

The Use of StoryJumper Digital Media to Improve Students' Narrative Writing Ability in Senior High School

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Abstract

This study aims to investigate the effect of using StoryJumper media on students' writing ability at the senior high school level. Writing is one of the essential skills in English learning; however, many students experience difficulties in organizing ideas, grammar, and vocabulary when composing narrative text. This research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants were 35 tenth-grade students of MAN Kota Tegal in the academic years 2025/2026. Data were collected through writing tests and classroom observations. The data were analyzed using descriptive statistics, a normality test, and a paired samples t-test with SPSS version 26. The results showed that the students' mean score increased from 65.74 in the pretest to 75.00 in the posttest. The paired samples t-test revealed a significant difference between the two scores (Sig. = 0.000 < 0.05), indicating that StoryJumper significantly improved students' writing ability.

Keywords: StoryJumper; Writing Ability; Digital Storytelling; Narrative Text;

1. INTRODUCTION

Writing is one of the most essential skills in English language learning because it allows students to express ideas, thoughts, and information in a structured and meaningful form. Through writing, learners are able to communicate their understanding of language, develop critical thinking, and organize ideas effectively. According to Brown (2004, p. 218), writing is a complex cognitive process that requires learners to generate ideas, organize them logically, and express them using appropriate grammar and vocabulary. Therefore, writing ability plays an important role in developing students' overall language competence.

However, many students still experience difficulties in mastering writing skills, particularly in English as a foreign language (EFL) context. Students often struggle with organizing ideas, applying grammatical rules, and selecting appropriate vocabulary when composing texts. These challenges are commonly found among senior high school students who are still developing their language proficiency. In addition, students frequently face difficulties in structuring narrative texts properly, such as arranging orientation, complication, and resolution within a coherent story structure. As explained by Ghosh et al., (2021), students' writing difficulties are often related to limited language exposure, lack of practice, and insufficient instructional strategies that support the writing process.

Another factor that contributes to students' difficulties in writing is low learning motivation. Motivation plays an important role in determining how actively students participate in learning activities. When students feel unmotivated or bored, they tend to lose interest in writing tasks and become less engaged in classroom activities. Li et al., (2024, p. 3), state that writing motivation is strongly associated with writing performance, meaning that students who have higher motivation are more likely to develop better writing skills. Therefore, teachers need to create engaging learning environments that can increase students' motivation and participation in writing activities.

In addition to motivation, the use of appropriate learning media also significantly influences students' writing development. Traditional teaching methods that rely heavily on textbooks and teacher explanations may not fully engage students in the writing process. Without

interactive learning media, students may find writing activities monotonous and challenging. Ye (2024), explains that a supportive classroom environment and innovative learning media can enhance student engagement and improve language learning outcomes. Thus, integrating technology into language learning has become increasingly important in modern educational contexts.

In the digital era, various technological tools and digital media have been developed to support the teaching and learning process, including the teaching of writing skills. One of the approaches that has gained attention in language education is digital storytelling. Digital storytelling combines narrative writing with multimedia elements such as images, text, and interactive features, which can help students express their ideas more creatively. Robin, (2016, p. 19), states that digital storytelling encourages students to develop creativity, improve language skills, and become more actively involved in the learning process.

One digital platform that supports digital storytelling is StoryJumper. StoryJumper is an online platform that allows users to create, edit, and publish digital storybooks by combining text, images, and various creative elements. This platform enables students to transform their written ideas into interactive storybooks, which can increase their interest and motivation in writing activities. According to Castillo-Cuesta (2021), the integration of digital storytelling platforms in writing instruction can significantly improve students' creativity, engagement, and writing performance.

Several previous studies have investigated the effectiveness of StoryJumper in improving students' writing ability. For instance, Fajardo Rojas et al., (2023), found that the use of StoryJumper in collaborative writing activities helped students develop their writing skills and enhanced their ability to organize ideas in narrative texts. Similarly, Fitriyani et al., (2023, p. 3), reported that digital storytelling using StoryJumper improved students' ability to write descriptive texts and increased their enthusiasm during learning activities. Furthermore, Nurlaela et al., (2022), revealed that StoryJumper had a positive impact on students' narrative writing ability by encouraging creativity and supporting the development of storytelling skills.

Despite the growing number of studies on digital storytelling and writing instruction, most research has focused on international contexts or different educational levels. There is still limited research that specifically examines the effectiveness of StoryJumper in improving narrative writing skills among senior high school students in Indonesia. In particular, students at MAN Kota Tegal often face difficulties in organizing ideas, applying correct grammar, and expressing their creativity in writing narrative texts. These challenges indicate the need for innovative instructional strategies that can support students' writing development.

Considering these issues, integrating digital storytelling platforms such as StoryJumper into writing instruction may provide an effective solution to improve students' writing ability. StoryJumper offers interactive features that allow students to combine written text with visual elements, which can help them generate ideas more easily and structure their narratives more coherently. Additionally, the use of digital media can create a more engaging learning environment that motivates students to participate actively in writing activities.

Therefore, this study aims to investigate the effect of using StoryJumper media on students' writing ability at the senior high school level. Specifically, the study focuses on tenth-grade students of MAN Kota Tegal in the academic year 2025/2026. By examining the impact of StoryJumper on students' narrative writing performance, this research is expected to provide empirical evidence regarding the effectiveness of digital storytelling media in English language teaching. Furthermore, the findings of this study may contribute to the development of innovative teaching strategies that enhance students' motivation, creativity, and writing ability in English learning.

2. METHOD

This study employed a quantitative approach using a pre-experimental research design to examine the effect of using StoryJumper media on students' writing ability. Quantitative research focuses on analyzing numerical data to test hypotheses and examine relationships between variables (Abdullah, et al., 2022, p.27). the design used in this study was a one-group pretest-posttest design, in which a single group participants was tested before and after the treatment. The difference between the pretest and posttest scores was used to determine the effectiveness of the treatment (Abdullah, et al., 2022).

This research was conducted at MAN Kota Tegal, a senior high school located in Tegal, Indonesia, during the academic year 2025/2026. The population of this study consisted of 379 tenth-grade students'. From this population, one class was selected as the sample, namely class X J, which consisted of 35 students'. A sample is defined as a part of the population that represent the characteristics of the whole group and is selected to obtain research data (Abdullah, et al., 2022).

This procedure of the research consisted of three stages: pretest, treatment, and posttest. The pretest was administered to measure students' initial writing ability before the implementation of StoryJumper media. In this stage, students were asked to write an narrative folktale text based on a given topic. After the pretest, the treatment was conducted by intergrating StoryJumper as a digital storytelling platform in the writing learning process. Students' were introduced to the platform and guided on how to create digital storybooks by combaining written text with images while organizing narrative structures such as orientation, complication, and resolution. After the treatment, a posttest was adminitered to measure students' writing ability after using StoryJumper.

The data of this research were quantitative data in the form of students' narrative writing scores obtained from writing tests. The instrument used in this study was a writing test consisting of a pretest and a posttest. Students' writings were assessed using a writing rubric that evaluated several aspects of writing, including content, organization, vocabulary, grammar, and mechanics ((Brown, 2004, p.244). The collected data were analyzed using descriptive and inferential statistics. The mean scores of the pretest and posttest were calculated to determine the improvement in students' writing performance. Furthermore, a paired samples t-test using SPSS version 26 was conducted to examine whether there was a significant difference between the students' scores before and after the treatment.

3. Results and Discussion

The results of this study were obtained from the pretest and posttest conducted to measure students' writing ability before and after the implementation of StoryJumper media. The analysis included descriptive statistics and inferential statistics using a paired samples t-test to determine whether there was a significant improvement in students' writing ability.

Before the treatment was implemented, students were given a pretest to assess their initial writing ability in narrative text. In this stage, students were asked to write a narrative text without using StoryJumper or any digital media. The purpose of the pretest was to determine the students' baseline writing performance and to identify their difficulties in developing narrative texts. The descriptive statistics of the students' pretest and posttest scores are presented in Table 1.

Tabel 1. Descriptive Statistics of Students' Writing Scores

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation

PreTestPreExperimental	35	50	85	65.74	9.017
PostTestPreExperimental	35	58	90	75.00	9.242
Valid N (listwise)	35				

Based on Table 1, the mean score of the pretest was **65.74**, with the minimum score of **50** and the maximum score of **85**. This result indicates that students' writing ability before the treatment was still relatively moderate. Many students experienced difficulties in developing ideas, organizing story structures, and applying correct grammar and vocabulary in their narrative texts.

After the treatment was conducted using StoryJumper media, students were given a posttest to measure their writing ability after experiencing the learning process with digital storytelling. The results showed that the mean score increased to **75.00**, with the minimum score of **58** and the maximum score of **90**. This improvement indicates that students' narrative writing ability increased after using StoryJumper in the learning process.

The increase in the mean score from **65.74** to **75.00** demonstrates that students showed better performance in writing narrative texts after receiving the treatment. In the posttest, students were able to develop more organized story structures, express ideas more clearly, and use more appropriate vocabulary and grammar compared to the pretest.

To determine whether the improvement in students' writing ability was statistically significant, a paired samples t-test was conducted using SPSS. The result of the statistical analysis is presented in Table 2.

Table 2. Paired Samples T-Test Results

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Hasil - Kelas	-9.257	8.219	1.389	-12.080	-6.434	-6.663	34	.000

Based on Table 2, the significance value of the paired samples t-test is **0.000**, which is lower than the significance level of **0.05** ($0.000 < 0.05$). This indicates that there is a significant difference between students' pretest and posttest scores. Therefore, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that the use of StoryJumper media has a significant effect on improving students' writing ability.

The findings of this study are consistent with several previous studies related to the use of digital storytelling in writing instruction. Rojas et al., (2023) found that the use of StoryJumper in collaborative writing activities helped students improve their writing skills and organize their ideas more effectively. Similarly, Fitriyani et al., (2023) reported that the implementation of digital storytelling using StoryJumper improved students' writing performance and increased their enthusiasm during the learning process.

In addition, Nurlaela et al., (2022) revealed that StoryJumper had a positive impact on students' narrative writing ability by encouraging creativity and helping students develop storytelling skills. These findings support the results of the present study, which showed that

students were able to produce more organized narratives and express their ideas more clearly after using StoryJumper in the learning process.

The improvement in students' writing ability can be explained by the advantages of StoryJumper as a digital storytelling platform. StoryJumper allows students to combine images, text, and digital pages when writing stories. These features help students generate ideas more easily and organize story events in a logical sequence.

During the learning process, students appeared more enthusiastic and motivated when writing narrative texts using StoryJumper. The visual elements provided by the platform helped students imagine story settings, characters, and events more clearly. As a result, students were able to develop their narratives more creatively and coherently.

In addition, StoryJumper also supports the stages of the writing process, such as planning, drafting, revising, and publishing. Students were able to review and edit their stories before finalizing them, which helped improve the quality of their writing. This process encouraged students to pay more attention to grammar, vocabulary, and story organization.

These findings indicate that digital storytelling media such as StoryJumper can create a more engaging and interactive learning environment. By integrating visual and textual elements, students become more interested in writing activities and feel more confident in expressing their ideas in written form. Therefore, StoryJumper can be considered an effective instructional media for improving students' narrative writing ability, particularly in senior high school English learning contexts.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of StoryJumper has a positive and significant effect on students' writing ability. The improvement can be seen from the increase in the mean score of students' writing from the pretest to the posttest. The mean score of the pretest was 65.74, while the mean score of the posttest increased to 75.00, indicating that students' writing performance improved after the implementation of StoryJumper in the learning process.

Furthermore, the result of the paired samples t-test showed that the significance value was **0.000**, which is lower than the significance level of **0.05**. This means that there was a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that StoryJumper is effective in improving students' narrative writing ability.

In addition, the use of StoryJumper helps students generate ideas, organize their stories, and express their thoughts more creatively through digital storytelling features such as images and text integration. These features make the writing activity more interesting and engaging for students.

Therefore, StoryJumper can be used as an effective learning media for teaching narrative writing in English classes, particularly at the senior high school level. Teachers are encouraged to integrate digital storytelling media into the teaching and learning process to enhance students' motivation and writing skills.

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