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Enhancing EFL Learners in Narrative Writing and Critical Thinking Using Fractured Fairy Tales YouTube Videos

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ABSTRACT

The purpose of this study is to assess the critical thinking and narrative writing skills of EFL students after taught using fractured fairy tales reading text and YouTube video, and to examine the significant difference of the result after using both media. The study employed a quasi-experimental design that involves 36 senior high school students in the twelfth grade. The findings showed that both fractured fairy tales reading text and YouTube video are effective to improve the narrative writing skill and critical thinking. The finding for narrative writing in both groups shows that the calculated t value obtained is 2.246 with a significance of 0.031. Because p < 0.005, it was decided that students in the experiment group had higher average narrative writing scores than those in the control group. The finding for critical thinking in both groups obtains the number -2.577 with a significance of 0.010. The use of fractured fairy tales in reading texts and video differs significantly (p < 0.005).

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1. Introduction

For English as a Foreign Language (EFL) learners to be able to communicate effectively in writing and produce high-quality academic writing for a variety of uses, writing is one of the key skills they should acquire. Writing skill is a special attitude that writers can set their opinions into words with it (Studies, 2022). EFL learners may find some difficulties to start putting their ideas in their writing. It suggests that thoughts are successfully sent from an addresser to an addressee through a text, and this information exchange turns into a potent tool for inspiring and promoting the growth of writing abilities (Mohammad & Hazarika,

2016). It requires deep understanding of the target language since the learners must face many kinds of new linguistic aspects, grammar, vocabulary and many more. In the process of learning, EFL learners learn many kinds of text types or genres while they learn through reading, writing, listening or speaking. One of the genres that is familiar for EFL learners is narrative text. It is a familiar genre as they can start to learn this type of text in their childhood when they learn to understand fiction stories. A nonfictional narrative tells the story of a person's actual life, while a fictional narrative tells an imaginative story that took place in an imaginary environment (Muliani et al., 2019). The common definition of fairy tales is a prose narrative with an ambiguous setting that follows a character through a series of supernatural adventures that conclude happily and include folkloric elements like giants, goblins, and fairies (Saxby, 2022). It is no doubt that media especially movie or video pays a very important role for EFL learners to know and understand many fairy tales around the world. The video gives the visual, sound and some of them also have subtitles that can help the EFL learners to understand more about the story. The international fairy tales are sometimes being brought in slightly different ways, different plots, or different conflicts that still have the basic form of story as the origin. In that situation, the fairy tales are fractured. Due to their hilarious nature and more modern sensibility, fractured fairy tales, also known as parodies, are a popular teaching tool in today's classrooms (Saxby, 2022). In other words, fractured fairy tales add the twists that change some elements of story. In writing fractured fairy tales, the learners must understand the original or traditional fairy tales as the basic story first before they make it fractured. In doing so, it needs critical thinking from the writer, the EFL learners to decide the twists they are going to make. Asking questions is the foundation of critical thinking, which enhances memory by allowing us to interact more deeply with concepts (Nikoopour, 2011). Started by having critical thinking; asking questions, the EFL learners will have ideas to think about the ways they create the parodies or the twists that meet the condition of their era and culture.

Some studies have investigated approaches to enhance EFL learners' narrative writing abilities, including the use of picture sequences, story mapping, or structured writing exercises. Nevertheless, many of these studies concentrate exclusively on writing outputs and fail to consider learners' advanced cognitive skills like analysis, evaluation, and justification of concepts. Furthermore, only a small number of studies have looked into using audiovisual materials—especially films of fractured fairy tales—to get students interested in creative writing exercises. Even fewer research studies combine the assessment of narrative writing development with the measurement of critical thinking in the same research design. The previous study by June has investigated about using interactive exercises and YouTube videos to encourage critical thinking among students at a Malaysian public institution. They discovered that YouTube videos were entertaining and engaging, raised student involvement and participation, and improved their capacity for critical thought. (June et al., 2014). The other study by Nikoopour has investigated also about the connection between Iranian language learners' use of direct and indirect language learning methodologies and critical thinking. It reveals a statistically significant relationship between specific direct and indirect language learning strategies such as cognitive, metacognitive, and social with critical thinking, while memory, compensation, and affective strategies appeared to have no relationship with critical thinking (Nikoopour, 2011). The previous researches show the relation between critical thinking and direct and indirect language learning strategies, also

the YouTube and interactive activities that stimulate critical thinking. There was also research by Abdel-Hack and friends to find out how well teaching EFL narrative writing and critical thinking to EFL majors at the Faculty of Education through digital storytelling and Weblogs works. They found that there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL narrative writing and critical thinking skills in favor of the post assessment (Abdel-hack et al., 2014). By learning the previous researches from different kinds of respondents related to narrative writing, critical thinking, and the video as a media for EFL learners, the writer hopes that this research about enhancing EFL learners in narrative writing and critical thinking skills using fractured fairy tale video will bring significant result for creating activities for teaching and learning English, particularly for EFL students in senior high school.

2. Literature Review

2.1 Narrative Writing

A narrative story is one that informs about an intriguing topic with the intention of entertaining or amusing the readers (Lubis, 2017). Stories represent one of many types of narratives (Morrow, 1989). Writing narratives involves reporting events, whether they are real or imagined, or they may be personal experiences (Azmi Zakaria & Aziz, 2019). Fictional or imaginative narrative and nonfictional narrative are two types of narrative texts (Muliani et al., 2019). An imaginative story that took place in an imaginary environment is presented in the fictional narrative. For example, fairy tales, folktales, comics, short stories, fables, myths, legends, and novels. The story of a person's real life, however, is told in a nonfiction narrative. Examples of narrative nonfiction include essays, diaries, biographies, personal stories, news and magazine pieces, and history textbooks. The author of the narrative texts must compose the texts according to the general framework of narrative texts. Orientation, intricacy, resolution, and reorientation are the four elements that comprise the generic structure of narrative texts (Muliani et al., 2019). By understanding the generic structure of narrative text, the writer can make a consideration in their writing for the five aspects of writing; the content, organization, vocabulary, mechanic, and language use related to text genre.

Students are encouraged to compose a fractured fairy tale both before and after watching the movie in order to assess their narrative writing skills. They then used the five elements of writing—content, structure, vocabulary, language use, and mechanics—to grade their compositions according to Jacobs et al. (1981), as reported in Weigle (2002) (Negari, 2011). In this research, the researcher plays her role as a guide and facilitator who should be fair and explicit when to take an account in evaluation of students' performance before and after the treatment in developing their written work, weighing on the five different aspects being emphasized.

2.1.1 Fairy Tales

Fairy tales are one of narrative types. Iranmanesh stated that fairy tales are about fairies, devils, jinn, monsters, dragons and the other supernatural creations which create extraordinary and astonishing events and make changes from different behaviors as kindness

or meanness in the life of human (Iranmanesh, 2013). In line with that, Hasse (2008) and Teverson (2013) in Saxby (2022) also states that fairy tales are typically described as prose narratives with an undefined setting that incorporate folkloric elements like giants, goblins, and fairies, as well as the struggles and triumphs of a character who has magical adventures that conclude pleasantly (Saxby, 2022). Teachers can effectively teach narrative structure and essential components like plot, setting, characters, the order of events, and the story's overarching message through fairy tales (Massi & Benvenuto, 2001). Focusing on EFL students, Griswold and Riggenbach (2002) stated that fairy tales provide readers with a depth of language and theme that is ideal for English as a foreign language learners (Griswold & Riggenbach, 2002).

2.1.2 Fractured Fairy Tales

A form of storytelling known as "fractured fairy tales" involves retelling traditional fairy tales with notable modifications to the plot, characters, environment, or point of view. Unlike the original story, these versions frequently include humor, a contemporary twist, or a distinct moral lesson. Often, the intention is to give well-known tales a new angle so that modern audiences may find them more interesting or relatable. In line with the idea, Saxby (2022) stated that parodies of fractured fairy tales are often hilarious and have a more current perspective, which makes them a useful teaching tool in today's classroom (Saxby, 2022). In addition, Zipes (2000) in Hale (2016) said that although fractured fairy tales and fairy-tale parodies are closely related, they have different goals. While parodies mock individual fairy tales and the genre overall, fractured fairy tales seek to disseminate contemporary social and moral lessons (Hale, 2016). Moreover, Zipes (2012) gave the other idea that the "fracturing" of a broken fairy tale is a healing gesture that addresses and remarks on how bizarre the world has become and how the fairy tale can still be relevant in it. He added that fractured fairy tale is occasionally cram ridiculously complex narratives into their five minutes, and they usually conclude with a joke rather than a happy ending or a clear lesson (Zipes, 2012). The text organization of the fractured fairy tales-which is formed from a fairy tale- should follow the structures of a fictional narrative text. This research focuses on the use of fractured fairy tales which are taken from the ordinary or general fairy tales that are developed by the writer by adding or changing the characterization, the plot or even the characters of the story to create a twist.

2.2 Critical Thinking

Critical thinking is self-directed, disciplined thinking that demonstrates the excellence of thinking in a specific mode or field of thought (Paul, 1990). It concerns with students' psychological aspect. This aspect will always be a concern for teachers in their main jobs as educators. Moon in Nikoopour et al said that it is time to investigate the concept of critical thinking and its connection to the educational process, which has emerged as a major concern. It can be regarded as a fundamental idea in education, and she thinks it is a process that is involved in all research activities (Kamali & Fahim, 2011). The three dimensions of critical thinking—logic, criteria, and pragmatic—were added by Ennis (1962). While the

criterion dimension deals with understanding the standards for evaluating assertions, the logical dimension purports to establish connections between the meanings of words and statements, and pragmatic dimension covers the judgment's underlying purpose impression and the determination of whether the statement is appropriate for the purpose (Ennis, 1962). In addition, Ennis (2011) in Ayu et al (2022) gave vivid explanation about six basic indicators, namely focus, reason, inference, situation, clarity and overview (FRISCO). Focus is concentrating on the questions raised by the problem to decide what to believe. Reason is understanding the arguments in favor of or against choices based on the problem's facts. Inference is about drawing logical or compelling conclusions. Situation is the understanding of the circumstance and keeping it in mind can help you answer inquiries and comprehend the rationale behind decisions made. Clarity is elucidating the meaning of the phrases employed. The last is overview; examining and carefully investigating the choices made (Ayu et al., 2022).

2.3 YouTube Video

Teachers can deliver the material effectively to the students using suitable media. For EFL learners, video as well as movie that they can access through YouTube will be one of the media that is very effective for them to develop their writing skills. It facilitates students' ability to combine audio and video and then compose them into a narrative film (Aziz & Fathiyyaturrizqi, 2017). In line with that, Geddes & Sturtridge (1984) in Aziz & Fathiyyaturizqi's research also stated that a movie could be a useful tool for encouraging students' critical thinking, and it will undoubtedly be one of the alternate forms of media used to teach narrative writing (Aziz & Fathiyyaturrizqi, 2017). June et al in their research found that YouTube videos were entertaining and engaging, which raised student involvement and participation and improved their capacity for critical thought (June et al., 2014). In his study, Alshraideh (2021) interviewed six EFL instructors who instruct English language proficiency at Taibah University's English Language Centre (ELC). The participants' answers demonstrated that using web movies in EFL lessons is a useful strategy that works well (Sultan Alshraideh, 2021). In "Beyond the Millennials: The Next Generation of Learners" (Cameron & Pagnattaro, 2017), a Pearson study and Harris survey, Generation Z favored YouTube videos "well ahead of lectures, in-person collaboration with classmates, learning applications, and books" (Nicholas, 2020). From this point of view, this does not preclude the use of videos as a teaching tool, particularly for EFL students.

3. Research Methodology

3.1 Research Design

A quasi-experimental design was used in the investigation. It is the quantitative research that is used to measure the differences of the EFL learners' writing on narrative; the fractured fairy tale, before and after the fractured fairy tales in the form of reading text or video is given. it is also to measure the differences of the EFL learners' critical thinking test before and after being given the treatment, in this case the different media given to the respondents. To obtain accurate and trustworthy data, both variables are measured using the pre-test and post-test.

3.2 Participants

Thirty-six EFL students from a private senior high school in Jepara participated in the study. The participants were purposely chosen based on the willingness and availability on the subject of Bahasa Inggris Tingkat Lanjut class they have learnt for 2 years.

3.3 Instruments

There are some instruments that will be used in this research. The quantitative data for the pre-tests are given before giving the treatment whether it is reading text or YouTube video. It is only based on the respondents' prior knowledge of a fairy tale story that they are going to make the fractured ones. For the pre-test, respondents do two kinds of test; narrative writing text which is done by arranging their own fractured story and critical thinking test which is done by answering some critical thinking questions about certain fractured fairy tales. The post-tests for both narrative writing and critical thinking are also given after the treatments. For the control group they have the reading text fractured fairy tales, meanwhile YouTube videos are for the experiment group. The pre-test and post-test scores for narrative writing and critical thinking are determined using two rubrics, as indicated in Tables 1 and Table 2.

Table 1: Narrative writing rubric

No.	Aspect	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
1	Narrative Structure	Includes all narrative elements (orientation, complication, resolution, coda) in a clear and logical order.	Includes most narrative elements, though may lack completeness or clarity.	Includes only a few narrative elements; structure is somewhat unclear.	Lacks narrative structure; story is disorganized or hard to follow.
2	Creativity & Innovation	Highly creative story with unique ideas and an interesting twist.	Fairly creative story with some interesting changes from the original.	Limited creativity; story still resembles the original closely.	Little to no creativity; mostly copied from the original tale.
3	Coherence & Cohesion	Logical flow, well-connected paragraphs, and appropriate use of conjunctions.	Generally logical flow, transitions are mostly clear.	Somewhat confusing flow, weak paragraph transitions.	Illogical flow, disconnected ideas and paragraphs.
4	Grammar	Almost no grammatical errors, with varied and accurate sentence structures.	Some minor grammar errors, but they don't interfere with understanding.	Frequent grammar errors that affect understanding.	Frequent and serious grammar errors that hinder comprehension.
5	Vocabulary	Rich and precise vocabulary, includes idiomatic expressions and contextually appropriate words.	Appropriate vocabulary with some variety, but limited in range.	Simple and repetitive vocabulary, occasionally inappropriate.	Very limited and incorrect vocabulary use.

Table 2: Critical thinking rubric

No.	Aspect	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
1	Analysis	Provides a clear and insightful analysis of characters, plot, or themes with strong evidence.	Provides a reasonable analysis with some evidence, though may lack depth.	Provides a basic or unclear analysis with little supporting evidence.	Analysis is missing, inaccurate, or unrelated to the content.
2	Evaluation	Makes thoughtful judgments supported by well-reasoned arguments and examples.	Judgments are mostly supported by reasons, though some may be underdeveloped.	Judgments are made but weakly supported or inconsistent.	Judgments are unsupported or missing altogether.
3	Perspective-Taking	Clearly identifies and explains different perspectives with empathy and depth.	Identifies different perspectives but may not fully explain them.	Mentions other perspectives but lacks explanation or empathy.	Fails to recognize alternative perspectives.
4	Justification of Opinion	Opinion is strongly justified with logical reasoning and relevant support.	Opinion is justified with some relevant reasoning.	Opinion is stated but lacks clear justification.	Opinion is not justified or reasoning is illogical.
5	Creative Thinking	Proposes original and creative solutions or ideas that are well connected to the context.	Proposes ideas that are somewhat creative and appropriate to the context.	Proposes simple ideas with limited originality or connection to the context.	No creative ideas are offered, or ideas are off-topic or copied.

The data that are gained through those tests are being collected and analyzed through the SPSS.

3.4 Data Analysis Procedures

Using statistical techniques, the pre-test and post-test results from the critical thinking and narrative writing tests were examined to gauge the improvement of the students' writing and critical thinking. Prior to this, Cronbach's alpha and product moment correlation were used to assess the validity and reliability of the guidelines and questions in the pre-test and post-test for both narrative writing and critical thinking. To know the different result of narrative writing and critical thinking test, paired sample t-test, independent sample t-test, and two-way ANOVA were done. Prior to the testing, a prerequisite test, namely a normality test, was conducted. The data used were pre-test and post-test scores from the experimental and control classes. The normality test used the Kolomogorov-Smirnov test which was used to determine whether samples from a population are normally distributed after conducting research. To check the effectiveness of fractured fairy tale in the form of reading text and YouTube video toward narrative writing, a paired t-test was used. The Wilcoxon test was used to evaluate how well the reading of a fractured fairy tale stimulated critical thinking. In the meantime, the usefulness of the YouTube movie "Fractured Fairy Tale" for critical thinking was evaluated using the paired t-test. The independent sample t-test was used to compare the narrative writing abilities of the control and experiment groups. However, the Mann-Whitney U test was employed as a substitute for the independent sample t-test in order to compare the critical thinking outcomes for the control and experiment groups.

4. Findings

4.1. Narrative Writing

18 respondents from the control group and 18 respondents from the experimental group provided data for the pre-test and post-test, respectively. The validity and reliability tests for the narrative wiring and critical thinking pre-test and post-test were conducted by the researcher. The first stage of validity testing for a test item was determining the correlation coefficient (r), both the table r and the calculated r. The correlation value was calculated using the product-moment correlation. A significance level of 0.05, or 5%, was employed in this investigation. If the computed r correlation coefficient is higher than the table r correlation coefficient, the instrument was deemed legitimate. Thus, the sample used was 36 students. The r value for the sample size of 36 was found to be 0.329. The method used in reliability testing is to look at Cronbach's alpha. An item was deemed credible if its Cronbach's alpha value was higher than 0.7. The following tables would display the validity and reliability test results:

Table 3.1: The outcome of the narrative writing pre-test's validity and reliability test

	Validity		Reliability	
Item Narrative Writing (Pre-test)	r value	r table (5%; N:36 =0,329)	Cronbach's Alpha	Information
Narrative Structure	0.765	Valid	0.862	Reliable
Creativity and innovation	0.617	Valid		
Coherence and cohesion	0.757	Valid		
Grammar	0.560	Valid		
Vocabulary	0.742	Valid		

Table 3.2: The outcome of the narrative writing post-test's validity and reliability test

	Validity		Reliability	
Item Narrative Writing (Post-test)	r value	r table (5%; N:36 =0,329)	Cronbach's Alpha	Information
Narrative Structure	0.687	Valid	0.906	Reliable
Creativity and innovation	0.746	Valid		
Coherence and cohesion	0.801	Valid		
Grammar	0.796	Valid		
Vocabulary	0.805	Valid		

The researcher discovered that the validity results were between 0.560 to 0.805, which was greater than 0.329, based on the validity and reliability of the narrative writing pre-test and

post-test. As a result, the narrative writing pre-test and post-test are both legitimate. Furthermore, the researcher obtained reliability values that were greater than 0.7, with 0.862 for the pre-test and 0.906 for the post-test. The pre-test and post-test for narrative writing are therefore trustworthy.

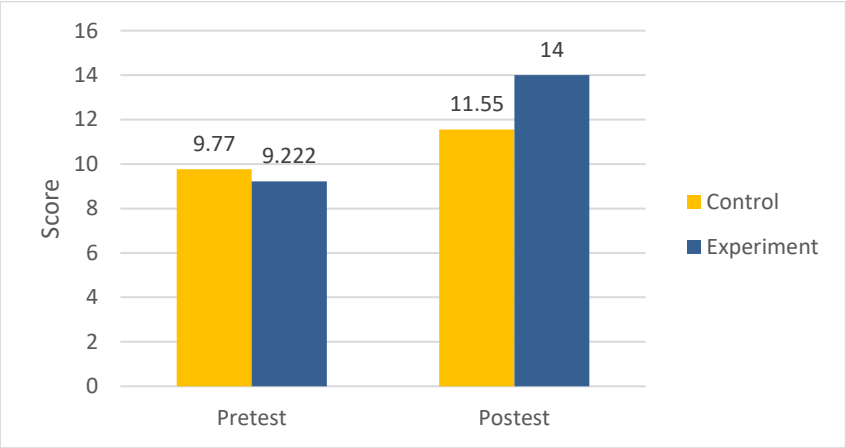
In their pre-test and post-test, the researcher discovered that the control and experiment groups had distinct results. This recapitulation table illustrates it:

Table 4: Narrative writing data for control and experiment group

Tests	**Control (n=18)**		**Experiment (n=18)**	
	Mean	SD	Mean	SD
Pre-test	9.77	2.53	9.22	3.37
Post-test	11.55	2.61	14.00	3.80

The table indicates that both groups' learning of narrative writing improved. Nonetheless, the experiment group's post-test score was better than the control group's. It is depicted in this figure:

Figure 1: Narrative writing data for control and experiment group



The differences in narrative writing and critical thinking between students in the control and experimental groups were investigated using two-way ANOVA, paired-sample t-tests, and independent-sample t-tests. Before these tests, a prerequisite assessment, specifically a normality test, was performed.

Table 5: Results of Data Normality Test for Control Group and Experimental Group

Data	***Kolomogorov Smirnov***		Conclusion	Note
	Statistic	Sig. (p)		
Narrative writing Pre-test Control Group	0.1317	0.5614	Accepting Ho	Normal data
Narrative writing Post-test Control Group	0.1095	0.8226	Accepting Ho	Normal data
Narrative writing Pre-test Experiment Group	0.2011	0.0526	Accepting Ho	Normal data
Narrative writing Post-test Experiment Group	0.1592	0.2646	Accepting Ho	Normal data

It is known that the significance value for the narrative writing pre-test and post-test data generally has normally distributed data because the Kolomogorov Smirnov significance value is above 0.05 (p>0.05), which is based on the results of the normality test of the students' narrative writing data above.

A paired sample t-test was used to assess how well reading texts on fractured fairy tales affected the participants' ability to write narratives. The t-test result is displayed as follows:

Table 6: Findings from the paired t-test on the control group's narrative writing abilities

Variable	Data	Mean	Paired t-test result			Note
			t	df	sig	
Narrative writing (control group)	Pre-test	9.78	5.575	17	0.001	H1 accepted
	Post-test	11.56				

A significant value of 0.001 < α = 0.05 was obtained from the results of the paired t-test on the difference between the control class's narrative writing on the pre-test and post-test, meaning that the post-test score was significantly different from the pretest. The mean value showed that the posttest was higher than the pretest. According to this finding, students' narrative writing abilities are enhanced by reading texts about fractured fairy tales. Additionally, the experiment group was subjected to the same paired t-test. The result is shown as follows:

Table 7: Findings from the experiment class' paired t-test on the students' narrative writing abilities

Variable	Data	Mean	Paired t-test result			Note
			t	df	sig	
Narrative writing (Experiment group)	Pre-test	9.22	9.397	17	0.001	H2 accepted
	Post-test	14.00				

This result also means that fractured fairy tales students' narrative writing abilities are effectively enhanced by YouTube videos for the experimental group.

By analyzing the post-test results for the narrative writing of both groups, it was possible to ascertain how much the students' narrative writing abilities differed between the experimental and control classes. The independent sample t-test was employed to ascertain the difference between the two groups' averages since the post-test results in both groups were normally distributed. The results of the hypothesis testing of the average difference test using the independent sample t-test can be seen in the following table:

Table 8: Results of the Difference Test on Narrative Writing of Students in the Control and Experimental Groups

	n	Mean	t	Df	Sig	Conclusion	Note
Control	18	11.55	2.246	34	0,031	Declining Ho	Different significantly
Experiment	18	14.00					

Based on the test, it can be seen that the calculated t value obtained was 2.246 with a significance of 0.031. Because p < 0.005, it was concluded that there was a significant difference between the use of fractured fairy tales reading text and fractured fairy tales' video on students' narrative writing skills. If we look at the average narrative writing score of experiment group, it is better than the control group.

4.2. Critical Thinking

The same to the previous narrative writing test, the critical thinking variable was also analyzed through a series of tests. The first dealt with the validity and reliability test of the critical thinking test's pre- and post-test questions.

Table 9: The outcome of the critical thinking pre-test's validity and reliability

	Validity		Reliability	
Item Critical thinking (Pre- test)	r value	r table (5%; N:36 =0,329)	Cronbach's Alpha	Information
Analysis	0.677	Valid	0.844	Reliable
Evaluation	0.705	Valid		
Perspective Taking	0.448	Valid		
Justification of Opinion	0.336	Valid		
Creative Thinking	0.619	Valid		

Table 10: The outcome of the critical thinking post-test's validity and reliability

Item Critical thinking (Post-test)	Validity		Reliability	
	r value	r table (5%; N:36 =0,329)	Cronbach's Alpha	Information
Analysis	0.744	Valid	0.841	Reliable
Evaluation	0.648	Valid		
Perspective Taking	0.675	Valid		
Justification of Opinion	0.556	Valid		
Creative Thinking	0.613	Valid		

Table 9 shows that the computed r-value for the critical thinking pretest instrument ranges from 0.336 to 0.705. This value exceeds the r table's value of 0.329. This indicates that every statement item in the pre-test questions for critical thinking is legitimate. The reliability test's findings indicate that the Cronbach's Alpha value is 0.844. This value is greater than 0.7. This means that all statements in the critical thinking pretest questions used can be declared reliable. For the post-test as shown in table 10, the critical thinking test used has a calculated r value ranging from 0.556 to 0.744. This value exceeds the 0.329 table r value. This means that all statement items in the critical thinking posttest are valid. The reliability test's findings indicate that the Cronbach's Alpha value is 0.841. This means that all statements in the critical thinking posttest questions used can be declared reliable.

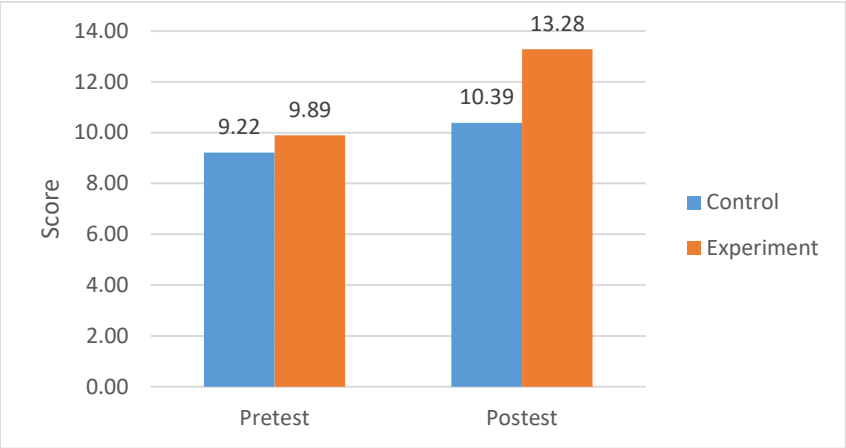
Students in the experimental and control groups had distinct critical thinking results from their learning activities. This was evident in the researchers' assessments at each meeting, which revealed differences between the two groups. The following summarizes the critical thinking assessment results for students in the experimental and control classes.

Table 11: Data on students' critical thinking in the experimental and control groups

Assessment	Control (n=18)		Experiment (n=18)	
	Mean	SD	Mean	SD
Pre-test	9.22	3.26	9.89	2.81
Post-test	10.39	3.15	13.28	3.12

The findings demonstrated that from the pre-test to the post-test, critical thinking skills increased in both the experimental and control groups. Nonetheless, the experimental class's final post-test scores outperformed the control class'. These results are presented in the following figure:

Figure 2: Critical thinking data for control and experiment group



Two-way ANOVA, paired sample t-tests, and independent sample t-tests were also employed to examine the critical thinking differences between students in the control and experimental groups. Before these exams, a normalcy test was performed as a precondition.

Table 12: Data Normalcy Test Outcomes for the Experimental and Control Groups

Data	*Kolomogorov Smirnov*		Conclusion	Note
	Statistic	Sig. (p)		
Critical thinking pre-test (Control)	0.1716	0.1737	Ho Accepted	Normal data
Critical thinking post-test (Control)	0.2159	0.0262	Ho Declined	Abnormal data
Critical thinking pre-test (Experiment)	0.1540	0.3123	Ho Accepted	Normal data
Critical thinking post-test (Experiment)	0.1057	0.8584	Ho Accepted	Normal data

Both the control and experimental classes' critical thinking pre- and post-test data were typically normally distributed, as indicated by the Kolomogorov Smirnov significance value being above 0.05 ($p>0.05$). There was only one data that was detected as not following a normal distribution, namely the pos-test critical thinking data of control class students, because it had a p value of 0.0262 ($p<0.05$).

To test the effectiveness of the fractured fairy tales reading text on students' critical thinking for both tests and because the results of the normality test showed that the post-test data were not normally distributed, the test was carried out using an alternative test from the paired sample test (Paired t-test), namely the Wilcoxon test.

Table 13: Findings from the students in the Control Class's paired t-test on critical thinking

Variable	Data	Mean	Wilcoxon test result		Note
			Z	sig	
Critical thinking (control class)	Pre-test	9.22	2.088	0.037	H3 accepted
	Post-test	10.38			

A significant value of 0.037 <α = 0.05 was found from the results of the paired t-test on the difference in critical thinking scores between the pre-test and post-test using the reading text of fractured fairy tales so that Ho (fractured fairy tale reading text is not effective for critical thinking) is rejected. This means that the pretest critical thinking score is significantly different from the posttest critical thinking score. The mean value shows that the posttest is higher than the pretest. According to this finding, reading texts about fractured fairy tales helps students develop their critical thinking skills, supporting Hypothesis 3 (reading fractured fairy tales helps students develop their critical thinking).

Table 14: Findings from students' critical thinking paired t-test in the experimental class

Variable	Data	Mean	Paired t test			Note
			Z	df	sig	
Critical thinking (experiment class)	Pre-test	9.89	9.582	17	0.001	H4 accepted
	Post-test	13.27				

Using the fractured fairy tale film, the paired t-test results on the difference between the pre-test and post-test critical thinking scores yielded a significant value of 0.001 < α = 0.05, indicating that Ho is rejected. This means that the critical thinking scores in the pretest are significantly different from the critical thinking scores in the posttest. The mean value shows that the posttest is higher than the pretest. According to these findings, the fractured fairy tale movie effectively enhances pupils' critical thinking skills.

The final set of data relates to the variations between the pre-test and post-test critical thinking scores for the control and experiment classes. The critical thinking post-test results for students in the control group were not determined to be normally distributed using the normality test. Consequently, the Mann-Whitney U test, an alternate independent sample t-test, was used to examine the difference between the means of the two groups. This table illustrates that.

Table 15: Findings from the Comparison Test of the Experimental and Control Groups' Students' Critical Thinking

	n	Mean	Z	Sig	Conclusion	Note
Control	18	10.39	-2.577	0,010	Declining Ho	Different significantly
Experiment	18	13.27				

Based on the test, it is evident that -2.577 was the Z value of the Mann-Whitney U Test with a significance of 0.010. Because p < 0.005, it was decided that the impact on students' critical thinking of using the fractured fairy tales reading text and the fractured fairy tales video was significantly different, so the use of fractured fairy tales' video was better than fractured fairy tales reading text.

5. Discussion

This study aims to measure the EFL learners' narrative writing and critical thinking after taught using fractured fairy tales reading text and YouTube video, and to examine the significant difference of the result after using both media. Focusing on two kinds of media; reading text and YouTube video, the researcher tried to find which media is more effective to improve EFL senior high school students' critical thinking and narrative writing. There were some hypotheses discovered during the research that led to the findings based on the data from the pre-test and post-test that were being analyzed through a series of tests, beginning with the instrument validity and reliability test, the results of each pre-test and post-test, comparing the pre-test and post-test for each variable, and comparing the effectiveness of both media through the results of tests from both the control and experimental group.

From the effectiveness of the media being used, both media whether it is reading text or YouTube video are effective in improving the test result. It is visible through the post-tests of both group for both variables, narrative writing and critical thinking.

Highlighting the last finding from the series of tests being done through the pre-test and post-test result, students' abilities to write narratives varied between the experimental and control groups. They were determined by examining the post-test data for the narrative writing of both groups. An independent sample t-test was used to examine the difference in means between the two groups since the post-test results in both groups were normally distributed. The proposed test hypotheses were:

H_{05}: The use of fractured fairy tales reading texts and fractured fairy tale videos does not significantly alter students' narrative writing abilities.

H_{15}: The use of fractured fairy tales reading texts and fractured fairy tale videos significantly differs in the narrative writing abilities of the pupils.

The test results show that the computed t value was 2.246 with a significance level of 0.031. It was determined to approve H1 and reject Ho since $p < 0.005$. This indicates that the use of fractured fairy tales reading texts differs significantly to fractured fairy tale video on students' narrative writing skills, so Hypothesis 15 can be accepted. When compared to the class that uses the reading text for fractured fairy tales, the average score of students' narrative writing in the class that uses the video is superior.

The same result finding happened to the critical thinking test. There were differences found in students' critical thinking post-test result compared to the pre-test result for both groups. The data normality test revealed that the critical thinking post-test results for the control group did not follow a normal distribution. As a result, the Mann-Whitney U test, an alternate independent sample t-test, was used to examine the mean differences between the two groups. The proposed test hypotheses are:

$H_0$6: Students' critical thinking skills do not significantly differ while using fractured fairy tales as reading material or when using the fractured fairy tale videos.

$H_1$6: Students' critical thinking skills differ significantly when using fractured fairy tales as reading material and when using fractured fairy tale videos.

Based on the test, it can be seen that the Z value of the Mann-Whitney U Test was obtained at -2.577 with a significance of 0.010. Because $p < 0.005$, it was decided to reject Ho and accept

H1. This means that there is a significant difference between the use of fractured fairy tales reading text and fractured fairy tales' video on students' critical thinking, so Hypothesis 16 can be accepted. When viewed from the average value of students' critical thinking scores, the class with the use of fractured fairy tales' video is better than the class using fractured fairy tales reading text.

For the teachers who teach EFL learners, it is very important to use media to improve students' understanding and enrichment on certain skills. It is also important to know the better or even the best media to be used in their classes. From this research, it is found that YouTube video form is a better media for enhancing narrative writing and critical thinking skill of EFL learners compared to reading text form. Despite the result findings, it was limited to small population employing 36 students from different class in a private senior high school. It still needs to be expanded in broader population from different level with much more various media to help improve EFL students' critical thinking and narrative writing.

6. Conclusion

The research which elaborated 36 participants focusing on narrative writing and critical thinking brought to some conclusions that media being used during the class are very useful for improving critical thinking and narrative writing, but YouTube videos play more important role in giving the enhancement for both skills compared to the reading text media.

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