

**THE EFFECT OF USING MIRO APPLICATION THROUGH SMART TV
ON STUDENT'S ENGAGEMENT AND NARRATIVE WRITING SKILLS
OF XI GRADE AT MAN 1 KEDIRI**

SKRIPSI

Submitted for Writing a Thesis to Fulfill One of the Requirements to Obtain a
Bachelor of Education Degree (S.Pd.) of English Language Education Program



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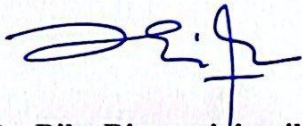
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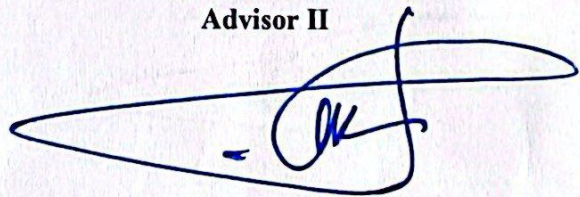
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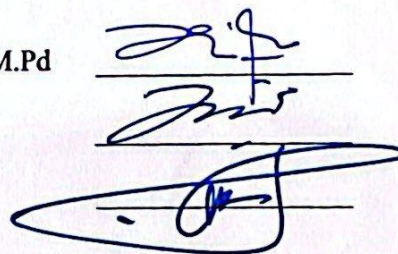
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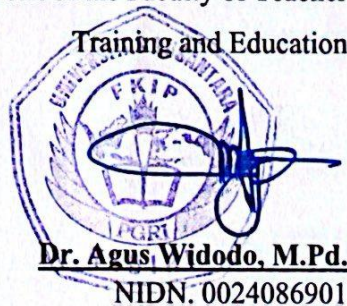
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MOTTO AND DEDICATION

MOTTO:

“I imagined my mother's life and struggle to give birth and raise me, fighting for her child to be educated”

- Author

DEDICATION:

Among all the pages in this thesis, the dedication page holds the deepest significance, for it is here that I express gratitude that words alone cannot fully convey. I dedicate this thesis to my beloved late parents, Mr. Saikun and Mrs. Srinatun. To my siblings, Agus Bambang Purwanto, Sri Rahayu, and Sri Astuti. And to my partner, Faris Mukhlis Darmawan, along with his family. Their unwavering support enabled me to complete my undergraduate studies, and I am truly grateful to have them by my side. I also extend my thanks to the lecturers and instructors who shared their experience and knowledge, as well as to everyone who offered assistance and brought laughter and color into my life. Truly, words are insufficient to express the depth of my gratitude.

ABSTRACT

ABSTRACT

Yuni Turwidhia Lestari. The Effect of Using Miro Application through Smart TV on Students' Engagement and Narrative Writing Skills of XI Grade at MAN 1 Kediri, Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: *Miro Application, Smart TV, student engagement, narrative writing skills, digital collaborative learning.*

This study was conducted to investigate the effect of using the Miro Application through Smart TV on students' engagement and narrative writing skills at MAN 1 Kota Kediri. The research was motivated by students' low engagement and difficulties in developing ideas, organizing narrative texts, and participating actively in English writing classes. To address these problems, the study implemented Miro as a collaborative digital learning platform integrated with Smart TV to create a more interactive and student-centered learning environment.

This research employed a quantitative approach using a pre-experimental one-group pre-test-post-test design. The participants were one class of eleventh-grade students at MAN 1 Kota Kediri. The research instruments consisted of a student engagement questionnaire and a narrative writing test administered before and after the treatment. The collected data were analysed using descriptive statistics and a paired-sample t-test.

The findings revealed that students demonstrated a positive level of engagement after the implementation of the treatment, with a mean engagement score of 61.97, indicating favourable behavioural, emotional, and cognitive engagement during the learning process. Furthermore, students' narrative writing performance improved significantly, as reflected by the increase in the mean score from 60.13 in the pre-test to 75.00 in the post-test. The paired-sample t-test produced a significance value of 0.000 ($p < 0.05$), indicating that the improvement was statistically significant.

In conclusion, the use of the Miro Application through Smart TV effectively enhanced students' engagement and significantly improved their narrative writing skills. Therefore, this digital collaborative learning approach can be considered an effective instructional alternative for teaching narrative writing in senior high school English classrooms.

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This thesis submitted as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in the English Language Education Study Program. The completion of this thesis would not have been possible without the support, guidance, and encouragement from many parties. Therefore, the writer would like to express sincere gratitude to:

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9. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this skripsi.

May Allah SWT reward all the kindness and guidance with endless blessings. The writer realizes that thesis is far from perfect and welcomes any suggestions and constructive criticism for its improvement.

Kediri,

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CHAPTER I INTRODUCTION

This chapter presents the background of the research, problem formulation, research objective, and research significance.

A. Background

The TES Kompetensi Akademik (TKA) results for senior high school (SMA/SMK) students in Indonesia in 2025 showed that English skills were getting worse, especially in productive skills like writing. This decline reflects broader challenges in learning English, where students often struggle not only with linguistic accuracy but also with generating and organising ideas in writing. Writing, as one of the most complex language skills, requires the integration of cognitive, linguistic, and creative abilities, which many students still perceive as difficult to master in classroom settings.

One of the most prominent issues is students' low interest and motivation in writing English texts, especially narrative texts. Narrative writing demands not only grammatical competence but also the ability to structure stories coherently using elements such as orientation, complexity, and resolution. However, traditional teaching methods tend to emphasise teacher-centered instruction and lack interactive media, which can limit students' creativity and engagement. As a result, students often perceive writing as a difficult and uninteresting activity, leading to low participation and unsatisfactory writing performance.

In response to these challenges, the integration of digital technology into classroom instruction has become increasingly important. The use of collaborative digital platforms such as Miro offers new opportunities to improve students' writing skills. Miro is an online collaborative whiteboard that allows students to brainstorm ideas, organise story structures, and develop texts interactively. Studies show that Miro supports collaborative learning, enhances idea generation, and facilitates the visual organization of content (Chan, 2024). Furthermore, Muslikhah (2023) found that the use of spin-based digital mind mapping significantly improved students' learning outcomes by promoting active participation and idea development.

Through features such as sticky notes, images, and visual mapping tools, Miro enables students to construct narratives more creatively and systematically.

In addition, smart TVs, as interactive multimedia tools, have been shown to enhance student engagement and participation by presenting learning materials in visual and dynamic formats. For example, Hidayati and Mansur (2023) found that the use of smart TVs significantly increased students' interest and involvement in classroom activities. Similarly, research by Chen et al. (2024) indicates that smart classroom technologies contribute positively to students' learning outcomes and engagement, particularly through multimedia-based instruction.

To support the implementation of Miro in the classroom, students may also use their smartphones as supporting media. Smartphones allow students to access Miro features more flexibly, such as creating sticky notes, adding images, and collaborating in real time. However, it is important to note that in this study, smartphone usage is not measured as a variable but serves only as a supporting tool to facilitate access to the Miro platform. The primary focus remains on how the integration of Miro through smart TV influences students' narrative writing engagement and performance.

Despite the growing number of studies on technology integration in language learning, most have focused on general digital tools or other language skills, such as speaking and listening. Research specifically examining the use of Miro in writing instruction, particularly narrative writing at the senior high school level, is still limited. Existing studies on Miro tend to focus on vocabulary learning or general collaboration rather than writing performance (Muslikhah, 2023; Chan, 2024). Moreover, studies that combine Miro with Smart TV as an integrated instructional approach are still scarce.

Therefore, this study aims to fill this research gap by investigating the use of the Miro application through smart TVs in teaching narrative writing. This research aims to offer a more interactive, collaborative, and engaging alternative instructional strategy, ultimately enhancing students' narrative writing skills. By integrating visual media and collaborative digital tools, this study contributes to the development of innovative teaching practices in English language education.

B. Problem Formulation

Based on the background above, the researcher formulated the research problem as follows:

1. How does the use of the Miro app through a smart TV affect student engagement in narrative writing learning?
2. To what extent does the use of the Miro application through Smart TV affect the narrative writing performance of students at the high school level?

C. Research Objective

Based on the problem formulated above, the objectives of the research are:

1. To examine how the use of the Miro application through smart TVs influences students' engagement in narrative writing learning, including emotional, behavioural, and cognitive aspects.
2. To determine the extent to which the use of the Miro application through Smart TV affects students' narrative writing performance at the senior high school level.

D. Research Significance

This study is expected to provide significant contributions both theoretically and practically in the field of English language teaching, particularly in the integration of digital technology for improving students' narrative writing skills. An explanation of these contributions is explained as follows:

1. Theoretical significance

Theoretically, this research contributes to the development of knowledge about technology-enhanced language learning, especially in the context of integrating the Miro application through smart TVs. Prior research has shown that Smart TVs facilitate student engagement and enhance learning outcomes via multimedia-based instruction (Hidayati & Mansur, 2023; Chen et al., 2024). Digital collaborative platforms like Miro have demonstrated their ability to enhance idea generation, collaboration, and active participation among learners (Chan, 2024; Muslikhah, 2023).

Furthermore, this study contributes to the theoretical understanding of student engagement in digital learning environments. By integrating visual interactive collaboration (Miro) through media (Smart TV), this research supports

the idea that technology can enhance not only students' cognitive outcomes but also their emotional and behavioural involvement in learning (Chen et al., 2024). Thus, this study enriches the literature on the relationship between digital tools, writing performance, and student engagement in EFL contexts.

However, most existing studies focus more on general learning outcomes or specific skills, such as vocabulary and collaboration, than on writing performance. Therefore, this study extends prior research by specifically examining Miro's role in improving narrative writing skills, which require complex cognitive and organisational abilities. In addition, this research provides a new theoretical perspective by combining Miro through smart TVs within a single instructional framework, highlighting how multimodal and collaborative learning environments can support writing development more effectively.

2. Practical Significance

Practically, this research provides useful insights to teachers, school administrators, and policymakers in improving English writing instruction at the senior high school level. The results of this study provide teachers useful advice on how to use smart TVs and Miro in the classroom to make learning more interactive, collaborative, and fun. The use of Miro allows students to brainstorm ideas, organise narrative structures, and collaborate in real time, while Smart TV enhances the delivery of visual learning materials that support students' understanding (Chan, 2024; Hidayati & Mansur, 2023).

For students, this study is expected to improve their motivation and interest in writing, particularly in narrative texts, which are often perceived as difficult and uninteresting. By using interactive digital tools, students can participate more actively in the learning process and develop their writing skills more effectively (Muslikhah, 2023).

For schools and policymakers, this research provides empirical evidence supporting the integration of digital technologies such as collaborative platforms into the curriculum, like Miro and smart TVs. As highlighted by Chen et al. (2024), smart classroom technologies play an important role in improving learning outcomes and engagement. Therefore, the results of this study may encourage the

adoption of more innovative and technology-based instructional strategies in English language education.

Finally, this study also serves as a reference for future researchers who are interested in exploring the use of digital collaborative tools in language learning, particularly in writing instruction. It opens opportunities for further research on the integration of emerging technologies in different contexts and language skills, such as using virtual reality for immersive language experiences or artificial intelligence for personalised learning pathways.

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