

**THE IMPACT OF DIGITAL STORY RETELLING ON STUDENTS'
NARRATIVE WRITING OF XI GRADE STUDENTS AT SMAN 1 KEDIRI**

SKRIPSI

Presented as a partial Fulfilment of the Requirements to obtain the Bachelor's
Degree in Education of the English Language Education Department
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University of Nusantara PGRI Kediri



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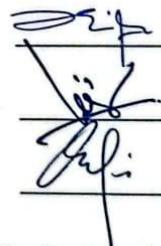
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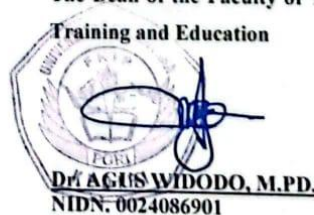
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MOTTO

“Lets Walk Slowly, Enjoy Every Step of The Journey”

DEDICATION:

This skripsi is dedicated to God for His endless love, grace, guidance, and faithfulness throughout my academic journey. I would like to express my deepest gratitude to my beloved parents, sister, niece, and family for their unconditional love, unwavering support, sacrifices, and prayers that have strengthened and encouraged me in every situation. I am also sincerely grateful to my friends who have shared both the struggles and the joyful moments throughout the process of completing this research. My heartfelt appreciation goes to everyone who has contributed directly or indirectly to the completion of this achievement. Lastly, I dedicate this skripsi to myself for remaining strong, trusting God's plan, persevering through every challenge, and never giving up. May this achievement serve as a stepping stone toward a brighter future, bring glory to God, and become a blessing and benefit to many people.

ABSTRACT

Sokarios Setyowati The Impact of Digital Story Retelling on Students' Narrative Writing of XI Grade Students at SMAN 1 Kediri, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.

Keywords: Canva, Digital Story Retelling, Narrative Writing, EFL Students, Mixed Methods Research.

Writing is one of the essential language skills that many English as a Foreign Language (EFL) students still find challenging, particularly in producing narrative texts. Students often experience difficulties in generating ideas, organizing story structures, applying appropriate grammar, and using sufficient vocabulary. Therefore, an innovative instructional strategy is needed to improve students' narrative writing skills. This study aimed to investigate the effect of Canva-based Digital Story Retelling on the narrative writing skills of eleventh-grade students at SMAN 1 Kediri and to explore students' learning experiences during its implementation.

This study employed an Embedded Mixed Methods Research design with a quantitative approach as the primary method and qualitative data as supporting evidence. The quantitative strand used a pre-experimental one-group pre-test and post-test design involving 35 eleventh-grade students selected through purposive sampling. The research instruments consisted of a narrative writing test, classroom observation, a students' perception questionnaire, and semi-structured interviews. The quantitative data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and the Wilcoxon Signed Rank Test, while the qualitative data were analyzed descriptively.

The findings revealed that students' narrative writing performance improved after the implementation of Canva-based Digital Story Retelling. The Wilcoxon Signed Rank Test showed a statistically significant difference between the pre-test and post-test scores ($Z = -3.065$; Asymp. Sig. (2-tailed) = $0.002 < 0.05$), indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The qualitative findings also supported the quantitative results. Classroom observations, questionnaire responses, and interviews indicated that students became more motivated, actively engaged, confident, and creative during the learning process. They also reported that Canva helped them organize ideas, understand narrative structures, and express their ideas more effectively.

In conclusion, Canva-based Digital Story Retelling can be considered an effective instructional strategy to support the development of students' narrative writing skills while promoting active learning, creativity, collaboration, and confidence in the Indonesian EFL classroom.

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CHAPTER I

INTRODUCTION

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

A. Background

Writing is undeniably one of the most fundamental skills in learning English as a foreign language, particularly for senior high school students. As one of the four major language skills, writing plays a significant role in helping students communicate ideas, thoughts, feelings, opinions, and experiences in a clear and organized written form. In the context of English language learning, writing is not only considered a productive skill but also an important indicator of students' language mastery because it requires learners to demonstrate their understanding of vocabulary, grammar, sentence structure, coherence, organization, and critical thinking simultaneously. Through writing, students are expected to convey messages effectively while developing their creativity and communication skills. In Indonesian senior high schools, writing is one of the competencies emphasized in the English curriculum because students are required to master several text genres, such as descriptive, recount, report, argumentative, and narrative texts. Among those genres, narrative writing is considered particularly important because it encourages students to develop imagination, logical thinking, creativity, and the ability to organize events meaningfully through storytelling activities. Narrative texts also train students to understand chronological relationships between events and express ideas coherently. Therefore, mastering writing skills is essential not only for academic achievement but also for improving students' communicative competence in English learning. Despite its significant role in English language learning, developing effective writing skills remains a challenging task for many EFL students.

However, the importance of writing skills, many students still face difficulties in learning how to write effectively in English. Writing is often considered one of the most difficult skills for English as a Foreign Language (EFL) learners because it involves a complex cognitive process in which students must integrate various language components simultaneously. Students are required to generate ideas, organize information logically, apply appropriate grammar, select suitable vocabulary, and

produce meaningful and coherent sentences within one writing process. In reality, many senior high school students struggle to fulfill these requirements. Based on preliminary classroom observations and informal discussions with English teachers at SMAN 1 Kediri, many XI grade students experience difficulties in organizing ideas coherently when writing narrative texts. Students often fail to create logical plots, connect events effectively, and develop clear narrative structures consisting of orientation, complication, and resolution. As a result, their writing tends to be disorganized, incomplete, and difficult to understand.

In addition, limited vocabulary mastery becomes one of the major challenges faced by students in narrative writing. Students frequently use repetitive vocabulary and simple expressions because they do not possess sufficient lexical knowledge to express ideas creatively and accurately. Poor grammar mastery also negatively affects the quality of students' writing. Students commonly make grammatical errors related to tenses, sentence structures, subject-verb agreement, and word forms, which reduce the clarity and readability of their narrative texts. Furthermore, students often experience difficulties in generating ideas when they are asked to write stories independently. Many students feel confused about how to begin writing, develop characters, create conflicts, or construct interesting storylines. These conditions make students less confident and less motivated during writing activities. These foundational deficiencies directly result in written outputs that are often poorly structured and lacking in clarity or depth (Sadikin et al., 2023). Besides linguistic difficulties, psychological factors also influence students' writing performance. Many students experience low motivation and writing anxiety because they are afraid of making mistakes and receiving negative evaluations from teachers or classmates. This fear reduces students' confidence and participation during classroom activities. Consequently, students become passive learners who only complete writing tasks because they are required to do so rather than because they are genuinely engaged in the learning process. Traditional teaching methods also contribute to these problems. Teachers often apply conventional approaches such as grammar drills, textbook-based exercises, and teacher-centered instruction, which provide limited opportunities for students to explore creativity, collaborate actively, or participate in meaningful writing activities. Therefore, innovative and engaging teaching strategies are needed to improve students' writing skills, motivation, confidence, and classroom engagement while facilitating student learning and improving the overall classroom experience. In response to these

challenges, educators need to implement instructional approaches that can provide meaningful support for students throughout the writing process.

One teaching strategy that can be applied to overcome these problems is story retelling. Story retelling is a learning activity in which students reproduce or retell stories they have heard or read using their own words, either orally or in written form. For example, students may listen to or read a story and then reconstruct it using their own language, allowing them to practice vocabulary, grammar, and narrative organization simultaneously. Through story retelling activities, students learn how narrative texts are structured through sequences of events, character development, settings, conflicts, and resolutions. This strategy helps students improve vocabulary, practice grammar, and organize ideas more effectively because students are exposed to language components in meaningful contexts rather than isolated exercises. Story retelling also encourages students to become active learners because they are required to analyze, interpret, summarize, and reconstruct stories using their own understanding and language. This process directly develops students' critical thinking skills because students must identify important information, understand relationships between events, and determine how to retell stories coherently and meaningfully. In addition, story retelling can increase students' creativity because students may modify certain elements of the story while still maintaining the main storyline. The engaging and enjoyable nature of stories can also reduce students' writing anxiety and increase motivation in learning English. Stories naturally attract students' attention because they contain interesting characters, conflicts, emotions, and meaningful events. Therefore, story retelling is considered an effective strategy for improving students' narrative writing skills, creativity, motivation, engagement, and critical thinking (Prastikawati & Azis, 2024; Rasni et al., 2022). Furthermore, Jayanti and Muniroh (2021) stated that story-based activities can make students feel more comfortable and motivated during writing activities because stories transform passive learning into an active and enjoyable creative process. In the Indonesian context, where English learning emphasizes communicative competence and narrative text mastery, story retelling provides a meaningful and contextualized approach to integrating receptive and productive language skills. As educational practices continue to evolve, integrating technological tools into story retelling activities offers new possibilities for enhancing its effectiveness and appeal.

In recent years, the rapid development of technology has significantly influenced various aspects of education, including English language teaching and learning. Technological advancements provide opportunities for teachers to create more interactive, engaging, and student-centered learning environments. The widespread availability of smartphones, computers, internet access, and multimedia applications has changed students' learning habits and preferences. Consequently, integrating technology into classroom learning activities has become increasingly important to support modern educational practices. One of the innovations emerging from technology integration in language learning is digital story retelling. Digital story retelling is the development of traditional story retelling through the use of digital tools and multimedia elements such as Canva, videos, pictures, animations, audio recordings, PowerPoint, Google Slides, and online storytelling platforms. Through digital story retelling, students can creatively reconstruct and present stories using multimedia features. The use of visual, auditory, and textual elements can make storytelling activities more engaging, interactive, and meaningful for students. In addition, digital story retelling provides multisensory learning experiences that can improve students' participation, understanding, and motivation during the learning process. Students are not only involved in writing activities but also in designing, editing, and presenting stories creatively through digital media. To maximize these benefits, the selection of appropriate and accessible digital tools becomes an important consideration in implementing digital story retelling activities.

The implementation of digital story retelling in this study will utilize accessible and user-friendly digital tools commonly available in schools or on students' personal devices. These tool Canva as well as online storytelling platforms. The use of accessible technology is important because it minimizes technological barriers and allows students to focus more on the narrative writing process rather than on mastering complicated software. Furthermore, digital story retelling aligns with students' familiarity with technology in their daily lives, making the learning process more relevant and engaging for modern learners. This technological integration reflects current pedagogical trends that encourage the implementation of technology-enhanced learning environments to support students' creativity, collaboration, and digital literacy skills. However, it is important to distinguish digital story retelling from other similar technology-based approaches, particularly digital storytelling, which is often used interchangeably in educational discussions.

Digital story retelling is often confused with digital storytelling, although both concepts have different focuses. Digital storytelling generally involves students creating original stories based on their personal experiences, imagination, or ideas using digital tools and multimedia elements. In contrast, digital story retelling focuses on retelling existing stories using students' own understanding, interpretation, and creativity. In digital story retelling, students already have a story framework that guides them during the writing process. Therefore, students can focus more on improving narrative organization, vocabulary use, grammar accuracy, coherence, and story interpretation rather than struggling to generate completely original ideas from the beginning. This makes digital story retelling more suitable for students who still experience difficulties in writing narrative texts because it provides structured guidance while still encouraging creativity and critical thinking. To further enhance the effectiveness of this approach, additional learning activities can be incorporated to support students throughout the writing process.

The implementation of digital story retelling in this study will also strategically integrate brainstorming and group work activities to optimize students' narrative writing development. Initially, students will participate in brainstorming sessions individually or collaboratively to generate ideas, analyze stories, identify important plot elements, and determine possible modifications for their retelling activities. Brainstorming activities are considered beneficial for stimulating creativity, improving idea generation, and developing students' critical thinking abilities (Nuraidah et al., 2021; Tambunan et al., 2024). After brainstorming, students will work collaboratively in groups to plan, draft, revise, and finalize their digital story retelling projects. Collaborative learning environments can encourage peer feedback, idea sharing, communication, and active participation during the writing process. Syahrul and Wahyuni (2023) found that group work activities in story retelling help students organize ideas more effectively and construct clearer sentences in narrative writing. Through the combination of brainstorming and collaborative learning, students are expected to improve various aspects of narrative writing, including organization, coherence, vocabulary, grammar, creativity, engagement, and critical thinking skills (Gonzalez et al., 2021). Nevertheless, the successful implementation of such innovative learning activities may depend on various contextual factors within the school environment.

Despite the pedagogical benefits of story retelling and technology integration, teachers in Indonesian secondary schools may still encounter several challenges in implementing innovative teaching strategies. These challenges include limited classroom time, large class sizes, insufficient technological facilities, lack of access to digital resources, and limited teacher training regarding technology integration in English language teaching. In addition, teachers may experience difficulties in monitoring students' individual progress and assessing collaborative activities effectively. These practical limitations indicate that teaching strategies should not only be pedagogically effective but also adaptable and feasible within real classroom conditions. Therefore, further research is needed to investigate how digital story retelling can be implemented effectively in Indonesian senior high school contexts.

Canva has emerged as one of the most popular and accessible digital platforms for educational purposes due to its user-friendly interface and diverse multimedia features. The platform allows students to combine text, images, animations, audio, and visual design elements in a single project, making it particularly suitable for digital story retelling activities. Canva also provides various templates and design tools that can help students organize story content more effectively while encouraging creativity and self-expression. Furthermore, its collaborative features enable students to work together, share ideas, and provide feedback during the learning process. By integrating visual and textual elements, Canva can support students in developing narrative structure, enhancing engagement, and making the writing process more meaningful and enjoyable. These advantages suggest that Canva has considerable potential to facilitate students' narrative writing development within technology-enhanced learning environments. Several previous studies have investigated the implementation of digital storytelling and story retelling in English language learning. Previous research found that digital storytelling can improve students' speaking skills, creativity, motivation, confidence, and engagement in language learning activities. Other studies also revealed that story retelling activities positively contribute to students' vocabulary mastery, grammar understanding, reading comprehension, and narrative writing skills. In addition, innovative approaches such as gamification with local folktales, picture series for sequencing plots, peer interviews for idea generation, and feedback cycles have shown positive impacts on students' creativity, confidence, and writing development in EFL classrooms. Collaborative activities such as brainstorming and group discussions during story retelling can also improve students' idea development and critical thinking

abilities. However, despite the growing body of research on digital storytelling and story-based learning, studies specifically investigating digital story retelling as a strategy for improving narrative writing skills remain limited, particularly in the Indonesian senior high school context. Moreover, there is still limited research investigating the use of accessible digital tools such as Canva in digital story retelling activities to improve students' narrative writing skills, motivation, engagement, creativity, and critical thinking. This gap highlights the need for a study that specifically examines the effectiveness of Canva-based digital story retelling in enhancing students' narrative writing performance. Furthermore, this study is expected to contribute both theoretically and practically to the development of technology-assisted writing instruction by providing empirical evidence regarding the effectiveness of digital story retelling in improving students' narrative writing skills. Therefore, the findings of this research may serve as a valuable reference for teachers, researchers, and educational practitioners seeking innovative approaches to enhance English writing instruction in Indonesian EFL classrooms.

However, despite the growing body of research on digital storytelling and story-based learning, several gaps remain. Most research studies have focused on digital storytelling, where students create original stories, rather than digital story retelling, which emphasizes reconstructing existing stories through students' own understanding and interpretation. Second, studies examining the use of Canva as the primary platform for digital story retelling are still limited, particularly in the Indonesian senior high school context. Third, most research has predominantly focused on improving specific language skills, such as speaking or writing, while relatively few studies have investigated how Canva-based digital story retelling can simultaneously enhance narrative writing quality, motivation, engagement, creativity, and critical thinking skills. Therefore, further research is needed to provide empirical evidence regarding the effectiveness of Canva-based digital story retelling in addressing these aspects of English language learning.

Considering these research gaps, this study aims to investigate the impact of Canva-based digital story retelling on the narrative writing skills of eleventh-grade students at SMAN 1 Kediri. Specifically, this study seeks to examine how the integration of Canva in digital story retelling activities can improve students' vocabulary use, grammatical accuracy, organization of ideas, coherence, creativity, motivation, engagement, and critical thinking skills in narrative writing. Furthermore,

this study is expected to provide valuable insights for teachers regarding the implementation of technology-enhanced instructional strategies that promote more interactive, meaningful, and student-centered learning experiences in EFL writing classrooms.

B. Problem Formulation

1. Does the digital story retelling strategy affect students' narrative writing skills at SMAN 1 Kediri?
2. How does the digital story retelling strategy affect on students' narrative writing skills at SMAN 1 Kediri?

C. Research Objective

This study aims to investigate the effect of Canva-based digital story retelling. Specifically, this study aims to:

1. To investigate whether Canva-based digital story retelling significantly affects the narrative writing skills of eleventh-grade students at SMAN 1 Kediri.
2. To analyze how Canva-based digital story retelling affects the students' process and performance in narrative writing.

D. Research Significance

This study is expected to provide theoretical and practical contributions to ELT through the implementation of Canva-based digital story retelling:

1. Theoretical Significance

Theoretically, this research contributes to the development of knowledge regarding technology-enhanced language learning, especially in the integration of digital story retelling in teaching narrative writing. This study enriches the existing literature on the use of digital media and storytelling strategies in English as a Foreign Language (EFL) classrooms. Previous studies have shown that digital storytelling and story retelling activities can improve students' motivation, creativity, engagement, vocabulary mastery, grammar understanding, and communication skills. In addition, the integration of multimedia tools in language learning has been widely recognized as an effective way to create interactive and student-centered learning environments.

Furthermore, this research contributes to the theoretical understanding of how digital story retelling supports students' writing development through meaningful and contextual learning experiences. Through digital story retelling activities, students are encouraged to analyze, interpret, reconstruct, and present stories using their own understanding and creativity. This process supports the development of students' critical thinking, narrative organization, coherence, and language use. In addition, the use of Canva as a digital learning tool provides opportunities for students to combine visual, textual, and multimedia elements in constructing narrative texts, which may enhance students' engagement and participation during the writing process.

Moreover, this study contributes to the growing discussion regarding the relationship between technology integration, writing performance, and student engagement in EFL contexts. While many previous studies mainly focused on digital storytelling in which students create original stories, this research specifically investigates digital story retelling, where students retell existing stories using their own interpretation and language. Therefore, this study offers a different theoretical perspective by emphasizing structured storytelling activities that still encourage creativity and critical thinking while providing guidance for students who experience difficulties in writing.

In addition, this research extends previous studies by specifically investigating the implementation of digital story retelling using easily accessible digital tools such as Canva in Indonesian senior high school contexts. This focus makes the study relevant to current educational trends in which technology integration becomes increasingly important in language learning. Therefore, this study is expected to enrich the theoretical foundation of technology-based narrative writing instruction and provide new insights into how digital story retelling can support students' narrative writing development more effectively.

2. Practical Significance

Practically, this research is expected to provide useful contributions for teachers, students, schools, and future researchers in improving English language teaching and learning, particularly in narrative writing instruction.

For teachers, this study provides practical insights into the implementation of digital story retelling using Canva as an innovative teaching strategy in narrative writing classrooms. The findings of this research are expected to help teachers create

more interactive, engaging, and student-centered learning environments. Through digital story retelling activities, teachers can encourage students to participate actively in the writing process while simultaneously improving vocabulary, grammar, organization of ideas, creativity, and critical thinking. In addition, this study may help teachers integrate technology effectively into English language teaching by utilizing accessible digital tools that are familiar to students. Furthermore, the findings may provide practical guidance regarding how technology-enhanced storytelling activities can reduce students' writing anxiety and increase their motivation in learning English.

For students, this research is expected to help improve their narrative writing skills through meaningful and enjoyable learning experiences. By using digital story retelling activities, students may become more motivated, confident, and actively engaged during writing lessons. The use of Canva and multimedia elements can make writing activities more attractive and less stressful because students are not only writing texts but also creatively presenting stories through visual and digital media. In addition, this strategy may help students improve vocabulary mastery, grammar accuracy, organization of ideas, creativity, and critical thinking skills simultaneously. The collaborative and interactive nature of digital story retelling activities may also encourage students to communicate, share ideas, and participate more actively in classroom learning.

For schools, this research provides valuable information regarding the implementation of technology-based learning strategies in English classrooms. The findings of this study may support schools in developing more innovative, modern, and student-centered teaching practices that align with current technological developments and students' digital literacy. In addition, this study may encourage schools to optimize the use of available digital facilities and platforms to improve students' learning experiences and outcomes. Therefore, this research may contribute to improving the quality of English language teaching and learning activities, particularly in narrative writing instruction at the senior high school level.

For the field of English Language Teaching (ELT), this study contributes practical evidence regarding the effectiveness of digital story retelling in improving students' narrative writing skills in Indonesian EFL contexts. This research may provide valuable references for educators and curriculum developers regarding the integration of digital storytelling activities into writing instruction. In addition, this study highlights the importance of combining technology, creativity, and storytelling activities to support

students' language development, motivation, engagement, and critical thinking skills in modern English learning environments.

Finally, this research is also expected to become a useful reference for future researchers who are interested in investigating the use of digital technologies in language learning, particularly in writing instruction. This study may open opportunities for further research related to digital story retelling, multimedia-based learning, collaborative storytelling activities, or the use of other digital platforms in improving students' English skills. Future researchers may also develop this study by exploring different educational levels, language skills, or technological tools in various learning contexts.

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