CHAPTER I

INTRODUCTION

1.1. Research Background

Writing skills is one of the language skills that are taught in any language classes at a school. Or in other word, it also very essential language skills in school education (Ramelan, 1992). It involved the process of transforming ideas and thoughts into coherent sentences and paragraphs, and also through writing, individuals were able to effectively convey their opinions, ideas, and knowledge to others. Despite its importance, many students faced difficulties in acquiring and developing competent writing skills. Several factors influenced students' writing skills, such as material, media, classroom activities, classroom management, and teachers' strategies and approaches(Lakhal, 2021). Innovative teaching methods were needed to improve students' writing competence. One emerging and effective method was digital stories because using digital tools greatly improved the efficiency and effectiveness of the writing process.

In teaching writing for EFL students, the teachers have needed to find a learning strategy to attract the students' interest. The learning strategy has been used to avoid the students feeling confused and bored in learning. Students have found difficulties in writing not only in organizing ideas but also in writing the text to become a readable text (Richard, 2004). They have found that most EFL students do not like to write as they have had no experience, no ideas, and a lack of grammar and punctuation. They have also found in their research that some teachers have still been using a teacher-centered approach in teaching writing in the classroom, and the teachers have not used any media in teaching writing, such as images, videos, and others that may help the students' writing.

Teaching writing using a learning approach created an ideal learning environment. The use of a learning approach improved students' skills, and it also built an interesting learning atmosphere in the class. There were many approaches that were used in teaching writing, such as the product-based approach, process-based approach, and technology-based approach. The

product-based approach emphasized writers to focus on the product of writing. The process-based approach emphasized writers to focus on the writing process rather than the product. The technology-based approach emphasized writers to use technology in writing. We were able to use digital technology, such as digital stories, in teaching writing.

Technology became an essential tool to enhance students' learning because using technology helped students learn at their own pace and find resources that fit their needs (Haleem et al., 2022). Students believed that using technology made learning more interesting and helped them reach their learning goals. Technology has made education more accessible and helped students gain interest in learning (Lawson, 2024). In supporting students to learn writing, it was necessary for the teacher to create remarkable techniques and media which students found easier. Concerning a remarkable technique, digital stories were used as media to teach writing during this study.

Digital Stories stand for digital and stories. Digital is used as a learning tool that is integrated due to the development of technology. Meanwhile, a story is a structured narrative that describes events, whether real or imaginary, often with the purpose of entertaining, informing, or conveying meaning. It takes various forms, such as spoken tales, written accounts, or visual representations. Digital Story offers a combination of traditional and modern teaching methods (Yang & Hung, 2020). Some research shows that students feel more interested and pay greater attention to learning English by using Digital Stories.

In this study, the researcher utilized the Canva Application as a primary tool for instructional purposes. Canva was a user-friendly graphic design platform widely recognized in educational technology for its accessibility and versatility, catering to both beginners and experts (Gehred, 2020). Research highlighted that Canva was particularly effective for teaching English writing skills, as it simplified the learning process and enhanced students' engagement. Furthermore, its use fostered creativity among students in English writing tasks (Asalami et al., 2024).

Additionally, several methods were required to achieve the goal of mastering writing skills. Due to the case, the students need to have an excellent ability to produce good sentences and paragraphs using effective teaching strategies. As a facilitator and controller in the classroom, the teacher should be more creative in providing and applying appropriate and exciting strategies to teach writing skills. For instance, the use of the POWER strategy to teach writing can help the students to produce good writing (Istianah, 2020). First, Plan which students begin by selecting a clear topic and brainstorming ideas. This stage involves gathering relevant information from various sources, taking notes, and ensuring that all necessary references are recorded for later use. The planning phase is essential for generating and capturing as many ideas as possible before moving forward (Istianah, 2020). Second, Organizing, that students review their notes and arrange their ideas logically. They may use tools like tree diagrams to structure their main points and supporting details, ensuring that their writing will have a coherent flow (Istianah, 2020). Third, write which Students draft their text, using the organized outline from the previous step. The focus is on getting ideas down in full sentences and paragraphs, following the structure they have created (Istianah, 2020). Fourth, edit means that after completing the draft, students check their writing for organization, content, vocabulary, grammar, and mechanics. Peer review can be incorporated here, allowing students to receive feedback and make corrections (Istianah, 2020). And the last revise, In the final stage, students rewrite their work based on the feedback and their own review, making improvements to clarity, coherence, and overall quality before submitting the final version (Istianah, 2020).

SMA Negeri 1 Tejakula was the place where the researcher conducted the data. Based on the results of pre-interviews with XI grade students at SMA Negeri 1 Tejakula, there were several reasons why students were not interested in writing. The first reason was that the way they learned to write was often boring and not engaging. Students felt unmotivated to write because lessons were not interesting, and they did not have much room to be creative. Second, students wanted a more modern way of learning to write. They preferred

methods that allowed them to share their work on social media so they could showcase their writing and receive feedback from others. Lastly, students wanted writing lessons to be combined with technology because they were accustomed to using technology in their daily lives. They believed that integrating technology into their writing lessons would make the learning process more engaging and enjoyable.

The results of the interview, the researcher concluded that teachers needed to review the teaching methods used in the classroom to improve students' writing skills. Teachers found suitable digital learning tools to address students' problems, especially in writing narrative texts. Digital media affected students' attitudes, including their interest, motivation, and active class participation, as well as their English proficiency, such as vocabulary and writing skills (Mardiana, 2020). Another researcher also found that digital writing skills significantly impacted the ability of prospective teacher students to develop teaching materials, both individually and collectively (Suryani et al., 2024). To address these challenges, it was important to find suitable tools that could make the writing process more dynamic and interactive. The researcher proposed "Canva" as one of the digital tools to foster students' writing skills in narrative text. This was because Canva was a user-friendly graphic design platform that had several features enhancing narrative writing (Emma, 2024). It allowed students to combine text with images, illustrations, and other design elements, helping them better visualize their stories and organize their writing. "Canva" was extremely useful for creating unique posters for poetry, advertisements, short stories, and memoirs, which were presented on social media. Its various features allowed students to explore and express their creativity in writing. The learning process became more interesting, and students enjoyed writing. It also reduced students' difficulties in writing (Candra et al., 2022).

Social Emotional Learning has been receiving more and increasing attention in educational circles. It is very important for students, especially in the educational context that requires students to be not only success in academically intelligent, but also emotionally and socially mature. Or other words, SEL

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important to improve students' interpersonal, intrapersonal and cognitive competencies (Millacci, 2023). Students who feel unsafe like difficult to concentrate, not really active and unmotivated to learn, need SEL to help them to manage their stress, improve attendance, and build self-confidence because it contribute to improve their academic outcomes (Durlak et al., 2011). Moreover, in an era full of uncertainty and rapid change, the ability to adapt, collaborate, and manage emotions are the keys to success. SEL provides an important foundation for students to be ready to face real-world challenges, both in their personal, social, and professional lives (Brittany, 2023; Zins & Elias, 2007). SEL also encourages the creation of an inclusive classroom, where every student feels valued regardless of their background. It strengthens a sense of community, reduces prejudice, and builds a harmonious learning climate (Durlak et al., 2011; Ng & Bull, 2018). With SEL, students learn to recognize and understand their own emotions, they more confidence in making decisions and acting independently. This ability is very important for facing challenges both in school and in life. Or other words, in an era full of uncertainty and rapid change, the ability to adapt, collaborate, and manage emotions are the keys to success. SEL provides an important foundation for students to be ready to face real-world challenges, both in their personal, social, and professional lives. Because academic skills are not enough to prepare students to face the challenges of life. Therefore, schools are a strategic place to integrate social-emotional learning into daily learning.

The researcher intends to experiment by combining technology with the POWER Strategy to improve students' writing skills and to understand their social-emotional state after receiving treatment. The application of that method combined with technology at SMA Negeri 1 Tejakula, Grade XI, is expected to be more effective because students learn more actively to improve their writing skills and Social Emotional Learning is not just a complement, but a fundamental need in modern education. With SEL, students not only develop intellectually, but also become resilient, empathetic individuals who are ready to face the challenges of life in the future.

1.2. Problem Identification

Based on the facts mentioned, many new technologies have been developed for education. Digital tools support teaching and learning by enabling teachers to create engaging learning experiences for students (Ramamuthie & Aziz, 2022). Several studies explore the effectiveness of using digital tools in developing students' writing skills. Writing skills are crucial but challenging for many students due to factors such as materials, media, and teaching methods (Lakhal, 2021). Innovative methods, such as digital stories with tools like Canva, make learning engaging and help students develop creativity and technical skills (Vacalares et al., 2023).

Research indicated that digital media influenced students' attitudes, interests, motivation, participation in class, and English skills, including vocabulary and writing (Mardiana, 2020). The role of digital writing skills in teacher education but lacked comparative analysis between digital and traditional writing instruction (Suryani et al., 2024). Further research was suggested to examine the effectiveness of digital writing in diverse classroom settings. To improve students' writing skills, tools that made the process more engaging were considered important. Canva was an easy-to-use design platform that helped students combine text with images and other elements, making it easier to visualize and organize their stories. It was great for creating posters, ads, and stories for social media. Canva made writing more fun and helped reduce writing difficulties (Candra et al., 2022). Moreover, various studies strongly agreed that technology like digital stories played a crucial role in improving students' writing skills. However, this potential had not yet been fully implemented in the teaching-learning process. Based on the researcher's experience as an English teacher at SMA Negeri 1 Tejakula, some factors contributed to this situation. The factors identified during classroom observations at SMA Negeri 1 Tejakula regarding the use of digital media for teaching writing were:

The first factor has been due to the demands of the "Freedom Curriculum." Teachers have often had very tight schedules and found it challenging to reach

the goal of learning in one meeting since the material has been quite compact. The time given to learn English, especially writing, has not been enough for the students because they have needed more time to practice.

Second, students have often lacked interest in writing because conventional teaching methods have frequently been boring and failed to engage them effectively. This lack has made it challenging for students to develop their writing skills. Many students have used technology every day and preferred learning that includes digital tools. Students have often found it hard to organize and visualize their stories when they have only used words. That's why the researcher has proposed "Canva" as a digital Story medium that can help students improve their writing skills and make the process of writing lessons fun and aligned with their expectations. Canva has also helped them combine words with pictures and other visuals to make their stories more interesting, easier to understand, interactive, and enjoyable.

Lastly, students have found it difficult to express their feelings more authentically in their writing and struggled when leading to richer narratives that resonate with them. That situation has made students unmotivated because they have felt overwhelmed by negative emotions, resulting in dissatisfaction when they publish their writing.

From those facts, it has been concluded that both teachers and students need a user-friendly digital tool like digital Stories to share Stories with others and use Canva application to make the Stories more interesting in the learning process. Moreover, it has made learning more fun and fit better with what students are used to. Additionally, Canva has offered many unique and attractive features and templates that are "free" to use. It can also be easily installed on mobile phones so both students and teachers can access it on their own devices. By using Canva, teachers have addressed students' needs in writing lessons and applied appropriate strategies like POWER that are in line with 21st-century teaching practices to foster students' writing skills.

Moreover, there was an increasing need for educators of all abilities, content areas, and ages to be aware of and respond to students' social-emotional

needs because students sometimes experienced feelings of isolation, uncertainty, anxiety, depression, and confusion when writing narrative texts. These feelings disrupted or caused uncooperative classroom behavior. Another effect was a decrease in students' participation in classroom discussions and a higher number of missing assignments, especially in writing tasks.

1.3. Research Limitation

This research investigated the effect of integrating Digital Stories with the proven POWER strategy, utilizing Canva, to enhance students' narrative writing skills and social-emotional development at SMA Negeri 1 Tejakula. By exploring how these innovative digital tools can empower students to effectively organize, visualize, and articulate their stories, we aimed to demonstrate their transformative potential in education.

1.4. Research Questions

Based on the rationale, the research questions can be formulated as follows.

1.4.1. Is there a difference in students' writing skill and social emotional learning in Narrative Text between groups of students who learn with the Digital Stories combined with POWER Strategy supported by Canva and Conventional learning method?

1.4.2. Is there a significant effect of Digital Stories combined with POWER Strategy supported by Canva comparing it to Conventional method on students' writing skill?

1.4.3. Is there a significant effect between groups of students who treat by using Digital Stories combined with POWER Strategy supported by Canva and Conventional method on students' social emotional learning?

1.5. Research Objectives

In response to the problem that is present in the study, several objectives will be raised as follows:

1.5.1. To analyze the differences in students' writing skill and social emotional learning simultaneously in Narrative text between groups of students who treated by using Digital Stories combined with POWER Strategy supported by Canva and Conventional method.

1.5.2. To analyze the effect between the group of students who taught using Digital Stories combined with POWER Strategy supported by Canva, comparing it to Conventional method on students' writing skill.

1.5.3. Analyzing the effect of the implementation Digital Stories combined with POWER Strategy supported by Canva, comparing it to Conventional method in students' social emotional learning.

1.6. Research Significances

The results of this study are expected to be significant for the following:

1.6.1. The Teacher

This research provides valuable insights for teachers by demonstrating how Digital Stories combined with the POWER strategy and supported by Canva can effectively enhance students' writing skills and social-emotional learning (SEL). It offers a practical, technology-integrated instructional approach that can be implemented to make writing lessons more engaging and emotionally supportive. Teachers can use the findings to design more interactive and empathetic learning environments that foster both academic and emotional development in students, aligning with modern educational demands

1.6.2. The students

The study benefits students by showing that the integration of Digital Stories and the POWER strategy can improve their writing abilities and social-emotional competencies simultaneously. This dual enhancement supports students not only in academic achievement but also in developing empathy, emotional regulation, and social skills, which are critical for their holistic growth. The use of Canva as a digital tool makes the learning process more attractive and accessible, increasing students' motivation and engagement in writing tasks.

1.6.3. The Researchers

This research contributes to the academic body of knowledge by providing empirical evidence on the effectiveness of combining digital story with strategic instructional methods (POWER strategy) and digital tools (Canva) in improving writing skills and SEL. It fills a gap in the literature regarding the integration of technology, pedagogy, and emotional learning in language education. Future researchers can build upon this study to explore further applications, different age groups, or other subject areas, as well as refine and expand the theoretical framework around digital storytelling and SEL.

1.7. Definition of Key Terms

Some underlying terms should be considered to avoid misunderstandings about this study; some definitions of the key terms are identified as follows:

1.7.1 Conceptual Definition

1.7.2.1. Digital Stories and POWER Strategy supported by Canva

This has been a combination of technology named Digital Stories and the Canva application with the POWER strategy. Digital Stories has become a type of narrative created using various digital media tools, combining elements such as visuals, music, voiceovers, audio recordings, video clips,

and other interactive elements to convey a message or tell a tale (Hartley & Mc.William, 2009). Combined with the POWER Strategy, it has helped students in the learning process and solving problems because it has assisted students in developing what they want to write in their drafts (Yarber & Yarber, 2000). They have also had more time to recheck their pieces of writing in terms of the use of correct grammar, choice of words, punctuation, mechanics, and so on. Canva has emerged as a graphic design medium that provides many features accessible to users around the world (Hapsari & Zulherman, 2021). In summary, the integrated Digital Stories combined with the POWER strategy supported by Canva has not only enhanced narrative writing quality but also fostered a deeper connection between researchers and readers through effective visuals.

1.7.2.2.   Writing Skill

Writing skill is the ability to put thoughts, ideas, and information into clear and understandable written words. It includes using correct grammar, vocabulary, punctuation, and spelling. Writing skill also involves logically organizing ideas, making sure the writing makes sense, and choosing the right style for the reader and purpose. It has also meant being creative, thinking carefully about what has been written, and making changes to improve the writing (Harmer, 2004). In writing, students need to follow several steps.

1.   Prewriting

Students have chosen a topic and brainstormed ideas related to it. They have narrowed down the topic and planned what to write about. They have planned and organized ideas by creating an outline, which has helped in arranging the main points and deciding how to write them.

2.   Writing

They have created the first draft based on the outline. They have developed the ideas into paragraphs, ensuring clarity and coherence.

3.   Revising

Students have reviewed the first draft to find and fix mistakes, such as

spelling errors and sentence issues.

4. Rewriting

    They have made a second draft, improving it based on the revisions. They have addressed any remaining problems.

5. Final Writing

    Students have proofread the second draft and have made any final changes before preparing the final version to share.

It can be concluded that writing skills means clearly expressing ideas with correct grammar and organization. The writing process has five steps: first is prewriting, which involves picking a topic and planning ideas. Next, making a draft and revising. Fourth, rewriting is about improving the draft. The last is final writing, where the draft is proofread and ready to share

1.7.1.3. Social Emotional Learning (SEL)

In the fields of education and school psychology, the importance of addressing social-emotional learning alongside academic proficiency has garnered increasing recognition (Anthony et al., 2022; Brann et al., 2022; CASEL, 2020; Cook, 2022; Kim et al., 2022; Lane, 2022; Pickens, 2022). Moreover, social-emotional learning has involved the development of skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making (CASEL, 2020).

1.7.2. Operational Definition

1.7.2.1. Digital Stories combined with POWER Strategy supported by Canva

It is a learning approach that involves the process of creating digital stories using the Canva application, where students in SMA Negeri 1 Tejakula are actively involved in:

a) Planning by defining clear learning objectives, such as developing creative writing skills.

b) Organization by structuring the Stories logistically with a clear sequence of events, using Canva's template and layout features

c)   Word choice by choosing the right and interesting words to convey the message with the help of Canva's text and font features.

d)   Engagement by adding interactive elements such as animation, video, or audio to attract the attention of the audience, using Canva animations and media features.

e)   Reflection by It is an evaluation of the Stories that has been created and providing feedback to classmates using Canva's comment features.

Moreover, this teaching is used to improve students' writing skills by implementing it during 8 meetings and using a lesson plan as a guide.

1.7.2.2. Writing Skill

The writing skill is students' ability to generate ideas and organize their thoughts into coherent paragraphs in narrative paragraphs/essays measured using a scoring rubric by (Brown, 2001).

1.7.2.3.   Social Emotional Learning (SEL)

Social-emotional learning is a powerful tool for developing emotional intelligence, self-awareness, and other essential life skills of students in grade XI, SMA Negeri 1 Tejakula, and measured by using a questionnaire by covers 5 aspects, such as self- awareness, social awareness, self-control, relationship skill, and making a decision (Kilic & Alci, 2022; Martin et al., 2022).