DIGITAL STORYTELLING TO PROMOTE STUDENTS' CREATIVE THINKING IN LEARNING NARRATIVE TEXT

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Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI JAKARTA
2023

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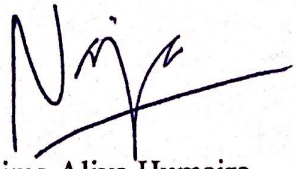

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ABSTRACT

Najma Aliya Humaira. 2023. *Digital Storytelling to Promote Students' Creative Thinking in Learning Narrative Text*. Thesis, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

The utilization of digital learning media impacts students' 21th century abilities, including promoting creative thinking. Digital storytelling, a modern educational tool, integrates students' character values such as creative thinking into learning for conveying materials, particularly in narrative text. This study aims to determine the quality of digital storytelling that can be used as learning material, and this study analyzed the digital storytelling content, which consists of multimodal text that can promote students' creative thinking in learning narrative text class in Junior High School based on the Merdeka Curriculum. Content analysis research is used in this study and analyzed the content of 5 digital storytelling videos from Youtube to measure the relevance with the generic structure of a narrative text, the elements of digital storytelling and the indicator of creative thinking. The content was analyzed based on the generic structure of the narrative text by *Kurikulum Merdeka* (2021), the elements of digital storytelling from Lambert (2010) and Robin (2008), and the indicator of creative thinking by Munandar (2018). The digital storytelling video in narrative text form can be used as digital learning material to promote students' creative thinking in learning narrative text for students in junior high school. This research found that all these digital storytelling videos in the narrative text are 100 % aligned with the generic structure of a narrative text. From the five videos analyzed, four videos show level 4, which is very creative because it is in line with the creative thinking indicator, and 1 video shows level 3, which is creative, but still meets the category because it is in line with the creative thinking indicator. Therefore, the teacher should consider implementing proper digital storytelling to improve students' creative thinking in the learning process.

Keywords: *Digital Storytelling, Creative Thinking, Narrative Text, Content Analysis, Junior High School*.

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ABSTRAK

Najma Aliya Humaira. 2023. *Penceritaan Digital untuk Mendorong Berpikir Kreatif Siswa dalam Mempelajari Teks Naratif*. Skripsi, Jakarta: Program Studi Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penggunaan media pembelajaran digital dapat mempengaruhi tingkat kemampuan siswa dalam menghadapi abad 21. Berpikir kreatif merupakan salah satu nilai karakter siswa yang dapat dimasukkan ke dalam media pembelajaran seperti digital storytelling. Digital storytelling adalah bentuk digital dari media pembelajaran modern yang dapat digunakan sebagai alternatif untuk menyampaikan materi terutama pada materi teks naratif. Penelitian ini bertujuan untuk menganalisis konten digital storytelling yang terdiri dari teks multimodal yang dapat mendorong pemikiran kreatif siswa dalam mempelajari kelas teks naratif pada sekolah menengah pertama berbasis Kurikulum Merdeka. Penelitian analisis isi digunakan dalam penelitian ini dan menganalisis isi 5 video digital storytelling dari Youtube untuk mengukur relevansi dengan struktur generik teks naratif, unsur-unsur digital storytelling dan karakteristik berpikir kreatif. Konten dianalisis berdasarkan struktur generik teks naratif oleh *Kurikulum Merdeka* (2021), unsur-unsur digital storytelling dari Lambert (2010), dan Robin (2008), dan karakteristik berpikir kreatif oleh Munandar (2018). Video digital storytelling dalam bentuk teks naratif dapat digunakan sebagai materi pembelajaran digital untuk mempromosikan pemikiran kreatif siswa dalam mempelajari teks naratif bagi siswa di sekolah menengah pertama. Dalam penelitian ini ditemukan bahwa semua video penceritaan digital dalam teks naratif ini 100% sesuai dengan struktur generik teks naratif. Dari 5 video yang dianalisis, terdapat 4 video yang menunjukkan level 4 (sangat kreatif) karena sejalan dengan indikator berpikir kreatif, dan 1 video yang menunjukkan level 3 yang kreatif, namun tetap memenuhi kategori karena sejalan dengan indikator berpikir kreatif. Oleh karena itu, guru harus mempertimbangkan penerapan digital storytelling yang tepat untuk meningkatkan pemikiran kreatif siswa dalam proses pembelajaran.

Kata kunci: *Penceritaan Digital, Berfikir Kreatif, Teks Naratif, Analisis Konten, Sekolah Menengah Pertama*.

ACKNOWLEDGEMENT

For the first and foremost, I would like to expresses my highest gratitude to the Almighty Allah SWT for blessing, love, opportunity, health, and mercy so that I can finish this thesis entitled "Digital Storytelling to promote Students' Creative Thinking in Learning Narrative Text". Peace and blessing also upon the Greatest Prophet Muhammad S.A.W who had delivered the truth to human being in general and Muslim in particular. In arranging this *skripsi*, many people have provided motivation, advice, support, and even remark that helped me. In this valuable chance, the warmest appreciation to the following people:

1. Special thanks to my parents who have provided support, for their love, and care which follows me in every step of my life, especially during the process of my college.
2. I am deeply indebted to my supervisors, Prof. Ilza Mayuni, M.A as the first advisor, and Dr. Sri Sulastini, M.A who always gives guidance, suggestion, ideas, and encouragement in completing this *skripsi* and to make this *skripsi* better. I could not have completed this *skripsi* without their guidance and direction.
3. Thank you to all of the lectures of English Education Study Program Universitas Negeri Jakarta who have given me a lot of knowledge, advise, motivation, and assistance during college.
4. Special thanks to my dearest best friend, Rayhan Ramadhan who always been there for me and being a good listener who always encourages me. Thank you for being a partner in my life, for accompanying me, taking care of me, supporting me, taking your time, and always being there in all conditions. Thank you for all support and your help given to me.
5. Rizka Aulia, Nalika Ligar Katiasa Nugroho, Melvira Tanila, Adelia, Davina Ayu, Annisa Nur Azizah, and Vima Baity Jannah as the writer's best friends since I came to the campus who always support, give the writer's

unforgettable moments, and wonderful amazing friendship during this college.

6. Special thanks to Bening Kirana Jingga and Rifa'atul Mahmudah as my friends since PKM who always encourage and provide help when I am confused.
7. Thank you DPMP Pendidikan Bahasa Inggris for all cheers, laughs, memories, and valuable insights.
8. I would like to thank all my 19 DA classmates and ELESP 2019 members.

Jakarta, July 22, 2023

Najma Aliya Humaira

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