

CHAPTER II

LITERATURE REVIEW

In this section, the author provides theoretical foundations related to the focus of this research, which includes definitions, concepts, and supporting theories about writing, narrative text, and the use of digital media in the form of story games. In addition, the results of previous research are also presented to serve as a comparison and reinforcement of the issues discussed.

A. Literature Review

1. Learning Using Digital

The development of digital technology has had a major impact on the world of education, particularly in terms of teaching and learning in the modern era. Digital learning refers to the learning process that uses digital technology devices, such as computers, tablets, smartphones, and internet access, as the main medium for delivering material. According to Zhou et al. (2021), digital learning is a pedagogical approach that uses digital technology to enrich students' learning experiences and improve the effectiveness of learning. Technology allows students to access information anytime and anywhere, making learning more flexible and independent.

Digital learning also provides opportunities for teachers to create a more interactive and engaging learning environment. Through the use of digital media such as videos, animations, educational games, and interactive platforms, students can be more actively involved in the learning process. This is in line with Ally's (2019) opinion that the use of technology in

learning can increase learning motivation and help students develop 21st-century skills, such as critical thinking, collaboration, and creativity.

In addition, digital learning is also highly relevant to today's generation of students, known as digital natives, who have been familiar with technology since childhood. According to Prensky (2001), today's students grow up in a digital culture, so traditional learning approaches are less effective if they are not adapted to their learning styles.

Furthermore, the integration of digital media in learning allows for personalization, where each student can learn at their own pace and according to their preferred learning style. In the context of developing writing skills, digital learning opens up great opportunities to explore more creative and innovative methods, such as multimedia storytelling, blog writing, and collaborative platforms. These tools not only enhance engagement but also provide authentic contexts for students to practice their writing in meaningful ways.

Moreover, digital learning supports differentiated instruction, enabling teachers to tailor content and activities based on students' individual needs and proficiency levels. It can also bridge gaps in learning by providing access to a wide range of resources that were previously unavailable in conventional classrooms. Thus, digital learning not only modernizes the teaching process but also promotes inclusivity and equity in education.

2. Digital Storytelling Game

a. Definition

Digital storytelling is the combination of narrative with digital technology to create an interactive and engaging learning experience. In an educational context, digital storytelling allows students to express their ideas through various multimedia elements, such as text, images, audio, and video. According to Robin (2021), digital storytelling not only makes the learning process more dynamic, but also helps students in developing better communication skills. By utilizing various media formats, students can more easily understand and internalize the information they learn.

According to Lambert (2021) states that the use of digital storytelling can improve students' digital and communication skills, as well as strengthen their critical thinking and creativity. In addition, digital storytelling can also increase students' motivation in learning, as they are given the freedom to explore and express their ideas through digital media.

b. Concept Strategy

Digital storytelling in the context of learning is understood as a strategy that combines elements of narrative, digital technology, and creative process in a structured learning design. Yang and Wu (2020) state that digital storytelling is a digital narrative-based learning

approach that involves students in a series of stages: from story idea development, script writing, selection of multimedia elements (such as images, sound, and video), to digital story production and presentation. The concept emphasizes students' active role in structuring and communicating information through multimodal formats. As a learning strategy, digital storytelling is not just a means of delivering content, but a systematic process designed to build understanding and thinking skills through digital media that supports the organization of ideas.

Similarly, Abdel-Hack and Al-Harbi (2019) explained that digital storytelling is a project-based strategy that places students as designers and executors of digital narratives. This strategy integrates the writing process with digital media in structured steps, such as topic identification, content planning, media production, and message delivery. In its implementation, digital storytelling combines pedagogical and technological elements to create a learning environment that encourages active engagement. In this study, digital storytelling is used as the main learning media strategy designed to facilitate the writing process of grade 8th students, with an emphasis on creative and systematic stages that support coherent and organized writing.

c. Implementing Digital Storytelling

In an effort to improve students' writing skills, the use of digital storytelling has become one of the effective approaches because it is able

to combine narrative elements with students' personal expression. Research by Zarei and Navidinia (2024) shows that non-digital storytelling approaches can still significantly develop students' writing skills, especially in the context of learning English as a foreign language (EFL). This approach focuses on the stages of story writing, manual storyboarding, and oral presentation that strengthen the mastery of narrative structure, vocabulary, and writing coherence. The following are the implementation steps of digital storytelling adopted from Zarei and Navidinia's research (2024):

1) Story Initiation

The teacher provides stimulus in the form of triggering questions, printed pictures, or interesting short stories. The aim is to trigger students' initial ideas so that they can build their own stories.

2) Scriptwriting

Students write their narrative drafts individually. The teacher guides the writing structure: orientation, complication, climax, and resolution. Emphasis on vocabulary use, grammar, and paragraph coherence.

3) Storyboarding

Students hand-draw their storyboards on paper. Each storyboard box includes a corresponding section of the script. This reinforces understanding of the story sequence.

4) Peer Review

Students exchange stories. This process helps revise the script before delivery.

5) Oral Storytelling with Visual Aids

Students deliver their stories orally in front of the class using their storyboards.

6) Teacher Feedback and Reflection

The teacher gives feedback on students' scripts and presentations. Students reflect on what they have learned and write down their experiences and improvements for their next writing

3. Narrative Text

a. Definition

A narrative text is a type of text that narrates stories or events (either real or fictional) to entertain, inform, or teach a moral lesson to the reader. The main structures of a narrative text include direction, complexity, and resolution. According to Harmer (2022), narrative text serves as a medium to express the writer's creative ideas and introduce readers to an imaginative world full of events and characters. In a learning context, narrative texts can help students develop language skills such as vocabulary and grammar, and improve their writing skills using interesting stories. Narrative texts typically follow a structured format comprised of several essential components:

- 1) **Orientation:** This initial section sets the stage by introducing the backdrop of the story, including key characters, location, and time. It provides readers with the necessary context to understand the forthcoming events.
- 2) **Complication:** Here, the main conflict or challenge arises, capturing the reader's attention and compelling them to continue reading to discover how the issue will be resolved.
- 3) **Resolution:** In this part, the narrative reveals how the conflict is addressed, bringing resolution to the story. This section often imparts the author's intended message or moral.
- 4) **Coda:** Although not always included, the coda offers an additional layer of reflection or closure. It might present a moral lesson or insight gleaned from the narrative, enriching the reader's understanding of the story's themes.

In a research study focused on 8th grade students, narrative texts can be used to assess writing skills and comprehension. By analyzing students' narratives, educators can evaluate their ability to create engaging characters, develop a coherent plot, and convey a meaningful theme. Additionally, incorporating digital storytelling tools can enhance this process, allowing students to present their narratives in innovative ways. This not only makes writing more engaging but also helps students develop digital literacy skills. Overall, narrative texts

provide a valuable framework for both teaching and assessing writing skills in junior high school education.

b. Purpose of Narrative Text

The main purpose of a narrative text is to entertain the reader and convey a particular message or lesson to the reader. Moreover, a narrative text should stimulate the reader's imagination and creativity and help them understand the cultural and social values that the story conveys. Brown (2021) notes that narrative text can be used as an effective learning tool to improve students' critical thinking and reflection on various situations and problems. Narrative texts encourage students to understand concepts such as conflict, resolution and action, and help develop analytical skills and logical thinking

4. Writing Skills

a. Definition

Writing is a fundamental skill that allows us to express our thoughts, convey information and communicate effectively. This includes not only the technical aspects of grammar and vocabulary, but also the ability to organize ideas logically and coherently. Effective writing requires a clear purpose, a structured argument and well-thought-out ideas that work together to convey a coherent message. According to Hyland (2022), writing is a complex cognitive process that integrates various

skills, including critical thinking, organization, and language proficiency, to produce meaningful text.

Furthermore, Kellogg and Whiteford (2023) discuss the role of technology in writing development, noting that digital tools can enhance the writing process by providing interactive and engaging platforms for students. They argue that incorporating technology into writing instruction can motivate students and facilitate their understanding of narrative structures, which is essential for effective storytelling.

In the context of the study titled "Implementing Digital Storytelling Game for Writing Skills Development in Grade 8th at MTs Al-Azhar Center OKU," these insights into writing highlight the potential benefits of using digital storytelling games as a pedagogical tool. By engaging students in the creation of narrative texts, such games can foster creativity, improve writing coherence, and enhance students' ability to connect with their audience. The interactive nature of digital storytelling also aligns with the social aspect of writing, allowing students to share their stories and receive feedback, which is vital for their growth as writers.

b. Concept Teaching in Writing

Concept teaching is an essential pedagogical approach that focuses on helping students understand the fundamental principles and structures of writing. According to Graves (2020), effective writing

instruction goes beyond merely teaching students the mechanics of writing; it involves guiding them to comprehend the underlying concepts that inform various writing styles and genres. This understanding enables students to apply their knowledge flexibly and creatively in different contexts.

Research by McCarthy and McGrail (2021) supports the idea that concept teaching enhances students' writing skills by fostering critical thinking and self-regulation. When students grasp the concepts behind writing—such as audience awareness, purpose, and genre conventions—they become more adept at crafting coherent and engaging texts.

Moreover, integrating technology into concept teaching can further enrich the writing experience. As noted by Kellogg and Whiteford (2023), digital tools can provide interactive platforms that facilitate the exploration of writing concepts. For instance, digital storytelling games can serve as a dynamic medium for students to experiment with narrative structures and character development, allowing them to apply theoretical concepts in a practical and engaging manner. In the context of the study titled "Implementing Digital Storytelling Game for Writing Skills Development in Grade 8th at MTs Al-Azhar Center OKU," the principles of concept teaching align well with the use of digital storytelling as a pedagogical tool. By engaging students in the creation of their own narratives, educators can help them internalize key writing

concepts while simultaneously enhancing their writing skills. This interactive approach not only makes learning more enjoyable but also reinforces the idea that writing is a process that can be developed through practice and reflection.

c. Steps in Writing

The writing process is typically divided into several key steps that guide writers from the initial idea to the final draft. According to the National Writing Project (2020), these steps can be categorized as follows:

- 1) **Prewriting:** This initial stage involves brainstorming and organizing ideas. Writers may use techniques such as mind mapping, outlining, or free writing to generate content and determine the purpose and audience for their writing.
- 2) **Drafting:** In this phase, writers begin to put their ideas into sentences and paragraphs. The focus is on getting thoughts down on paper without worrying too much about grammar or style. The goal is to create a rough draft that captures the main ideas.
- 3) **Revising:** After completing the draft, writers review their work to improve content and structure. This may involve reorganizing paragraphs, adding or deleting information, and refining the overall flow of the piece. Feedback from peers or teachers can be valuable during this stage.

- 4) **Editing:** This step focuses on correcting grammatical, punctuation, and spelling errors. Writers pay attention to language mechanics and ensure that their writing adheres to the conventions of standard English.
- 5) **Publishing:** The final step involves sharing the completed work with an audience. This could mean submitting it for publication, presenting it in class, or sharing it online. The publishing stage emphasizes the importance of audience engagement and the impact of writing.

B. Teaching Procedures

Teaching procedures used in this study were adopted from the theory proposed by Gael E. Tompkins and Pat Daniel Jones in the book *Teaching Writing: Balancing Process and Product* 7th edition (2019). In this book, teaching writing is understood as a process that balances the stages of the writing process (such as prewriting, drafting, revising, and publishing) with the end result of structured and meaningful writing. The role of the teacher is very important in guiding students when writing, especially when they are still learning to organize ideas.

Targeted support from teachers can help students become more confident and understand the steps of good writing. In addition, the use of creative and situationally appropriate methods, such as utilizing digital media, can also make the learning process of writing more interesting and easily understood by students. Therefore, the learning procedure developed in this study involves

digital storytelling game-based activities that support each stage in the writing process to improve the writing skills of grade 8th students at MTs Al-Azhar Center OKU.

Here are my research teaching procedures :

1. Pre-Teaching Activities (15 minutes)

- a) Greeting and Motivation (5 minutes): The teacher greets the students and explains today's learning objective, which is to write a story using digital game media.
- b) Review Prior Knowledge (5 minutes): Brief discussion about the elements of a story (character, setting, plot).
- c) Introduction to the Game (5 minutes): The teacher introduces the digital storytelling game application (e.g. StoryJumper or Scratch) and explains how to use it.

2. While Teaching (60 minutes)

- a) Exploration (10 minutes)
 - 1) Students play the digital storytelling game in small groups.
 - 2) They choose characters, settings, and story conflicts from the features provided by the app.
- b) Elaboration (30 minutes)
 - 1) Each student writes a draft story based on the plot they created in the game.
 - 2) The teacher provides guidance on narrative text structure (orientation, complication, resolution).

- 3) The teacher provides examples and sentence models (scaffolding) according to students' abilities.
- c) Confirmation (15 minutes)
 - 1) Students finalize their narrative text and integrate the text with the visual elements of the game.
 - 2) Some students present their stories to the class.
 - 3) Teacher and friends give appreciation and constructive feedback.

3. Post-Teaching Activities (15 Minutes)

- a) Reflection (5 minutes): The teacher guides a collective reflection on the writing process and the use of the digital game.
- b) Feedback (10 minutes): The teacher gives written or oral feedback on students' work.

C. Previous Related Study

Several previous studies are relevant to my topic. The first study, authored by Borong & Yamson (2023) is titled “Digital Storytelling as a Method for Teaching Writing Skills.” This research examines the effectiveness of digital storytelling in enhancing writing proficiency among elementary students, emphasizing the positive influence of integrating technology into writing instruction. However, it does not address the elements of gamification.

The second study, published in the Robiatul A et al. (2024) is titled “The Role of Digital Storytelling in Improving Students' Writing Skills.” This research focuses on how digital storytelling can enhance narrative writing

abilities in primary education. While it offers valuable insights into student engagement, it falls short of incorporating game-based learning strategies. The third source is an article from Puspitarini et al. (2024) titled "Enhancing Writing Skills through Digital Storytelling: A Case Study. " This study explores how digital storytelling can improve writing skills within a classroom environment. While it highlights the advantages of storytelling, it doesn't integrate interactive gaming elements, which are a central aspect of your research.

The distinction between my research and the three studies mentioned lies in the integrated approach of “Implementing Digital Storytelling Game for Writing Skills Development in Grade 8th in MTs Al-Azhar Center OKU.” This research uniquely combines digital storytelling game elements within a single platform. While prior studies have highlighted the advantages of digital storytelling and gamification independently, my study specifically examines the use of the digital storytelling game designed to improve the writing skills of 8th grade students.

This study introduces a fiction story through the digital storytelling game, an interactive platform designed for storytelling and writing. The game not only enables students to read and listen to stories but also invites them to engage in the creative process of crafting their own narratives. With its interactive features, digital storytelling game allows students to select story paths, fostering active participation and enhancing their critical thinking abilities.

Therefore, this study not only enriches the existing literature, but also offers valuable insights into the application of digital storytelling games in improving students' writing skills. The findings are expected to provide practical improvements for educators and curriculum developers to design more effective interventions tailored to the needs of students at MTs Al-Azhar Center OKU.