

FROM WATCHING DRAMA BOX TO WRITING NARRATIVE TEXT: AN EXPERIMENTAL STUDY FOR XII GRADE AT SMAN 1 SELONG

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ABSTRACT

This study aims to determine the effect of using Drama Box on the narrative writing abilities of twelfth-grade students at SMAN 1 Selong. Purposive sampling was used to choose 31 students for the study, which used a quantitative pre-experimental design with a one-group pre-test and post-test strategy. The Watch, Pause, and Predict method was used in four sessions of the intervention. To ensure assessment consistency, students' written work was evaluated by two raters, and inter-rater reliability testing showed an agreement level of 58.06% for the pre-test, increasing to 67.74% for the post-test. Descriptive statistics, Shapiro-Wilk normality testing, and inferential statistics utilizing the Paired Sample t-Test and N-Gain score computation were used to examine the data gathered from writing assessments. The class mean score increased from 70,64 in the pre-test to 86,77 in the post-test, indicating a notable improvement in students' narrative writing performance. H_0 was rejected as a result of the hypothesis test, which produced a t-count of -9,274 and a t-table of 2,045 at a significance level of $3,55 \times 10^{-10}$ ($p < 0.05$). Additionally, the N-Gain score analysis showed an average score of 0.65, which puts it in the moderate group with a 64,73% effectiveness percentage. These findings confirm that the Drama Box learning medium, combined with the Watch, Pause, and Predict technique, has a significant positive impact and serves as an effective alternative learning tool for enhancing students' narrative writing skills, despite being limited by a one-group pre-test and post-test design and a short intervention period.

Keywords: Drama Box, Narrative Writing, Predict Technique, Watch Pause

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Drama Box terhadap kemampuan menulis narasi siswa kelas dua belas di SMAN 1 Selong. Teknik purposive sampling digunakan untuk memilih 31 siswa sebagai subjek penelitian, yang menerapkan desain kuantitatif pra-eksperimental dengan strategi pre-test dan post-test pada satu kelompok. Metode Watch, Pause and Predict diterapkan dalam empat sesi

intervensi. Untuk memastikan konsistensi penilaian, hasil tulisan siswa dinilai oleh dua penilai raters, dan uji inter-rater reliability menunjukkan tingkat kesepakatan sebesar 58,06% pada pre-test dan meningkat menjadi 67,74% pada post-test. Analisis data yang diperoleh dari penilaian menulis mencakup statistik deskriptif, uji normalitas Shapiro-Wilk, serta statistik inferensial menggunakan Paired Sample t-Test dan perhitungan skor N-Gain. Nilai rata-rata kelas meningkat dari 68,22 pada pre-test menjadi 85,77 pada post-test, yang menunjukkan adanya peningkatan signifikan dalam kemampuan menulis narasi siswa. Hasil uji hipotesis menunjukkan penolakan H_0 , dengan nilai t-hitung sebesar -9,274 dan t-tabel sebesar 2,045 pada tingkat signifikansi $3,55 \times 10^{-10}$ ($p < 0,05$). Selain itu, analisis skor N-Gain menunjukkan nilai rata-rata 0,65, yang termasuk dalam kategori sedang dengan tingkat efektivitas sebesar 64,73%. Temuan ini mengonfirmasi bahwa media pembelajaran Drama Box, yang dipadukan dengan teknik Watch, Pause, and Predic, memberikan dampak positif yang signifikan dan menjadi sarana pembelajaran alternatif yang efektif untuk meningkatkan keterampilan menulis narasi siswa, meskipun dibatasi oleh desain kelompok tunggal pre-test dan post-test serta periode intervensi yang singkat.

Kata Kunci: Drama Box, Predict, Teknik Watch Pause, Teks Narasi

A. Introduction

English writing proficiency is essential in the twenty first century global environment for international communication. In this sense, students' grammar and vocabulary skills have a considerable impact on the quality of their narrative writing. Lexical competence has a substantial impact on word choice; a limited vocabulary considerably reduces students' ability to form narrative

frameworks and convey concepts smoothly (Qatrinada & Apoko, 2024). Simultaneously, grammatical competence serves as an important structural underpinning for structuring words cohesively. Grammatical errors, especially those in the past tense, inhibit students' from following a coherent chronological flow and sequence of events (Sihaloho et al., 2026). As a result, these specific linguistic limits act as

significant hurdles to students' overall ability to write meaningful narrative texts.

To address these structural hurdles, recent educational standards emphasize literacy, including textual communication, as the foundation for social and economic progress (UNESCO, 2023). Narrative texts are critical for developing students' imagination, chronological understanding, and empathy (Dias, 2023). Researchers believe narrative texts should be viewed as active cognitive tools that change students' social consciousness rather than passive reading material. However, recent data show that EFL students' productive skills are much lower than their receptive skills due to a lack of authentic involvement (EF English Proficiency Index, 2023). The researchers believe that active mastery of narrative texts is necessary to bridge this gap and achieve global competitiveness.

Ironically, narrative writing remains a significant challenge in Indonesian schooling. According to the Ministry of Education, Culture, Research, and Technology

(Kemendikbudristek, 2023), students' literacy requires great improvement, particularly in the ability to synthesize thoughts into cohesive prose. According to Megawati (2023) students' experience cognitive challenges such as lack of vocabulary, poor organization using generic structures, and a lack of motivation to learn. In accordance with this, (Raikhel, 2025) notes that theoretical, teacher-centered models fail to connect classroom obligations with students' interests. From this standpoint, the researcher contends that such restrictive educational techniques directly contribute to students' low overall English writing proficiency.

To overcome these issues, using creative video film learning media through various digital applications could be a viable solution. Sahirin et al., (2023) underline that innovative video applications are good learning media, assisting students in both online and offline contexts. This digital platform provides access to audiovisual content that includes short works with major storytelling

elements such as character presentation and dramatic plot shifts. According to (Nurjaya, 2026), this narrative method is a powerful artistic strategy for bringing meaning to life, significantly lowering students' affective filters while increasing creative output by offering a rich context for language use. As a media application, Drama Box uses immersive graphics and language to help students understand narrative aspects more authentically.

The decision to utilize Drama Box as an intervention in this study was also influenced by the societal trends of the digital age. Despite its instructional promise, adopting short form video apps in EFL classrooms presents some problems, most notably students' low attentiveness due to digital distractions (Vena, 2026). In fact, Drama Box content is widely circulated on platforms like TikTok, YouTube, Instagram, and Facebook, displaying similar digital characteristics. Commercially, these videos intentionally stop at cliffhangers to encourage

downloads of the official app. However, because research shows that short-form media enhances comprehension, this viral content can be repurposed as a contextual learning tool. Nonetheless, Malik et al. (2025) found that short videos (TikTok, Reels, Shorts) assist current learners to understand knowledge more quickly. To overcome the structural limitations of short video length, the researchers used the Watch Pause and Predict technique to convert passive viewing into constructive academic engagement.

To encourage students' writing, the Watch Pause and Predict technique was implemented in three steps with objectives. First, at the Watch stage, Algi (2021) explains that students' who watched videos can better acquire the story's orientation and complexity since visual-auditory input is critical for contextual understanding and vocabulary development. Second, during the Pause stage, the teacher pauses the video at a vital time (cliffhanger). According to Fitri (2024), this tactical interruption can

turn students' passive responses into focused and active cognitive processing. Third, during the Predict stage, students write the story's resolution autonomously. This third phase is reinforced by Lu et al., (2025) who show that pausing films at the climax sparks curiosity, driving students to find solutions. This solution accurately portrays the interactive way that digital natives consume modern content.

Several previous studies have investigated the use of visual media to improve English language skills (Chicho & Zrary, 2022). However, a recent comprehensive literature review shows that the majority of studies continue to rely on passive video viewing without specific active interventions such as story completion (Yuan & Wu, 2023). In Indonesian high schools, where the integration of interactive digital devices is becoming increasingly important (Nurhidayat et al., 2023), statistical experiment research on short drama media utilizing the pause-predict technique is still extremely rare. This quantitative study intends to fill this gap by

examining the significant effect of Drama Box on twelfth grade students' narrative writing skills, giving empirical data on the usage of interactive videos in EFL classrooms.

SMAN 1 Selong, as one of the primary educational institutions in East Lombok Regency, was selected as the research site because it is relevant to the subject profile. This institution has a strong academic reputation and benefits from a dynamic learning environment. At the twelfth-grade level, students' have fairly easy access to personal digital devices in their daily activities. However, the high level of contact with these gadgets is not related to the use of technology to create structured academic texts. According to Hutasoit et al., (2025) high personal device ownership among adolescents creates new issues because students primarily use them for consuming visual entertainment. In line with this, Patriasih et al., (2025) noted that technology in language learning will have little impact unless it is optimally integrated into structured

tasks that need students' productive abilities.

In this era of digital transformation, engaging students in English writing tasks has proven to be difficult due to inadequate technology utilization. According to Alsowat, (2022) motivating students to produce structured text remains difficult due to a digital readiness gap, specifically in shifting device usage from entertainment to academic writing. Consequently, a media breakthrough is urgently required to adapt to twelfth grade digital natives whose linguistic ability and imagination are more easily aroused by interactive visual stimulation (Dewi, 2026). Based on these real-world situations, this quantitative experimental study is conducted to investigate the effect of using short form drama media on students' writing skills. Ultimately, It is expected this study will give empirical evidence and benchmarks for creative English language instruction in the region.

B. Methodology

This study used quantitative pre-experimental design. According to Sugiyono (2022) a pre-experimental design consists of one experimental group and no control group, using a non-random sampling technique. Similarly, Wahyuni and Pratiwi (2022), pre-experimental research typically includes only one experimental group and no control group. This design was chosen because it focused on the usage of Drama Box media and sought to discover changes in students' narrative writing abilities following treatment with this media, rather than comparing Drama Box to other learning media.

This design was designed to measure the progress in students' narrative text writing skills after applying the Drama Box medium, as explained below:

$$O_1 \rightarrow X \rightarrow O_2$$

O_1 = Pretest

X = Experimental

O_2 = Posttest

This study examined the use of Drama Box media and the Watch Pause and Predict technique to help students' improve their story writing skills. In both the pretest and posttest, students watched a 2-3 minutes

Drama Box video until the cliffhanger moment. Students were invited to compose the story's resolution or ending. However, the limitation of this design is the absence of a control group, so the improvement cannot be fully claimed as the effect of Drama box alone.

Setting of the Study

1. Location: This research was conducted at SMAN 1 Selong. This school was chosen because twelfth grade students are relevant to the focus of this study as the target participants.

2. Timeline: 22 July 2026

Population and Sample of the Study

1. Population: The population for this study was twelfth grade science students at SMAN 1 Selong throughout the academic year 2026. This population was selected because twelfth grade students learn narrative texts as part of the English language curriculum, which is related to the research aims.

2. Sample: The sample of this study consisted of twelfth grade Science students. who participated in the full

research process, including the pretest, treatment, and post-test.

3. Sample method: The sample method used in this study was purposive sampling. According to Sugiyono (2022), purposive sampling is a technique with certain consideration. In this study, the English teacher was selected twelfth grade Science students. This technique was chosen due to limited time and access. Therefore, the result of this study cannot be generalized to the entire population.

Data Collection

1. Identification of Variables

a) Independent Variables: Used of Drama Box media in the learning process

b) Dependent Variable: Students narrative writing skills were measured based on assessment components that include content, organization, vocabulary, language use, and mechanics (Karisma & Sulistyani, 2026)

2. Definition of Variables

a) Drama Box is defined as a learning medium in the form of short 2-3 minutes English drama videos containing a

narrative text structure of orientation, complication, and climax using a cliffhanger technique. This medium was adapted from the social media (TikTok, YouTube, Instagram, and Facebook) platforms.

- b) Students' narrative text writing ability is defined as the score of students' written story resolutions measured based on five assessment components: content, organization, vocabulary, language use, and mechanics (Karisma & Sulistyani, 2026).

3. Instrument of the Study

a) Writing Test (Pretest and Post-test):

- 1) Pretest: Students watched 2-3 minutes Drama Box 1 video until the climax. After the video paused at the cliffhanger, they were asked to write a continuation and resolution of the story in narrative text for 30 minutes. This test aimed to measure students' initial ability to transform

visual stimuli into written text.

- 2) Post-test: After receiving the treatment, students watched Drama Box, a video with a different title but validated as equivalent to Video 1 in terms of duration, number of characters, and plot complexity. The video was also paused at the cliffhanger, and students asked to write a continuation of the story for 30 minutes.

- a) Scoring Rubric: This study used an analytical scoring rubric developed from Karisma and Sulistyani (2026) to analyze students' writing results in both the pretest and the post-test. This rubric evaluates five components: content, organization, vocabulary, language use, and mechanics, with a score range of 1-4 for each component, giving in a total score of 5-20.

i. Score Calculation

$$\text{Final Score} = \text{Content} + \text{Organization} +$$

Vocabulary + Language
Use+ Mechanics

Maximum Score = 20

ii. Score Conversion

Converted Score =
(Student's Score ÷ 20)
× 100

1) Rubric Validity

The rubrics content was validated by two English teaching specialists. Validation was carried out to check that the rubric content was consistent with the narrative writing skill construct and that each descriptor was clearly defined. The validation sheet and the amended results are attached.

2) Assessment Procedure

To improve scoring reliability, students' writing products was assessed by two raters using the same analytical scoring rubric. The score from by two raters using the same analytical scoring rubric. Before conducting the statistical analyses, an inter-rater reliability test

was performed to determine the consistency between the scores assigned by the two raters. After confirming the consistency of the scoring, the final score for each student's writing was obtained by averaging the scores from Rater 1 and Rater 2. These averaged scores were then used for all subsequent statistical analyses. This procedure is intended to reduce scoring subjectivity and improve the consistency of the assessment results.

4. Technique of Collecting Data

This study's data collection approach included the following stages:

a) Pre testing

The researcher administered a writing test to students to collect baseline data. This aims to determine students' initial narrative writing abilities before implementing the Drama Box media.

b) Treatment/Experimental

The treatment was conducted in 2 meetings using Drama Box material, and the steps are as follows:

- 1) Students were introduced to the Drama Box media.
- 2) Students watched the drama video (Orientation and Complication stages).
- 3) The video was paused at the cliffhanger moment
- 4) Students did brainstorm and wrote the Resolution of the story individually.

The cliffhanger strategy was employed in this study to encourage students' imagination and engagement during the writing process.

- c) Post-test: After the treatment was completed, the researcher performed a post-test to assess the improvement in students' narrative text writing skills after utilizing Drama Box media.

Analyzing Data

To analyze the collected data, the researcher used statistical procedures as follows:

1. Calculate the mean, standard deviation, and gain scores from the pretest and post-test to provide an overview of the data distribution.
2. Perform a normality test using Shapiro Wilk to determine whether the data is normally distributed.
3. A Paired Sample T-Test was used to test whether there is a significant difference in narrative writing scores before and after treatment with Drama Box.

C.Results and Discussion

This study was conducted at SMAN 1 Selong involving twelfth-grade Science students as research subjects. The intervention consisted of using Drama Box learning media to improve students' writing skills or comprehension of narrative text material. Overall, the research activities for the twelfth-grade Science class at SMAN 1 Selong were divided into four sessions: a pre-test, two experimental treatment sessions using Drama Box media, and a post-test.

1. Pre-test Data

The pre-test was conducted at the school during the first session,

before the treatment was implemented. The researcher began the exercise by greeting participants, introducing themselves, and taking attendance.

This initial test was designed to assess the students' basic ability to produce narrative texts. The summary of the students' pre-test scores is as follows:

Table 4.1 Pre-test Result

NO	STUDENTS	Rater 1	Rater 2	Final Score
1	MFA	90	85	87,5
2.	AA	85	85	85
3.	FNM	90	90	90
4.	YA	85	85	85
5.	FA	75	75	75
6.	SNPI	55	40	47,5
7.	NA	45	45	45
8.	IU	85	85	85
9.	KRCR	90	90	90
10.	KHT	90	90	90
11.	ASD	65	65	65
12.	NRA	80	80	80
13.	RRH	50	50	50
14.	BZMB	65	60	62,5
15.	GKR	95	95	95
16.	RAP	80	80	80
17.	MH	75	70	72,5
18.	NA	70	70	70
19.	CRP	55	55	55
20.	DYT	50	50	50
21.	KAP	50	30	40
22.	DCM	60	50	55
23.	MPU	50	30	40
24.	SZ	35	30	32,5
25.	MRA	55	50	52,5

26.	AJ	60	50	55
27.	MTA	85	80	82,5
28.	IN	80	80	80
29.	RA	60	50	55
30.	YSM	80	80	80
31.	BTDJ	85	80	82,5

2. Post-test Data

The post-test was administered during the final session, following the implementation of instruction using the Drama Box medium. This final test aimed to gather data on the improvement of students' narrative writing skills. The summary of the post-test score data is as follows:

Table 4.2 Post-test Result

NO	STUDENTS	Rater 1	Rater 2	Final Score
1	MFA	100	100	100
2	AA	100	100	100
3	FNM	100	100	100
4	YA	100	100	100
5	FA	75	70	72,5
6	SNVI	75	70	72,5
7	NA	80	80	80
8	IU	95	90	92,5
9	KRCR	100	100	100
10	KHT	100	100	100
11	ASD	80	70	75
12	NRA	100	100	100
13	RRH	80	80	80
14	BZMB	95	95	95
15	GKR	100	100	100
16	RAP	100	100	100
17	MH	85	85	85
18	NA	75	50	62,5
19	CRP	85	85	85

20.	DYT	75	70	72,5
21.	KAP	60	50	55
22.	DCM	75	75	75
23.	MPU	75	70	72,5
24.	AZ	50	50	50
25.	MRA	85	85	85
26.	AJ	80	80	80
27.	MTA	100	95	97,5
28.	IN	90	90	90
29.	RA	75	70	72,5
30.	YSM	100	100	100
31.	BTDJ	100	100	100

3. Inter-Rater Reliability Test

An inter-rater reliability test was carried out by comparing the scores independently assigned by Raters 1 and 2 in order to guarantee consistency in the evaluation of the writing. Before the data was subjected to additional analysis, this test sought to ascertain the degree of agreement between the two raters. The inter-rater reliability

test results are shown in Table 4.3.

Table 4.3 Inter-Rater Reliability

<i>Test Result</i>		
Assess ment	Agreem ent	Percent age
Score		
Pre-test	0,58	58,06%
Post- test	0,67	67,74%

Based on table 4.3, the pre-test agreement scores between Raters 1 and 2 was 58.06%, whereas the post-test agreement score increased to 67.74%. These results show that the two raters' degree of agreement increased in the post-test, indicating more consistency in the students' narrative writing scores. As a result, the two raters' results are deemed sufficiently consistent to be used in further statistical analysis.

4. Normality Test

Before doing hypothesis testing, the Shapiro-Wilk method was used for normality testing to ascertain whether the data were normally distributed. Table 4.4 below provides an overview of the

findings based on the SPSS program study.

Table 4.4 Normality Test Result

Vari- able	Shapiro- Wilk	df	sig	Normality
Pre-test	0,951	31	0,162	Normal
Post-test	0,845	31	< 0,001	-

Table 4.4 shows that the pre-test data's significance value is $0,162 > 0,05$ which suggests that the data are regularly distributed. Therefore, the best way to assess the comparison between these sample groups is to use a parametric method with a paired-sample test.

5. Hypothesis Test

A paired-sample t-test was employed to ascertain whether the utilization of Drama Box media significantly affects student learning results.

Tabel 4.5 Hypothesis Test Result

Statistic Component	Analysis Result	Description / Value
t_{count}	-9,274	Calculated statistical test value (t Stat)
t_{table}	2,045	Critical threshold ($\alpha=0,05$; df = 29)
Significance	$3,55 \times 10^{-10}$	Much smaller than 0,05
Test Decision	H_0 Rejected	Significant effect found

Based on Table 4.4, the absolute value of t_{count} is greater than t_{table} ($|-9,274| > 2,045$) with a significance probability value far lower than 0,05. This demonstrates that H_0 was rejected

and H_1 was accepted, indicating a significant effect of the implementation of Drama Box learning media on students' learning outcomes

6. N-Gain Analysis Test

To measure the effectiveness level of the improvement in students' learning outcomes after the implementation of the Drama Box learning medium, a Normalized Gain (N-Gain) calculation was performed.

Table 4.6 N-Gain Analysis Test

Analysis Component	Value	Interpretation Category
Pre-test Mean	68,22	-
Post-test mean	85,48	-
N-Gain Score Mean	0,65	Moderate
Effectiveness Percentage	64,73 %	Quite Effective

Table 4.6 shows that the average N-Gain score was 64,73%. This score is classified as

Moderate in accordance with the N-Gain interpretation standards. This suggests that using Drama Box learning materials has a beneficial and successful effect on enhancing the narrative writing abilities of SMAN 1 Selong students in twelfth grade.

Discussion

This study aimed to determine the effect of using Drama Box learning media on the narrative writing skills of twelfth grade students at SMAN 1 Selong through a series of activities, ranging from a pretest and the implementation of the intervention to a posttest. The results of the study show that using Drama Box significantly improved students' narrative writing skills. The rise in the students' mean score from 68,22 in the pre-test to 85,48 in the post-test serves as proof of this. Additionally, the null hypothesis H_0 was rejected since the Paired Sample t-Test findings revealed a significance value of less than 0,05. An N-Gain score of 0,65, which is in the moderate range, supports these findings. The results show that Drama Box is useful in assisting students in

developing their story writing abilities.

This is consistent with a pertinent study carried out by Karisma and Sulistyani (2026) in the paper "The Use of Drama Based Instruction to Enhance Students' Narrative Writing Skills." According to that study, using drama increases students' interest and participation in the learning process while also assisting them in understanding story structures. By demonstrating that drama-based media offer a more meaningful learning experience than teaching that only relies on teacher explanations or written materials, the current study's results support such conclusions. This study was used Drama Box short drama movies combined with the Watch Pause and Predict technique in contrast to Karisma and Sulistyani research, which used drama-based training in a broad sense. This method helps students develop their critical thinking and creative writing skills by challenging them to independently predict and generate tale resolutions in addition to helping them understand the story's substance.

The results of this study corroborate those of a study conducted by Fadilah et al., (2023), which found that students in the twelfth grade still face a number of challenges while producing narrative texts, especially with regard to grammar, punctuation, the past tense, vocabulary usage, and plot organization. In contrast to Fadilah et al., (2023) study, which concentrated on determining students' writing difficulties, this study provides an educational remedy by utilizing Drama Box. Students can more easily create concepts and logically arrange the orientation, difficulty, and resolution when stories are presented through brief movies, which offer a more tangible image of the plot. Therefore, the findings suggest that Drama Box can be used as a substitute teaching tool to assist in addressing the writing challenges noted in earlier studies.

Additionally, the study's findings are consistent with those of Hasanah's (2023) investigation, which discovered that using short animated films helped enhance students' narrative writing abilities. Both studies show that brief

audiovisual materials can help students build their stories and spark their imaginations. The two studies, however, differed in that the current study used Drama Box media with a pre-experimental design involving senior high school students, while Hasanah used short animated films inside a Classroom Action Research framework including junior high school students. This distinction shows that short form video content is useful not only for junior high school students but also for senior high school students studying English.

Based on a comparison with the three aforementioned earlier studies, it can be stated that this research not only validates previous findings but also makes a fresh contribution to the teaching of narrative text composition. The novelty and strengths of this study originality reside in the utilization of Drama Box a digital learning medium integrated with the Watch Pause and Predict technique. Unlike prior studies that utilized conventional short animation films, this research used short drama videos with cliffhanger situations to enable students to predict and

design their own tale endings. This technique supports higher student engagement in creating ideas, critical thinking, and creative development throughout the writing process. As a result, this study offers fresh empirical proof that, in the context of teaching English, story based short videos can be a useful substitute for improving narrative writing abilities.

However, there were certain limitations and drawbacks to this study. Because it used a pre-experimental one group pre-test and post-test methodology, there was no control group to evaluate Drama Box efficacy in comparison to other learning resources. Additionally, the results cannot be applied to a larger population because the study only included 31 students from a single class at SMAN 1 Selong. Additionally, the study's brief duration made it impossible to evaluate the long-term efficacy of Drama Box in enhancing narrative writing abilities. Therefore, in order to have a more thorough knowledge of Drama Box efficacy in English writing training, future research should employ experimental

designs that include a control group, higher sample sizes, and longer treatment duration

D. Conclusion

Based on the data analysis and discussion in the preceding chapter, this study concludes that the use of Drama Box as a learning medium greatly enhances students' narrative writing abilities. To ensure the consistency of the scoring process, an inter-rater reliability test was conducted using two independent raters. The results showed that the agreement score increased from 58.06% in the pre-test to 67.74% in the post-test, indicating a higher level of consistency between the two raters in assessing students' narrative writing. Furthermore, the students' average score increased from 68,22 in the pre-test to 85,48 in the post-test. The paired-sample t-test results showed a calculated t-value of -9,274, which was higher than the t-table value of 2,045, with a significance value of $3,55 \times 10^{-10} < 0,05$. Consequently, the H_0 was

rejected and the H_1 was accepted, indicating that the students' narrative writing skills were significantly influenced by the use of Drama Box. Furthermore, the N-Gain score was 0,65, which fell into the medium category, with an effectiveness level of 64,73%.

This improvement in results demonstrates that the use of Drama Box fosters a learning process that helps students hone their narrative writing skills. Through the Watch Pause and Predict technique, students were encouraged to go beyond merely watching videos. They were also prompted to make predictions about the storyline and develop those predictions into narrative texts. Various supporting activities such as pre-writing vocabulary exercises, scaffolded writing practice, peer discussions, and concept presentations helped students better understand narratives, generate ideas, and structure their writing throughout the learning process. This combination of exercises fostered student participation while also

increasing their confidence in writing.

The findings of this study align with those of Karisma and Sulistyani (2026), who found that drama-based learning enhances student engagement as well as their understanding of story structure. This study also supports the findings of Fadilah et al., (2023) who reported that vocabulary and grammar remained significant challenges for students when composing narrative texts. Similarly, Hasanah (2023) found that short audiovisual materials stimulated students' imagination and facilitated idea generation during writing activities.

Despite some similarities to previous research, this study makes a unique contribution by combining the Watch Pause and Predict technique with Drama Box as a digital learning tool. By asking students to predict the story's ending before composing a narrative text, this combination not only encourages them to observe the story but also encourages students to think critically. However, the study had

limitations, particularly regarding time constraints during instruction and the absence of a control group. Nevertheless, the findings indicate that Drama Box serves as a beneficial alternative learning tool for enhancing students' narrative writing skills.

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