

ABSTRACT

Pandiangan, Winda Mayasari (2025), *The Effect of Digital Stories towards Young Learner's Writing Ability and Creativity in an Intercultural School in Denpasar*. Thesis, English Language Education Program Postgraduate Program, Ganesha University Of Education.

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Keywords: Creativity, digital stories, intercultural, writing, young-learners

English is increasingly used as a medium of instruction in diverse school settings, including intercultural schools where students may not be native speakers. This study addresses the challenge non-native young learners face in expressing creativity in English, focusing on their limited vocabulary and cultural differences. The current research aimed to investigate the effect of digital stories on young learners in an intercultural school, their writing skills, and creativity, as well as the simultaneous interaction effect of digital stories on writing ability and creativity among young learners in an intercultural school. This study designed a quasi-experimental using the pre-test and post-test with control and experiment class. Forty students were involved as the study sample. Hypotheses about the effect of digital stories on young learners' writing ability and creativity were answered using a T-Test, and One-way MANOVA was used to answer the research question about the simultaneous interactional effect. The study's findings revealed a significant impact of digital stories on the student's writing ability, and the significance result was .602. Digital stories substantially affected the students' creativity; the considerable result was .694. The results indicate that digital storytelling has a small but positive effect, $p= 0.628$, on students' writing abilities. In contrast, it has a medium-sized impact of $p=0.628$ on enhancing students' creativity. The result shows that the digital stories simultaneously affect the student's writing ability in a small effect size. However, regarding students' creativity, the digital stories are medium size. The study concludes that digital stories are potentially used for young learners' writing ability and creativity; therefore, teachers are encouraged to apply digital stories to young learners' writing ability and creativity. Future research about implementing digital stories with other English language skills, including the various pre and post-test instructions and projects, is highly recommended.

ABSTRAK

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Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Made Hery Santosa, Ph.D., dan Pembimbing Prof. Dr. I.G.A Lokita Purnamika Utami.

Kata Kunci: Kreativitas, cerita digital, antarbudaya, menulis, pembelajar muda

Bahasa Inggris semakin banyak digunakan sebagai media pengajaran di berbagai lingkungan sekolah, termasuk sekolah antarbudaya di mana siswa mungkin bukan penutur asli. Penelitian ini membahas tantangan yang dihadapi pembelajar muda non-asli dalam mengekspresikan kreativitas dalam bahasa Inggris, dengan fokus pada keterbatasan kosakata dan perbedaan budaya mereka. Penelitian saat ini bertujuan untuk menyelidiki pengaruh cerita digital pada pembelajar muda di sekolah antarbudaya, keterampilan menulis, dan kreativitas mereka, serta efek interaksi simultan dari cerita digital terhadap kemampuan menulis dan kreativitas di kalangan pembelajar muda di sekolah antarbudaya. Penelitian ini merancang eksperimen semu menggunakan tes awal dan tes akhir dengan kelas kontrol dan eksperimen. Sebanyak empat puluh siswa dilibatkan sebagai sampel penelitian. Hipotesis tentang pengaruh cerita digital terhadap kemampuan menulis dan kreativitas pelajar muda dijawab menggunakan Uji-T, dan MANOVA Satu arah digunakan untuk menjawab pertanyaan penelitian tentang pengaruh interaksi simultan. Temuan penelitian mengungkapkan dampak signifikan cerita digital terhadap kemampuan menulis siswa, dan hasil signifikansinya adalah 0,602. Cerita digital secara substansial memengaruhi kreativitas siswa; hasil signifikansinya adalah 0,694. Hasil tersebut menunjukkan bahwa penceritaan digital memiliki pengaruh kecil tetapi positif, $p=0,628$, terhadap kemampuan menulis siswa. Sebaliknya, ia memiliki dampak sedang sebesar $p=0,628$ terhadap peningkatan kreativitas siswa. Hasil tersebut menunjukkan bahwa cerita digital secara bersamaan memengaruhi kemampuan menulis siswa dalam ukuran efek yang kecil. Namun, mengenai kreativitas siswa, cerita digital berukuran sedang. Penelitian ini menyimpulkan bahwa cerita digital berpotensi digunakan untuk kemampuan menulis dan kreativitas pelajar muda; Oleh karena itu, para guru didorong untuk menerapkan cerita digital pada kemampuan menulis dan kreativitas siswa muda. Penelitian di masa mendatang tentang penerapan cerita digital dengan keterampilan bahasa Inggris lainnya, termasuk berbagai instruksi dan proyek pra dan pasca-tes, sangat direkomendasikan.