

A Conceptual Framework of Business Storytelling Learning Media to Improve Presentation Skills of Vocational Students

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Abstract

This study aims to propose a conceptual framework for business presentation learning based on digital storytelling. It employs a descriptive qualitative approach through library research, focusing on reviewing, analyzing, and synthesizing previous theories and studies related to storytelling, instructional design, and business communication. The results of the literature synthesis indicate that storytelling is an effective pedagogical approach to enhance students' presentation and communication skills, as it integrates logical, emotional, and persuasive elements. Furthermore, the ADDIE and Borg & Gall models are identified as relevant theoretical frameworks that can guide the systematic design of storytelling-based learning media. Based on the analysis, this study proposes a conceptual framework consisting of three interrelated phases—Planning, Creating, and Delivering business presentations. Each phase supports the development of students' communication, creativity, and confidence in presenting business ideas. This conceptual framework serves as a theoretical foundation for future research and provides educators with insights into designing innovative and engaging learning strategies for vocational students.

Keywords : business storytelling, presentation skills, business communication

1. INTRODUCTION

In the era of globalization and digitalization, effective business presentation skills have become a core competence for vocational students, particularly those in the field of English for Business and Professional Communication. The challenge in business classrooms lies not only in language mastery but also in the ability to craft messages that are logical, narrative, and emotionally engaging to influence audiences. Various reports indicate that one of the main weaknesses among vocational graduates in Indonesia is the lack of persuasive presentation and public speaking skills.

Digital storytelling has emerged as an innovative method that bridges this competency gap. Previous studies (Robin, 2016; Marrung, 2025) have demonstrated that storytelling and digital media can enhance students' participation and confidence. However, there remains a lack of research focusing specifically on the development of storytelling-based business presentation learning media, as well as on the application of instructional design models such as ADDIE and Borg & Gall. This gap forms the basis for the present study.

In the Indonesian vocational education context, many studies and reports have highlighted the persistent gap between graduates' competencies and industry expectations, particularly in communication-related skills (Widjanarko et al., 2023; Ningrum, 2025). This situation indicates an increasing need for creative, technology-based learning media that can bridge academic knowledge with workplace communication demands. Integrating storytelling into business presentation courses is expected to enhance both linguistic proficiency and professional narrative competence, which are essential in today's globalized job market.

However, existing studies on storytelling-based learning media have predominantly focused on general education contexts, leaving a research gap in vocational and professional English learning for business. Therefore, this study aims to synthesize current theories and best practices

in digital storytelling to propose a conceptual framework for developing business presentation media tailored to Indonesian vocational students.

This research employs a library research approach to synthesize theories and findings related to digital storytelling, media development models, and business communication. The ultimate goal of this study is to formulate a conceptual framework that serves as a foundation for designing innovative and relevant business presentation learning media—one that can be empirically tested in future research.

2. REVIEW OF LITERATURE

2.1 Business Storytelling in Communication

Business storytelling is a communication approach that combines logical information with emotional engagement to make business messages more persuasive and memorable. Through storytelling, presenters are able to connect data with human experience, creating narratives that inspire audiences. Robin (2016) defines digital storytelling as the use of multimedia elements—such as images, narration, and music—to build meaningful learning experiences. Similarly, AACSB (2025) emphasizes that storytelling has become a core competence in modern business education, as it enables learners to convey complex ideas clearly and engagingly. Roza et al. (2023) also found that digital storytelling helps students organize ideas coherently and boosts their confidence in public speaking. Therefore, integrating storytelling into business communication courses can strengthen both students' cognitive understanding and expressive delivery.

In addition, Fisher (1984) proposed the narrative communication paradigm, explaining that humans are more likely to understand and accept information presented in a story format than in raw data. Green (2006) further argues that narrative plays a vital role in professional communication, particularly in persuasion and audience influence. Recent studies continue to highlight the role of storytelling in building trust, authenticity, and relational connection between presenters and audiences in contemporary business contexts. Collectively, these perspectives indicate that storytelling serves not only as a linguistic technique but also as a strategic competence in business communication.

2.2 Learning Media in Business Education

Learning media play a crucial role in supporting teaching effectiveness and learner engagement. The use of appropriate media not only facilitates comprehension but also stimulates active participation. In instructional design literature, various conceptual models such as ADDIE and Borg & Gall are often referenced as frameworks for planning and evaluating instructional processes.

The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) provides a structured approach to understanding how learning experiences are organized (Syafira, 2022). Meanwhile, Borg and Gall (1983) proposed an iterative model emphasizing the importance of continual refinement to ensure that instructional materials meet learners' needs. These models, although often used in product development research, also offer conceptual insights that can guide the design of storytelling-based learning strategies.

Recent studies (Ismail et al., 2021) have further highlighted the importance of interactivity, accessibility, and digital literacy in 21st-century education. Within this theoretical context, learning media can be viewed not merely as tools, but as conceptual structures that connect pedagogy, technology, and communication.

2.3 Storytelling-Based Learning Media in Language Learning

Storytelling as a pedagogical method has been proven effective in enhancing students' communication and presentation skills. Daherman (2021) found that storytelling techniques significantly improve students' confidence and fluency in speaking. Roza et al. (2023) also revealed that integrating storytelling into language learning increases motivation and presentation quality. In the Indonesian context, Syafira (2022) and Marrung (2025) highlighted that digital storytelling-based media can enhance vocabulary mastery, creativity, and speaking performance.

Despite these benefits, some limitations remain. Existing research has rarely addressed large-scale implementation, and the technological adaptation of storytelling media in many institutions is still limited. Moreover, few studies have conducted long-term evaluations of how storytelling-based learning influences students' soft skills and career readiness. These gaps highlight the need for further research focusing on the systematic development of storytelling-based learning media following models such as ADDIE and Borg & Gall, especially within vocational business education in Indonesia.

The synthesis of this literature suggests that storytelling-based learning media represent an innovative pedagogical solution that bridges theory and practice in business communication education. It also provides a strong theoretical foundation for developing future instructional media that promote both linguistic competence and persuasive presentation skills.

3. METHOD

This study employs a descriptive qualitative research design using a library research approach. The main purpose of this method is to collect, analyze, and synthesize existing theories and findings related to storytelling, learning media, and business communication. Unlike empirical or product-based research, this study focuses on reviewing and interpreting literature to propose a conceptual framework for business storytelling learning media.

According to Hadi (2000) and Zed (2008), library research aims to obtain theoretical insights and identify patterns or relationships among existing concepts that can serve as the foundation for future empirical research. Therefore, the results of this study are descriptive in nature and based entirely on secondary data sources.

3.1 Research Design

This research design focuses on analyzing theories and previous studies related to digital storytelling and media development. The main steps in this process are:

1. Collecting data from related literature,
2. Analyzing the information, and
3. Making conclusions and a conceptual framework.

3.2 Data Collection

The researcher collected data from both international and national sources such as journals and online articles published between 2015 and 2025. The data were taken from databases like Google Scholar, ERIC, and ResearchGate using keywords such as “*digital storytelling*,” “*business communication*,” and “*learning media development*.” The selected literature had to meet the following criteria:

- It discusses storytelling or digital storytelling in education or business.
- It is relevant to learning media or communication skills.
- It can be accessed in full text and is written in English or Indonesian.

Sources that did not meet these criteria or were not related to the topic were not included.

3.3 Data Analysis

Data analysis was conducted using a qualitative descriptive and thematic approach. Each selected source was reviewed to identify important ideas, recurring patterns, and conceptual relationships among storytelling theory, instructional design models (ADDIE and Borg & Gall), and business communication skills.

The results were then described and synthesized narratively to formulate a theoretical and conceptual understanding of how business storytelling can serve as a learning framework in vocational education.

3.4 Research Output

The result of this library research is a conceptual framework that combines storytelling theory, communication skills, and learning media design. This framework can be used as a guide for future research or for developing digital learning media that help students improve their presentation skills.

4. RESULT & DISCUSSION

4.1 Findings from Previous Studies

Based on the reviewed literature, many researchers agree that storytelling is an effective strategy to improve students’ presentation and communication skills in both academic and business contexts. Robin (2016) explains that storytelling allows students to combine facts with emotions to make their messages clearer and more memorable. Similarly, AACSB (2025) highlights that storytelling is an essential skill for business professionals, helping them communicate data-driven insights persuasively.

In Indonesia, several studies also support this idea. Marrung (2025) used the ADDIE model to develop digital learning media and found that interactive storytelling increased students’ motivation and creativity. Daherman (2021) confirmed that storytelling activities helped students become more confident when speaking in public. These studies show that integrating storytelling into business communication learning can enhance students’ cognitive understanding, creativity, and self-confidence.

Table 1. Comparison of experts’ views on storytelling and learning media

Author (Year)	Main Focus	Key Contribution	Limitation
Robin (2016)	Digital storytelling for learning	Combines multimedia (text, image, sound) to enhance understanding	Lacks focus on business context
AACSB (2025)	Storytelling as a business skill	Identifies storytelling as a key soft skill for employability	Conceptual, not instructional
Fisher (1984)	Narrative paradigm	Explains that people process stories better than data	No digital focus
Green (2006)	Narrative persuasion	Describes how stories influence audience beliefs	Limited classroom application
Marrung (2025)	ADDIE-based media development	Storytelling increases motivation and creativity	Small-scale study
Daherman (2021)	Storytelling and speaking	Improves students' confidence and fluency	No follow-up evaluation
Roza et al. (2023)	Storytelling and presentation	Helps students organize ideas coherently	Limited to language learning

From these studies, it can be concluded that storytelling has strong potential to connect communication skills, creativity, and technology-based learning. However, there is still limited research that integrates storytelling directly into the development of business presentation learning media using systematic design models such as ADDIE or Borg & Gall.

4.2 Interpretation and Discussion

The findings suggest that business storytelling functions as both a learning method and a professional skill. As a learning method, storytelling helps students understand lessons through context and emotion. As a professional skill, it enables students to communicate ideas logically and persuasively, which is essential in business environments.

This supports Fisher's (1984) *narrative paradigm*, which states that humans are naturally drawn to stories rather than raw data. Green (2006) also notes that narratives help audiences process messages more effectively because they create emotional engagement. By integrating storytelling into presentation practice, students learn not only how to speak but also how to connect logically and emotionally with their audiences.

The development of Business Storytelling Learning Media therefore combines three aspects: (1) storytelling principles (Robin, 2016; Fisher, 1984), (2) instructional design models such as ADDIE and Borg & Gall (Marrung, 2025), and (3) communication and presentation competencies required in business education (AACSB, 2025). These components together form a conceptual model for designing effective learning media.

4.3 Conceptual Contribution

This study proposes a conceptual framework that integrates storytelling theory, communication principles, and instructional design models. The framework focuses on three key learning phases: Planning, Creating, and Delivering business presentations.

1. Planning

Students prepare the structure of their story by identifying the target audience, defining presentation goals, and designing a story arc that follows a logical sequence (context → problem → solution → benefit). This stage corresponds to the *Analysis* and *Design* steps in the ADDIE model and helps students link messages with audience needs (Green, 2006).

2. Creating

Students produce digital storytelling materials, such as slides or videos, by selecting visuals, writing narration, and combining multimedia elements. This phase corresponds to *Development* and *Implementation* in ADDIE and follows Borg & Gall's iterative process of testing and revision. Through this stage, students strengthen their creativity and digital literacy (Robin, 2016; Marrung, 2025).

3. Delivering

Students perform their final presentations using storytelling techniques such as emotional engagement, persuasive tone, and audience interaction. They then reflect on their performance for self-improvement. This stage aligns with the *Evaluation* step of ADDIE and helps students enhance confidence, fluency, and professionalism (Daherman, 2021; AACSB, 2025).

5. CONCLUSION

This study shows that digital storytelling is an effective method for enhancing students' presentation and communication skills in Business and Professional Communication. By integrating storytelling with instructional design models (ADDIE and Borg & Gall), a three-phase framework—Planning, Creating, and Delivering—was developed. This framework helps students organize ideas, produce multimedia content, and reflect on their performance. The study contributes both theoretically and practically by offering a structured guide for educators to improve student engagement and professionalism. Future research should test this framework in real-world settings and examine its impact on students' long-term communication and career readiness.

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