# THE EFFECT OF DIGITAL STORIES COMBINED WITH POWER STRATEGY SUPPORTED BY CANVA ON STUDENTS' NARRATIVE WRITING SKILL AND SOCIAL EMOTIONAL LEARNING

#### **THESIS**

Presented to

Universitas Pendidikan Ganesha
In Partial Fulfilment of the Requirements
for Master Degree Education
English Language Education Study Program

By: Made Dwi Surya Darmi Jayanti NIM: 2329081024

UNIVERSITAS PENDIDIKAN GANESHA
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION
2025

### APPROVAL SHEET

This thesis by Made Dwi Surya Darmi Jayanti has been revised and approved for Thesis Examination

Singaraja, July 2025

Supervisor I

I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D

NIP. 198701172014041001

Supervisor II

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

NIP. 198303142008122002

Thesis Magister: Education, The Study Program of Language Education, The Postgraduate Program of UNDIKSHA

Approved on 26 June 2025.

Board of Examiners:

Chairman

Prof. Dra. Luh Artini, M.A., Ph.D.

NIP. 196407141988102001

Member

Dr. Putu Suarcaya, S.Pd., M.Sc. NIP. 197310032000121001

Member

Made Hery Santosa, S.Pd, M.Pd., Ph.D. NIP. 197910232003121001

Member

I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

NIP. 198701172014041001

Member

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

NIP. 198303142008122002

Acknowledge by Director of Postgraduate Program

Ganesha University of Education

rof Dr L Nyoman Jampel, M.Pd

NIP. 195910101986031003

#### STATEMENT LETTER

I hereby declare that this post-graduate thesis in education is written as the partial requirement for degree of master in Education is my own work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work, or that there is a case of plagiarism, I willing accept the consequences of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.



#### ACKNOWLEDGMENTS

The writer would like to express the highest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, for an endless blessing therefore this thesis entitled THE EFFECT OF DIGITAL STORIES COMBINED WITH POWER STRATEGY, SUPPORTED BY CANVA ON STUDENTS' NARRATIVE WRITING SKILL AND SOCIAL EMOTIONAL LEARNING could be accomplished in time.

The writer also would like to thank people who offered invaluable assistance, support, time, patience, guidance, and suggestion during the accomplishment of this thesis:

- 1. The highest gratitude to the Almighty God, Hyang Widhi Wasa, for the mercy and blessing;
- 2. I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D. as the first supervisor as well as the academic supervisor who had kindly given valuable guidance, inspiring ideas, advice, as well as motivations that help the writer a lot in finishing this research paper;
- 3. Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. as the second supervisor for the beneficial feedbacks, valuable guidance, helpful advice, and countless time in helping the writer a lot in finishing this research paper;
- 4. Examiner, Dr. Putu Suarcaya, S.Pd., M.Sc and Made Hery Santosa, S.Pd, M.Pd., Ph.D. who had accurately corrected and criticized for the development of this research paper;
- 5. Study Program Coordinator English Education, Prof. Dra. Luh Putu Artini, M.A., Ph.D and instructional staff who greatly assisted and inspired the author throughout the production of this thesis;
- 6. All of English Language Education lecturers who had supported and given guidance and invaluable knowledge to the writer during the past 2 years in English Language Education;
- Appreciation and gratefulness are also expressed to headmaster of SMA Negeri 1 Tejakula who had given permission to the writer in the process of collecting data;

- 8. The writers' family such as my dad Drs. Putu Jaya Wiriasa, M.Pd., my mom Dra. Ni Made Suryantini., my sister Luh Sri Surya Wisma Jayanti, S.Pd., M.Pd and Komang Tri Somia Jayanti, S.Ak, my husband I Made Giri Kusuma, and two of my children Putu Lakshita Ananda Dwi Kusuma and Made Bimantra Dwi Kusuma, and also my brother in law Prof. Dr.I Gede Margunayasa, S.Pd., M.Pd, and the last my parents in law, Wayan Wija, S.Pd and Made Werti for the endless support during the up and down;
- 9. My beloved friends in SMA Negeri 1 Tejakula, I Kadek Wisnu Aditya Putra, A.Md, Gede Maha Semaya Bakti, S.Pd, and Gede Ari Suyasna Putra, S.Pd, Ni Luh Aprilia Purnamasari, S.Pd., Wayan Nonoriati, S.Pd., and Rosa Novita Sinaga, S.Pd. Gr who are always listen to all of my problems and story, support the up and down situation;
- 10. All of my friends in magister program, especially Ni Luh Eka Setiawati, S.Pd., M.Pd and Rokhman Purnama, S.Pd., M.Pd who are always give supports and suggestions.

Finally, the writer hopes that this research paper can be useful and beneficial. The writer really opens and appreciates to any constructive criticisms, suggestions, and feedbacks which are needed for the improvement of this research paper.

NDI

Singaraja, 2025

Made Dwi Surya Darmi Jayanti

# TABLE OF CONTENTS

<b>ACK</b>	NOWLEDGEMENT	V
ABS	ΓRACT	vii
TAB	LE CONTENT	ix
<b>CHA</b>	PTER I. INTRODUCTION	
1.1.	Research Background	1
1.2.	Problem Identification	6
1.3.	Research Limitation	8
1.4.	Research Questions	8
1.5.	Research Objectives	9
1.6.	Research Significances	
1.6.1	. The Teacher	9
1.6.2	ATT A TOP	10
1.6.3	. The Researchers	10
1.7.	Definition of Vay Tarms	
1.7.1	The state of the s	10
1.7.2	Operational Definition	12
CHA	PTER II, LITERATURE REVIEW	
2.1.	Theoretical Review	
	2.1.1. Writing Skill	14
	2.1.2. Digital Story	30
	2.1.3. POWER Strategy	36
	2.1.4. Canva Application	43
	2.1.5. Narrative Text	51
	2.1.6. Social Emotional Learning	55
2.2.		59
2.3.		73
2.4.	Statistic Hypothesis	75
		, .
СНА	PTER III. RESEARCH METHOD	
3.1.	PTER III. RESEARCH METHOD Research Design	78
3.2.	Population and Research Sample	80
3.3.	Research Procedure.	84
3.4.	Technique of Collecting Data and Instruments	86
3.5.	Validity, Reliability, and Try-Out	92
3.6.	Method Data Analysis.	100
<i>5.0.</i>	2.100100 2000 1 11101 50101111111111111111	100
СНА	PTER IV. FINDING AND DISCUSSION	
4.1.	Research Finding	104
4.2.	Assumption Test.	123
4.3.	Hypothesis Test.	128
4.4.	Discussion	136

CHA	PTER IV. CONCLUSION AND SUGGESTIONS			
5.1.	Conclusion	143		
5.2.	Suggestions	144		
REFERENCES LIST OF APPENDICES				



## LIST OF TABLES

Table 2.1 Aggaging Dubrie for Writing Skill	16
Table 2.1. Assessing Rubric for Writing Skill.	78
Table 3.1. Design of Posttest only Control Group	81
Table 3.3. The characteristic of the sample reviewed from the average	01
value in academic year 2024/2025	82
Table 3.4. Distribution of Sample in each Treatments	82
	83
Table 3.5. Result of Normality Test	84
Table 3.6. Result of Homogeneity Test	
Table 3.7. Technique Collecting Data	86 88
Table 3.8. Blueprint of Writing Test	
Table 3.9. Assessment Rubric.	88
Table 3.10. Differences Procedure Between POWER and Conventional	90
Method	89
Table 3.11. Social Emotional Blueprint	91
Table 3.12. Expert Judgment Comparison	93
Table 3.13. Validity Criteria	93
Table 3.1.4. The summary of Experts' Judgement on Writing Post Test	94
Table 3.15. The Level of Interrater Reliability	96
Table 3.16. The Result of Post Test Reliability	96
Table 3.17. The Result of Item Validity of Questionnaire	97
Table 3.18. The Result of Questionnaire of Reliability Test	99
Table 3.19. The level of Reliability	99
Table 3.20. Interpretation of Mean Score in Writing Problems	100
Table 3.21. Normal Distribution Qualification	101
Table 3.22. Homogeneity of Variance Qualification	101
Table 3.23. Classification of Effect Size	102
Table 4.1. Expe <mark>r</mark> imental Group Schedule	104
Table 4.2. Control Group Schedule	106
Table 4.3. Recapitulation of Descriptive Analysis in Posttest	111
Table 4.4. Frequency distribution of Posttest data on Students' writing	
skill in experimental group	113
Table 4.5. Frequence distribution of Posttest data on Students' social	
emotional in experimental group	115
Table 4.6. Frequency distribution of Posttest data on Students' social	
emotional in control group	118
Table 4.7. Frequency distribution of Posttest data on Students' social	
emotional in control group	121
Table 4.8. Summary of Normality test	123
Table 4.9. Result of Homogeneity of Variance Between Two Groups	125
Table 4.10 Box's Test of Equality of Covariance Matrices	126
Table 4.11. Intercorrelation matrix between dependent variables	127
Table 4.12. Summary of Multivariate test result	129
Table 4.13. Summary of test of between two effects in writing skill	131
Table 4.14 Summary of test between subject effect in social emotional	133

# LIST OF CHARTS

Chart 4.1. Posttest Data on students' writing skill in experimental Group	114
Chart 4.2. Posttest data on students' social emotional in experimental	
group	117
Chart 4.3. Posttest data on students' writing in control group	120
Chart 4.4. Posttest data on students' social emotional in control group	122



## LIST OF PICTURES

Picture 4.1. When students watch videos	108
Picture 4.2. Students when making narrative story	108
Picture 4.3. Teacher's feedback in Written	
Picture 4.4. Teacher's feedback in Oral	110



## LIST OF FIGURES

Figure 2.1. Canva Logo	44
Figure 2.2. Canva's Home Screen	45
Figure 2.3. Canva Templates	45
Figure 2.4. Canva's Features	46
Figure 2.5. Canva Sharing Content	46
Figure 2.6. The Pillars of SEL	57
Figure 2.7. Conceptual Framework	
Figure 4.1. Means Score of Students' writing skill	
Figure 4.2 Means score of Students' social emotional	



## LIST OF APPENDICES

