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THE INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION



20TH AUGUST 2025

TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD

1PAGE NOTES - STORY WRITING: A COMPREHENSIVE LEARNING RESOURCE FOR NARRATIVE WRITING

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ABSTRACT

The accessibility of comprehensive learning resources is essential to foster effective educational outcomes. Learning resources can facilitate comprehension of lessons to enhance students' knowledge and skills. This project focuses on the narrative writing genre. Therefore, an innovative product namely "1PAGE NOTES – STORY WRITING" was developed to provide comprehensive and engaging notes on narrative writing on just one page. It was specially designed for a university social responsibility initiative involving undergraduate students as participants from Universitas Islam Darul Ulum, Lamongan, Indonesia. Therefore, "1PAGE NOTES – STORY WRITING" is available in two languages namely English and Indonesian. This innovative bilingual learning tool is designed to facilitate the acquisition of story writing skills among the participants. The core features of the innovation of this product lie in its unique design that all essential notes are presented on one page by using two languages, bite-sized content and essential multimedia elements. It is designed bilingually to recognize the increasing importance of multilingualism in education and the potential benefits of cross-linguistic transfer in learning complex concepts. This facilitates students to draw upon their existing linguistic knowledge to better understand new concepts and develop a deeper appreciation for language in storytelling. The other unique features are using bite-sized content and essential multimedia elements to reduce cognitive load. Moreover, the integration of essential multimedia elements can enhance engagement in learning and comprehension as the elements serve to illustrate key concepts and provide a memorable framework for students to organize their understanding of story writing techniques.

Keywords: writing, narrative, learning resources, bilingualism, multimedia elements

INTRODUCTION

Learning resources are essential for effective teaching and learning. In the case of narrative writing, it often presents significant challenges for educators and students alike (Fauzi et al., 2021). Teachers face challenges such as building knowledge, thinking critically, being creative, and using language well to write engaging stories. (Fauzi & Pratama, 2021), defining and explaining multi-level connections of narrative elements (Ye et al., 2024), and time constraints to teach narrative writing due to demands to teach other language skills and curriculum requirements (Ramasamy et al., 2023). Whereas students have problems in expressing their thoughts and ideas effectively (Jansen & Ngema, 2024) and language aspects such as tenses, vocabulary, and correct grammar (Anggreyni & Baluqiah, 2022; Taye & Mengesha, 2024). They also struggle with discourse markers (Eryılmaz & Yeşilyurt, 2020). Thus, providing educators and students with a structured yet flexible framework for mastering narrative writing can substantially improve educational outcomes.

To address the challenges, a comprehensive educational resource requires specific features. The required features are as follows.

First, it is available in English and the students' first language. It is important for students learning English where English is not their first language (Hartono et al., 2020) for bridging linguistic gaps, facilitating comprehension, promoting inclusivity, which can further enhance learning experiences and outcomes; and engage students with the material more confidently, leading to improved narrative writing skills and a greater appreciation for linguistic diversity (Song, 2024).

Second, it contains bite-sized learning contents to fit easily into small and manageable chunks, making it easier for students to read, understand, retain and apply (Singh, 2024). It can improve their narrative writing skills (Maharani & Fadilah, 2021) by segmenting the writing process into distinct, actionable steps (Re & Carretti, 2016) which include specific narrative elements such as character, setting, plot, conflict and theme.

Finally, it incorporates essential multimedia elements which include text and static graphics to enhance engagement (Mubarak & Asri, 2020, Mathew, 2022), cater to diverse learning styles (Mathew, 2022), offer varied ways to understand narrative writing concepts (Mathew, 2022) and enrich the educational experience by making complex ideas more accessible and memorable (Breakstone et al., 2021).

The selection of essential multimedia elements only and content in bite-sized is necessary to reduce cognitive load. The Multimedia Learning Theory by Mayer (2009) explains that effective learning occurs when instruction is aligned with the capacity of the human mind information processing: through dual channels namely visual and auditory which have limited capacity. Mayer (2009) states that cognitive load can be managed when extraneous processing is reduced to avoid overwhelming working memory so that meaningful learning occurs.

Undoubtedly, mastering the writing of short stories which is in the narrative writing genre requires a significant investment of time and effort from both teachers and students, highlighting the need for efficient and effective pedagogical tools. Therefore, "1Page Notes - Story Writing" was designed and

developed as a comprehensive learning resource aimed at streamlining the acquisition of narrative writing skills. The objectives of creating this resource are as follows:

To furnish educators with a structured framework for teaching narrative writing.

To provide students with engaging guidance for narrative writing.

To reduce students' cognitive load in learning narrative writing.

To facilitate understanding in more languages than English as the resource is provided in bilingual form by using the English language and the Indonesian language

METHODS

The creation of the "1-Page Notes – Story Writing" followed a rigorous methodology by applying the ADDIE Model which consists of five phases:

Analysis: The challenges were identified

Design: The product was designed based on the improved Note-in-Poster (NIP) framework by selecting languages, bite-sized content and multimedia elements

Development: Applications to develop the products were selected.

Implementation: The sample was chosen through purposive sampling consisting of undergraduate students from Universitas Islam Darul Ulum, Lamongan, Indonesia. The product was implemented in a writing workshop for writing short stories on 12 June 2025. The data was analysed using the Statistical Package for Social Sciences (SPSS).

Evaluation: The product was evaluated by using a questionnaire which was developed using Google Form distributed via a QR code before and after the workshop.

RESULTS AND DISCUSSION

Phase 1: Analysis

The review of literature indicated there are challenges in the teaching and learning of narrative writing among teachers (Fauzi & Pratama, 2021) and students (Jansen & Ngema, 2024; Taye & Mengesha, 2024; Anggreyni & Baluqiah, 2022; Sukhera, 2022; Eryilmaz & Yeşilyurt, 2020).

Phase 2: Design

Bite-sized contents were selected covering three aspects namely (1) What is a story? (2) Five Elements in a Story and (3) Language. The Improved Note-in-Poster Framework (Nor Haniza et al., 2022) was applied to facilitate the selection of content and multimedia elements. Only two types of multimedia

elements were applied in the design of the product, which were text of different colours and sizes and static graphics. The product was made available in two languages: Indonesian and English.

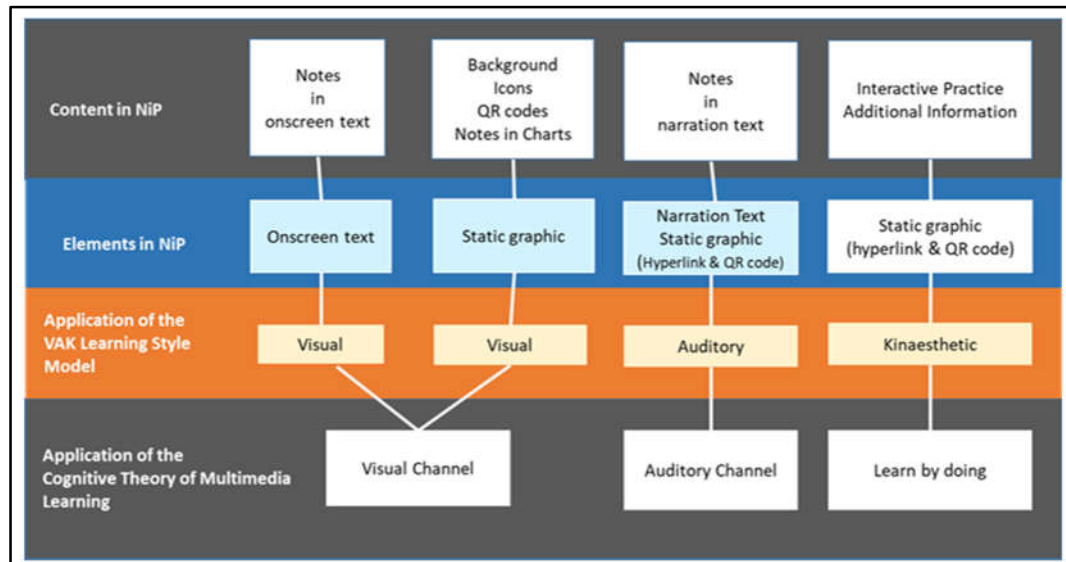


Figure 1.: The Improved NIP Framework

Phase 3: Development

In the development phase, the content and features were implemented into a one-page learning material. The one-page learning material PowerPoint and Word were used to design the product. The final product was in the digital format: Portable Document File (PDF) and hardcopy format. Figure 2 shows the developed product.

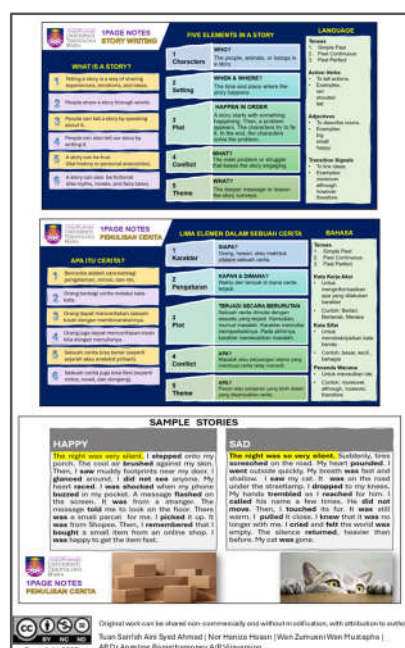


Figure 2.: 1Page Notes - Story Writing

Phase 4: Implementation

The implementation of the product was in a workshop at Universitas Islam Darul Ulum (UNISDA), Lamongan, Indonesia on 12 June 2025. The workshop was conducted face-to-face in about 90 minutes. The sample was selected through purposive sampling that consisted of 106 undergraduate students of Indonesian as the product was specially for the university social responsibility at UNISDA conducted in conjunction with the signing of Memorandum of Understanding between UiTM and UNISDA.

In the workshop, the lecturers explained to students how to write a short story in English using the product in digital form displayed on the screen. At the same time, students were also provided with the product in hardcopy form. After that, a worksheet containing a prompt was distributed to students, and they were given about 40 minutes to compose a short story individually. They could refer to the hardcopy notes while writing the short story. At the end of the workshop, the worksheet containing students' short stories were collected.

Phase 4: Evaluation

There were 22 items using five Likert scales (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree), The reliability test was conducted and the Cronbach's Alpha obtained was 0.958 (N=22) which was high and acceptable.

The workshop was attended by 106 students, but only 89 students filled in the questionnaire. The results indicate that 71.91% of the students were female while 28.09% were male. Most of them (65.17%) were 20 to 21 years of age followed by 23.60% who were 18 to 19 years of age, leaving 11.24% at 22 to 23 years of age.

Table 2 indicates the mean scores, standard deviations and the interpretation of mean scores of five questionnaire items before and after the programme. The interpretation of mean scores is based on Alston and Miller (2002): Strongly Disagree (1.0 - 1.49), Disagree (1.5 - 2.49), Neutral (2.5 - 3.49), Agree (3.5 - 4.49) and Strongly Agree (4.5 - 5.0).

The results demonstrate an increase from Neutral to Agree in the students' belief in their ability to write short stories (Item 1: M=3.46 to 3.64), their ability organize my ideas to write short stories (Item 2: M=3.47 to 3.62) and their knowledge on the five elements that need to be present in a story (Item 3: M=3.35 to 3.70). However, the results did not indicate any changes in terms of their beliefs on whether they liked writing short stories in English (Item 4: M=2.78 to 3.21) and their confidence in their ability to write short stories in English (Item 5: M=3.03 to 3.31). Although the responses indicated they were neutral for both statements before and after the programme, the values increased considerably.

Table 1.: Questionnaire items before and after the programme

Item	Before the programme			After the programme		
	Mean	Standard Deviation	Interpretati on of Mean	Mean	Standard Deviation	Interpretati on of Mean
1. I can write short stories.	3.46	.641	Neutral	3.64	.678	Agree
2. I can organize my ideas to write short stories.	3.47	.641	Neutral	3.62	.649	Agree
3. I know the five elements that need to be present in a story.	3.35	.740	Neutral	3.70	.681	Agree
4. I like writing short stories in English.	2.78	.836	Neutral	3.21	.818	Neutral
5. I am confident that I can write short stories in English.	3.03	1.016	Neutral	3.31	.806	Neutral

In conclusion, the results suggest that the workshop was able to enhance students' knowledge and skills in writing short stories in English. Besides, it also increased students' confidence in writing short stories in English and promoted positive attitudes towards writing short stories in English and learning English as well.

CONCLUSION

The development and implementation of the innovation of 1Page Notes - Story Writing have demonstrated positive outcomes in enhancing students' understanding and ability to write narrative short stories. The workshop, conducted in collaboration with Universitas Darul Ulum Lamongan, Indonesia, not only improved participants' knowledge of key narrative elements but also positively influenced their confidence and attitudes towards writing in English. The strategic use of bilingual content, bite-sized learning components, and essential multimedia elements proved effective in reducing cognitive load and engaging learners. Moreover, the innovation's non-digital format offered a refreshing alternative to screen-based learning, aligning with current concerns about digital overexposure. As a comprehensive and accessible pedagogical tool, this initiative reflects a promising step forward in narrative writing instruction and holds great potential for adaptation in other linguistic and educational contexts.

ACKNOWLEDGEMENTS

This work was a result of a collaboration between two universities namely Universiti Teknologi MARA, Seremban, Malaysia and Universitas Darul Ulum Lamongan, Indonesia. We would also like to thank the Assistant Rector of UiTMCNS and the Vice Chancellor's Office for approving our overseas leave

to Indonesia and supporting the university's social responsibility program. We are thankful for the opportunity to be guests at Universitas Darul Ulum Lamongan with the provision of the undergraduate students to be a part of our programme participants. This research paper would not have been possible without a target audience of learners testing out our innovation.

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