didn't recognize him.

ChatGPT said:

You're doing a wonderful job continuing the story — I can clearly see the emotional moment when Malin returns home. The idea of using a **birthmark** for recognition is clever and adds a touching detail.

✓ **What's good:**

- You described **Malin's physical appearance** and emotions.
- You showed **his mother's disbelief**, which adds suspense.
- The **birthmark** is a creative and believable detail for recognition.

⚠️ **Grammar & Word Choice Feedback:**

Original	Correction	Explanation
<i>he looked healthier but so tired</i>	he looked healthier but very tired	“So tired” is okay in speaking, but “very tired” is more natural in writing.
<i>almost not recognise him</i>	almost didn't recognize him	Use didn't for past tense. “Recognize” (US spelling) or “recognise” (UK) is fine, but the helping verb should be correct.
<i>it was his son</i>	he was her son	The subject is <i>he</i> (Malin), and the speaker is <i>his mother</i> , so it should be “her son.”
<i>until malin show a birth mark</i>	until Malin showed a birthmark	Past tense of “show” is showed ; “birthmark” is one word.

Original	Correction	Explanation
<i>The villagers also didn't recognize him.</i>	✓ Correct	This sentence is good!

✓ **Corrected Version:**

When Malin returned to **West Java**, he looked **healthier but very tired**. His mother **almost didn't recognize him**. She didn't believe that **he was her son** until Malin **showed a birthmark on his shoulder**. The villagers also didn't recognize him.

You're building the story beautifully!

Pertanyaan 4:

👉 *What happened next after his mother recognized him? How did the villagers respond when they found out the truth?*

Silakan lanjutkan ceritanya dalam bahasa Inggris.

You said:

Malin's mother cried when she found out that he was trully her son. She hugged him and brought him to her house. Malin then said to his mother. "Mother, this is the money I earned when I worked in japan. I want to give it for you and you can use the money to renovate this house." malin's mother was so touched by her son's kindness.

ChatGPT said:

Beautiful work! This part of the story is heartwarming and shows the emotional reunion really well. You're also improving your sentence structure — great progress!

✓ **What's good:**

- You showed strong **emotion** from the mother (crying, hugging).
- The **dialogue** from Malin is clear and thoughtful.
- You used a **realistic reason** for giving the money (to renovate the house).
- Excellent use of **past tense** overall!

⚠ **Grammar & Word Choice Feedback:**

Original	Correction	Explanation
<i>trully</i>	truly	Correct spelling is truly .
<i>said to his mother</i>	said to his mother, (add comma before dialogue)	Always use a comma before quotation marks in direct speech.
<i>I want to give it for you</i>	I want to give it to you	We say give to someone , not "for."
<i>malin's mother</i>	Malin's mother	Always capitalize names and the start of sentences.

✓ **Corrected Version:**

Malin's mother **cried when she found out that he was truly her son**. She **hugged him and brought him to her house**. Malin then said to his mother, "**Mother, this is the money I earned when I worked in Japan. I want to give it to you, and you can use the money to renovate this house.**" **Malin's mother was so touched** by her son's kindness.

☀️ Excellent storytelling and emotional depth!

Pertanyaan 5 (terakhir):

👉 *How does the story end? Does Malin stay with his mother? What lesson can readers learn from this fractured story?*

Silakan tulis penutupnya, dan saya akan bantu perbaiki juga.

You said:

Malin's mother accepted the money and started to renovate the house as Malin's wish. However, their happy moment together had to end because Malin had to go back to Japan to work. He only got a week off from his factory. Malin said goodbye to his mother and promised to come back again next year.

ChatGPT said:

Great closing! You've written a realistic and touching ending. Malin shows responsibility both as a **loving son** and a **committed worker**, which adds depth to his character. The emotion and structure are very clear.

✅ What's good:

- The **conflict between work and family** adds realism.
- You used good **time expressions** ("a week off," "next year").
- You showed **Malin's promise**, which makes the ending hopeful.

⚠️ Grammar & Word Choice Feedback:

Original	Correction	Explanation
as Malin's wish	as Malin wished or according to Malin's wish	"As Malin wished" is smoother.
had to go back to Japan to work	✅ Fine	Clear and natural.
He only got a week off from his factory	He only had a week off from the factory	"From the factory" sounds more natural than "his factory." Also, "had" fits better.
said goodbye to his mother	✅ Good	Simple and correct.
come back again next year	✅ Good	"Come back again" is fine and natural in speech and writing.

✅ Corrected Version:

Malin's mother accepted the money and **started to renovate the house as Malin wished**. However, their happy moment together had to end because Malin **had to go back to Japan to work**. He **only had a week off from the factory**. Malin said goodbye to his mother and **promised to come back again next year**.

 **Well done! You've successfully written a fractured story of Malin Kundang!**

 Reflection / Moral Message Suggestion (optional ending):

Would you like to end the story with a moral or message?
For example:

The story teaches us that even when life takes us far from home, we should never forget the people who raised us and loved us.

Let me know if you'd like help adding a moral, or if you'd like me to compile your full fractured story into one clean version.

You said:

bisakah kamu gabungkan semua bagian yang sudah saya tulis sesuai panduanmu menjadi sebuah fractured story yang utuh?

ChatGPT said:

Tentu! Berikut adalah versi lengkap **fractured story** kamu tentang *Malin Kundang*, sudah digabung dan diedit ringan agar lebih mengalir dan tetap menggunakan gaya bahasa kamu. Judul bisa kamu sesuaikan sendiri, tapi saya beri satu contoh:

Malin Kundang: The Good Son from West Java

Malin was a young man from **West Java** who dreamed of helping his mother live a better life. Unlike the Malin Kundang in the original story, this Malin was a kind and respectful son. He always remembered how much his mother had sacrificed for him. One day, he left **West Java to go to Japan** to find work and support his mother.

In Japan, Malin worked at a **car factory**. He was very hardworking and dedicated. Because of his efforts, he **received many bonuses from his boss**, and after some time, he felt that he **had saved enough** money to return to his **hometown** and help his mother. He wanted to **build a house** for her, so she could live more comfortably.

When Malin returned to West Java, he looked **healthier but very tired**. His mother **almost didn't recognize him** at first. She couldn't believe that **he was her son** until Malin **showed a birthmark on his shoulder**. Only then did she realize that it was truly her beloved son. The villagers also **didn't recognize him** because he had changed so much.

Malin's mother **cried when she found out** the truth. She **hugged him** tightly and brought him to her house. Then Malin said to his mother, **"Mother, this is the money I earned when I worked in Japan. I want to give it to you, and you can use the money to renovate this house."**

His mother was **so touched by her son's kindness** that she could not stop her tears.

She accepted the money and **started to renovate the house as Malin wished**. However, their happy moment had to end because Malin **had to go back to Japan to work**. He **only had a**

week off from the factory. Before leaving, Malin said goodbye to his mother and **promised to come back again next year.**

Moral of the Story:

Even when life takes us far from home, we should never forget the people who raised us with love and care.

Appendix 2. Classroom Observation Protocol (Scaffolding Framework)

Observation Session:

GBA Stage: [] BKOF [] Modelling [] JCOT [] ICOT

Date & Time: (90 Minutes)

Observer:

Part 1: Designed-in Scaffolding (Macro-Level Observation)

Fokus pada bagaimana lingkungan belajar, tugas kolaboratif, dan panduan penggunaan AI diorganisasikan sejak awal sesi oleh guru (Hammond, 2001).

No	Observed Elements & Indicators	Evidence / Descriptive Notes
1	Task Sequencing & Contextualization Apakah instruksi tugas storytelling dipecah menjadi langkah-langkah logis? Apakah aktivitas menjembatani pengetahuan awal (prior knowledge) siswa dengan penggunaan AI?	
2	AI Tool Guidance & Integration Apakah ada instruksi atau prompt template yang jelas bagi siswa mengenai kapan dan bagaimana cara berinteraksi dengan AI? Apakah batasan peran AI (misal: hanya sebagai asisten koreksi/ide) diatur dengan jelas?	
3	Collaborative Group Structures Bagaimana dinamika pembentukan kelompok/pasangan diatur untuk mendukung interaksi? Apakah media pendukung (lembar kerja/panduan digital) memfasilitasi ketergantungan positif antaranggota kelompok?	

Part 2: Contingent & Interactional Scaffolding (Micro-Level Observation)

Fokus pada interaksi spontan secara real-time antara guru-siswa, siswa-AI, dan siswa-siswa selama pengerjaan tugas (Gibbons, 2015).

No	Scaffolding Strategies	Observed Behaviors in AI Tasks	Evidence / Direct Quotes
1	Modeling & Demonstration	Guru memberi contoh cara memberikan perintah (prompting) yang efektif ke AI, atau melafalkan frasa hasil dari AI.	
2	Cues, Prompting & Hinting	Saat siswa bingung merespons teks/suara AI, guru atau rekan sebaya memberikan petunjuk kosakata/struktur.	
3	Recasting & Reformulation	Guru memperbaiki kesalahan tata bahasa/pelafalan draf cerita dari AI dengan mengulangi bentuk yang benar secara natural.	
4	Message Abundancy	Penggunaan multimodal (visual AI, teks di layar, suara guru/ AI) secara simultan untuk memperjelas konsep teks.	
5	Handover of Responsibility	Guru secara bertahap mengurangi intervensi dan membiarkan kelompok memimpin diskusi secara mandiri.	

Appendix 3. Reflection Questions (using Google Form)

1. How did you feel when learning to create a fractured story in English with AI assistance?
2. In your opinion, which strategy for creating a fractured story is the most interesting?
3. Do you think learning Fractured fairy tales is beneficial? If yes, mention the benefits!
4. What challenges did you face when creating a fractured story and telling it orally?
5. How did you use AI (e.g., ChatGPT, speech-to-text tools, pronunciation checkers) to help you both in creating the fractured story and practicing speaking?
6. In what ways did AI help you feel more confident when writing your story or when telling your story? Did the AI provide useful feedback? Explain.
7. Was there anything confusing or unhelpful about using AI?
8. What did you learn about writing and speaking in English through this activity?
9. Was there an improvement in your writing or speaking skills after going through the learning process using AI? If yes, please explain which aspects improved!
10. What are your suggestions for making this learning experience better in the future?

Appendix 4. Semi-structured Interview Protocol

Research Topic: AI-Assisted Genre-Based Approach to Teaching Speaking Through Fractured Fairy Tales

Target Participants: Grade X Students (High, Mid, and Low Achievers)

Objective: To examine students' affective, cognitive, functional, and practical responses toward integrating GenAI within the GBA cycle.

I. Opening Phase ($\pm$ 5 Minutes)

Greeting & Rapport: Menyapa siswa, berterima kasih atas kesediaannya, dan menciptakan suasana yang santai (mengingat AI dipandang siswa sebagai hubungan yang informal/aman).

Purpose: Menjelaskan bahwa wawancara ini bertujuan untuk mendengarkan pengalaman jujur mereka selama belajar menceritakan fractured fairy tales (seperti Malin Kundang/Sangkuriang/Timun Mas) dibantu oleh ChatGPT atau Gemini.

Ethical Assurance: Mengingatkan kembali bahwa identitas mereka akan disamarkan (menggunakan kode S1-S7), bersifat sukarela, dan perekaman Zoom ini murni untuk kebutuhan analisis data tesis.

II. Core Interview Questions ($\pm$ 35 Minutes)

Dimension 1: Affective & Emotional Impact (SDT Framework)

Fokus: Mengeksplorasi kecemasan berbicara, rasa percaya diri, kepuasan, dan kenyamanan siswa saat berlatih dengan AI. Bagaimana perasaan kalian secara umum saat pertama kali diminta mengubah cerita rakyat tradisional menjadi fractured story dan menceritakannya secara lisan? Banyak dari kalian menyebutkan di kuesioner bahwa berinteraksi dengan AI terasa seperti mengobrol dengan "free private tutor". Mengapa kalian merasa demikian? Apakah ada perbedaan rasa cemas/gugup saat dikoreksi oleh AI dibandingkan saat dikoreksi langsung di depan kelas? Seberapa besar umpan balik (feedback) dari AI membantu kalian merasa lebih siap dan percaya diri sebelum melakukan final speaking performance di depan guru dan teman-teman?

Dimension 2: Cognitive & Skill Development (GBA & SFL Framework)

Fokus: Menggali pemahaman siswa terhadap struktur genre naratif dan peningkatan elemen kebahasaan (fluency, pronunciation, grammar). Saat menggunakan ChatGPT/Gemini, kalian dipandu langkah demi langkah (dari Orientation ke Complication ke Resolution). Apakah proses tanya-jawab bertahap dengan AI ini membantu kalian memahami bagaimana alur cerita naratif yang baik, terutama saat membuat twist (fracturing)?

Khusus aspek Pronunciation: Bagaimana pengalaman kalian menggunakan alat Text-to-Speech (seperti TTSMaker atau Voiser) dan fitur suara AI? Apakah aktivitas mendengarkan secara berulang dan meniru suara tersebut berdampak pada ketepatan pelafalan kalian?

Khusus aspek Fluency & Grammar: Apakah bantuan dari AI dalam menyusun kalimat (pilihan kata kerja lampau/past tense, kata hubung waktu/temporal themes) membuat kalian bisa berbicara lebih lancar, atau justru kalian merasa terbebani karena kalimatnya menjadi lebih kompleks?

Dimension 3: AI Functionality & Mechanisms (Distributed Scaffolding)Fokus: Mengidentifikasi peran AI sebagai mitra kreatif dan efektivitas umpan baliknya. Dalam membuat cerita, apakah kalian memandang AI hanya sebagai alat pengoreksi tata bahasa

(grammar checker) atau sebagai "mitra kreatif" (creative partner) untuk bertukar ide? Bagaimana kalian membagi peran antara ide asli kalian sendiri dengan saran yang diberikan oleh AI? Apakah AI selalu memberikan jawaban yang kalian inginkan? Apa yang kalian lakukan jika AI memotong/mempersingkat cerita kalian terlalu banyak, atau memberikan alur yang tidak sesuai dengan keinginan kalian?

Dimension 4: Barriers & Implementation Challenges Fokus: Menangkap kendala teknis dan pragmatis yang dihadapi siswa di lapangan. Kita tahu bahwa AI memerlukan koneksi internet. Kendala teknis apa saja (seperti masalah sinyal/kuota) yang paling mengganggu proses belajar kalian, dan bagaimana kalian mengatasinya? Di awal sesi, apakah kalian sempat merasa bingung tentang cara memberikan perintah atau menulis prompt yang pas ke ChatGPT/Gemini? Bagaimana kalian akhirnya bisa menemukan "kata-kata yang tepat" untuk meminta bantuan AI?

III. Closing Phase ($\pm$ 5 Minutes)

Future Aspirations: Jika di semester depan kalian belajar teks bahasa Inggris jenis lain (misalnya teks eksposisi atau prosedur), apakah kalian berharap bisa tetap menggunakan bantuan AI seperti ini? Mengapa?

Final Recommendation: Apa saran terbaik yang bisa kalian berikan untuk teman-teman atau sekolah lain yang ingin mencoba menggunakan AI untuk belajar speaking?

Closing & Thank You: Mengucapkan terima kasih terdalam atas partisipasi aktif peserta interview.

Appendix 5. Sample Intial Coding (Interview Data)

Theme	Student Mentions	Interview Evidence (Key Quotes)	Frequency
Overall Experience with AI	All students	"Seru" (fun/engaging), positive engagement. "Lumayan seru nih (quite fun), Seru banget (very very fun), Setelah belajar Fractured Story kreativitas terasa"	Unanimous (6/6)
AI Support for Creative Writing	S6, S3, S8	AI helps generate ideas and structure. "AI dibantu buat membenarkan grammar, ngasih ide, mengubah alur"	High (5/6)
AI Grammar & Language Support	Multiple students	Helps with grammar, vocabulary, word choice. "AI membantu bahasa sama pemilihan katanya, ngebantuin buat bahasa"	High (5/6)
AI Scaffolding for Structure	S8, S2	AI provides structure (orientation, complication, resolution). "Semuanya ada Orientasi, Complication, Resolution. Jadi nanti tuh semuanya ada"	Moderate (4/6)
Speaking Practice with AI	S9, S2, S4, S8	AI text-to-speech for pronunciation practice. "Pakai AI voice over, text-nya disalin, ditempel ke aplikasinya, download, dengerin berulang-ulang"	High (5/6)
AI Confidence Building	All	AI builds confidence through direct help and feedback. "AI membantu merasa lebih percaya diri, kasih solusi juga, ngasih arahan"	High (5/6)

Theme	Student Mentions	Interview Evidence (Key Quotes)	Frequency
Perceived Benefits of AI	Creativity (46.4%), Writing (25%), Speaking (17.9%), Genre mastery (46.4%)	Creativity, Understanding structure, Writing skills, Speaking skills, Genre mastery	High (5/6)
AI Limitations & Issues	Text-to-speech limitations	Speaking feedback issues, Network problems. "Speaking feedback kurang, Text-to-speech limitations, Network dependencies"	Moderate (3/6)
ComparisonTeacher	more formal student-teacher dynamic	Kayak guru les versi gratis, lebih personal branding, ngobrol sama teman	Moderate (4/6)
Personalized Learning	AI provides personalized guidance based on individual requests	Kita yang meminta duluan, sesuai dengan permintaan kita, personal guidance	Moderate (4/6)
Creativity Development	Students felt creativity was enhanced through fractured story task	Rasa kreativitas meningkat setelah belajar Fractured Story, Moderate	(4/6)
Speaking Skill Development	Speaking improved through repeated listening and AI correction	Speaking meningkat melalui listening practice dengan AI, minta koreksi	Moderate (4/6)
Prior Knowledge of Structures	Students already knew narrative structure (Orientation, Complication, Resolution)	Kalian yang meminta AI, struktur sudah tahu sendiri (orientation, complication, resolution)	High (5/6)
AI Responsiveness	AI responds instantly, much faster than teacher feedback	AI respon instant, lebih cepat dari guru, very efficient	High (5/6)