

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the background issues that underlie the research, research questions, problem boundaries, objectives to be achieved, research benefits, and proposed hypotheses. The explanation in this chapter aims to provide a comprehensive understanding of the reasons and importance of conducting research.

#### **A. Background of Study**

Writing is a critical communication skill that is fundamental to academic success and personal growth. Essentially, writing is about coherently organizing ideas into structured text that effectively conveys meaning. Coherence is a key component of successful writing, ensuring that ideas are logically connected and easily understood by the reader. Without coherence, even grammatically correct writing can be confusing or ineffective. As Kardas (2021) emphasizes, teaching writing should focus not only on grammar and vocabulary but also on guiding students to develop coherence through structured strategies, such as using transitions and organizing ideas hierarchically. These aspects of coherence are particularly important for young learners who have difficulty making logical connections between sentences and paragraphs. This highlights the need for a targeted approach to writing instruction, which will be explored in the next section.

Students' writing skills are influenced by a variety of factors, ranging from cognitive and linguistic abilities to environmental and classroom influences. Cognitive factors such as memory and attention play a key role in how students process and organize ideas. Linguistic factors such as vocabulary knowledge and grammar directly affect the fluency and coherence of written texts. Environmental influences such as access to resources and teacher support also shape students' writing experiences. According to Genç-Ersoy and Göl-Dede (2021), educational games can play a pivotal role in mitigating these challenges by fostering motivation and collaboration in the classroom. This understanding leads to consideration of specific instructional strategies, particularly in the school context in which this study is conducted.

The teachers face special challenges in improving students' writing skills. Limited resources and traditional teaching methods often hinder student engagement and progress. To address these issues, educators have begun to incorporate innovative solutions such as technology and interactive activities into their teaching practice. For example, collaborative writing exercises and multimedia tools were introduced to make learning more enjoyable. These interventions aim to motivate students and provide structured support. One promising way to advance these efforts is through the use of digital storytelling, which we discuss in the next section.

Digital storytelling is a teaching method that combines narrative techniques and multimedia tools to offer a modern approach to teaching writing. This method uses visual, auditory, and textual elements to create an immersive, interactive learning experience. Research by Vicol et al. (2024) demonstrates that digital storytelling significantly improves creative writing skills, fostering narrative coherence and linguistic accuracy. Similarly, Robin (2021) highlights how digital storytelling tools can align with 21st-century learning goals, enhancing students' engagement and critical thinking. By incorporating these tools into classroom practice, educators can effectively address writing challenges while simultaneously preparing students for future academic demands. These benefits of digital storytelling pave the way for the integration of specific digital tools, such as educational games, to further support student learning.

One of the educational media that shows potential in improving writing skills is a digital storytelling game that helps students become familiar with story elements and helps them understand story structure and character development. This media utilizes visual, auditory, and textual elements to create an immersive and interactive learning experience that digital storytelling can improve students' creative writing skills, strengthen narrative coherence, and linguistic accuracy. According to Johnson and Smith (2023), by integrating game-based learning, teachers can create a more dynamic and supportive learning environment. This prompted us to explore how narrative texts are introduced in this context, thus providing

deeper insights into digital storytelling games in the development of students' writing skills.

Digital storytelling is a media that combines narrative text with multimedia tools to offer a contemporary approach to teaching writing. Narrative texts form the backbone of many writing curricula, emphasizing the importance of structure, sequence, and thematic development. Teaching narrative writing through an interactive platform like Digital Storytelling allows students to practice these skills in a more engaging way. As they progress through the game's story-building exercises, students learn to organize their thoughts coherently and express their ideas more effectively. A focus on narrative texts is important because they provide the foundation for the many forms of writing students will encounter throughout their academic careers. This approach aligns with the broader objective of the research, which seeks to improve students' writing skill Green & Blue (2022).

Writing is one of the most complex and challenging language skills for learners of English as a foreign language, as it requires the integration of grammatical accuracy, vocabulary mastery, coherence, and critical thinking. At MTs Al-Azhar Center OKU, all eighth-grade students receive the same English language instruction through a standardized curriculum and teaching approach, so it can be assumed that they have experienced relatively similar exposure to language learning, making it possible to research their writing skills using digital media that can be enjoyable for

learning. In this context, this study aims to test the significance of a focused teaching strategy using digital story games to improve students' writing skills. By applying this treatment to a selected sample of the population, this study not only aims to improve writing outcomes but also to provide insights into how interactive and technology-based approaches can support writing instruction in the classroom.

Previous research by Genç-Ersoy and Göl-Dede (2021) showed that the use of educational games can increase motivation and collaboration in the classroom, with a 30% increase in student motivation after applying the method. In addition, research by Vicol et al. (2024) confirmed that digital storytelling can significantly improve students' creative writing skills, showing a 25% increase in average writing scores after implementation. A study by Robin (2021) also found that digital storytelling tools can boost student engagement by up to 40%, which is crucial for developing writing ability.

Based on background above, the writer interested in carrying out research titled **“Implementing Digital Storytelling Game For Writing Skills Development In Grade 8<sup>th</sup> at MTs Al-Azhar Center OKU”**

## **B. Problem of Study**

Based on this background, the problem formulation of this study is Is it significant or not Implementing Digital Storytelling game improve writing skills for grade 8<sup>th</sup> students at MTs Al-Azhar Center OKU?

### **C. Limitation of Study**

While this study aimed to explore the impact of using digital storytelling games to improve writing at 8<sup>th</sup> graders, there are several limitations:

- 1. Sample Size:** This study was limited to one class of 8<sup>th</sup> grade students at MTs Al-Azhar Center OKU.
- 2. Focus on Narrative Texts:** The study is limited to the development of writing skills specifically in narrative texts. This focus may not provide insights into students' abilities in other genres of writing, such as expository, persuasive, or descriptive writing. As a result, the findings may not be generalizable to broader writing contexts.
- 3. Focus on Writing Skills:** The study is limited to the development of writing skills, aiming to improve students' ability to organize ideas, use appropriate vocabulary, and construct coherent texts. This focused approach is intended to provide a deeper understanding of how writing skills can be effectively enhanced through targeted learning strategies.
- 4. Digital Focus:** The study is centered on the use of a digital storytelling game to enhance writing skills. This focus may limit the applicability of the findings to traditional writing instruction methods

### **D. The Objective of Study**

To find out whether digital storytelling is significant or not in improving the writing skills of 8<sup>th</sup> grade students of MTs Al-Azhar Center OKU.

## **E. Significances of The Study**

The importance of this research lies in its potential impact on students, teachers, other researchers and TEFL.

### **1. For Student**

This research provides an engaging way for students to improve their writing through digital storytelling games. By making writing tasks more interactive and fun, students can develop stronger skills in writing.

### **2. For Teacher**

This research offers teachers a practical tool and method to increase student skills in writing. By integrating into the writing curriculum, teachers can overcome common challenges such as lack of motivation and difficulty in maintaining students' interest. The findings of this study will provide guidance in using digital storytelling game as an effective strategy to support and enhance writing instruction.

### **3. For Other Researchers**

This study contributes to the broader field of educational technology and language learning by examining the impact of digital storytelling games on writing skills. It provides a foundation for further research on gamification and storytelling in education, encouraging other researchers to explore similar tools for developing various language and literacy skills across different grade levels and educational contexts.

#### 4. For TEFL

In its potential to enhance the teaching and learning of English as a Foreign Language (TEFL) by integrating innovative digital tools into the curriculum. By focusing on the development of writing skills through engaging and interactive digital storytelling game, this research addresses the challenges faced by both students and teachers in traditional language learning environments. It provides valuable insights into how digital storytelling game can increase student motivation in writing tasks.

#### F. Hypothesis of The Study

1. Alternative Hypothesis ( $H_a$ ): Implementing a digital storytelling game that uses narrative text is significant improve the writing skills of 8<sup>th</sup> grade students at MTs Al-Azhar Center OKU. If **p-value  $\leq \alpha$  (0.05)** →  **$H_0$  is rejected,  $H_a$  is accepted** → this means there is a significant effect.
2. Null Hypothesis ( $H_0$ ): Implementing a digital storytelling game that uses narrative text is not significant improve the writing skills of 8<sup>th</sup> grade students at MTs Al-Azhar Center OKU. If **p-value  $> \alpha$  (0.05)** →  **$H_0$  is accepted,  $H_a$  is rejected** → this means there is no significant effect.