

**PROMOTING STUDENTS' CRITICAL THINKING SKILLS THROUGH  
DIGITAL STORYTELLING**

**A THESIS**

submitted in fulfilment of the requirement for Master's Degree in English Education



by

**Cepri Maulana**

**1802702**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA  
BANDUNG  
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1802702

**Approved by:**

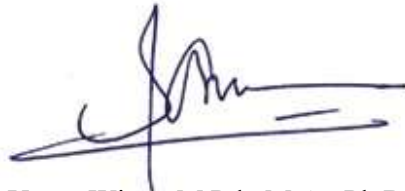
Main Supervisor



Dr. Sri Setyarini, M.A.Ling.

NIP 196312291990022001

Co-Supervisor



Yanty Wirza, M.Pd., M.A., Ph.D.

NIP 197701152005012003

Acknowledged by  
Head of English Education Program  
School of Post Graduate Studies  
Universitas Pendidikan Indonesia



Prof. Dr. Didi Suherdi, M.Ed.

NIP. 196211011987121001

## STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled **Promoting Students' Critical Thinking Skills Through Digital Storytelling** is my original written work. All materials presented are my own work, or fully, and specifically acknowledged wherever adapted from other sources. I have referenced my sources appropriately with the guidelines provided by Universitas Pendidikan Indonesia. In addition, materials in this thesis have not been submitted for a degree or any other qualification at any university or other institution.

Bandung, 31 January 2022



Cepri Maulana  
St. Number 1802702

## PROMOTING STUDENTS' CRITICAL THINKING SKILLS THROUGH DIGITAL STORYTELLING

### ABSTRACT

Pandemic has changed the way students learn and requires teacher to integrate technology and digital media into online classroom. Digital Storytelling has been considered as one of the alternative strategies to promote critical thinking skills for secondary school students. Therefore, this study aims to investigate how Digital Storytelling is implemented to help promote students' critical thinking skills. A qualitative case study was employed involving one teacher and one class of ninth-grade students in a public junior high school in West Bandung Regency. Data were collected through three main instruments, namely classroom observation, interview with the teacher, and document analysis covering the lesson plan and students' reflective assignment. The collected data were analyzed and interpreted based on five-step-models of critical thinking promotion proposed by Duron, Limbach, & Waugh (2006) as well as the Digital Storytelling Elements. The Digital Storytelling was presented by employing Power Point Presentation. The teacher fully optimized her voice to deliver the whole story and gave freedom for the teacher to pause the story whenever needed. The findings of this study reveal that the teacher employed 6 out of 7 elements of Digital Storytelling in her lessons. In promoting the students' critical thinking skills, the teacher utilized a pattern throughout the study, that is, read-pause-reread the story in the online classroom. She frequently provided a sufficient access for students to express their ideas during the breaks between pages of the story. For instance, the teacher posted many questions to encourage students to share their ideas and think critically by giving explanation and analysis in the arguments during the learning process. The critical thinking promoted in the form of students' answer towards questions as well as respond to another respond stated by their classmates. In addition, she delivered the story in a normal pace with frequent breaks, allowing the students to have a chance in active involvement. These breaks offered opportunity for the students to promote their critical thinking skills especially their analysis and explanation skills.

**Keywords:** *Digital Storytelling, online classroom, critical thinking skills*

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