THE IMPACT OF DIGITAL STORYTELLING ON STUDENTS' WRITING SKILL

THESIS

Submitted by:

LAILI QUMAIRI

NIM. 150203006

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

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By:

LAILI QUMAIRI
NIM. 150203006

Student of faculty Education and Teacher Training
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,
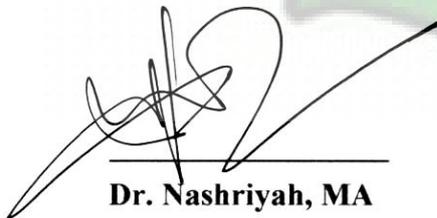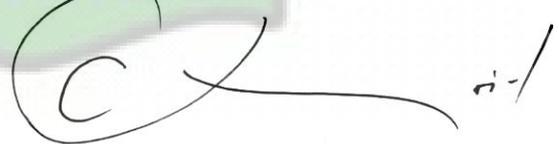
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Dr. Nashriyah, MA   **Khairiah Syahabuddin,**
                                                   M.HSc.ESL., M.TESOL., Ph.D

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Board of Examiner,

Chairperson,   Secretary,
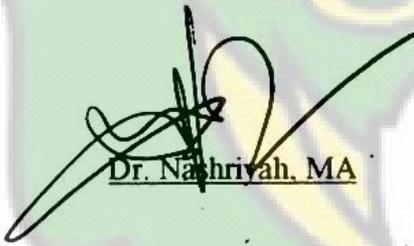
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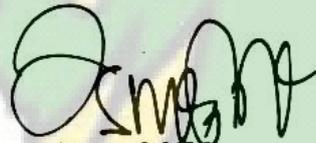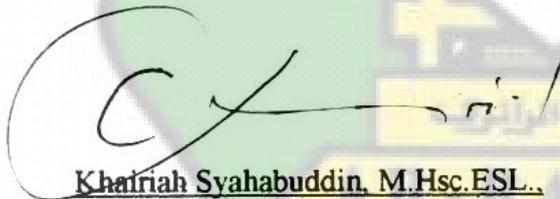
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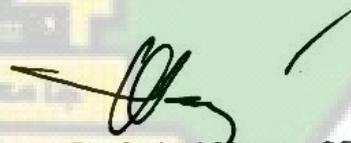
Khairiah Syahabuddin, M.Hsc.ESL.,   Dr. Jarjani Usman, SS.,
M.TESOL., Ph.D   M.Sc., M.S

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama	: Laili Qumairi
NIM	: 150203006
Tempat/Tanggal Lahir	: Banda Aceh, 29 April 1997
Alamat	: Jl. Tgk. di Lhong II Lr. Juroeng Raya, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Impact of Digital Storytelling on Students' Writing Skill

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 9 Desember 2021
Saya yang membuat surat pernyataan,

Laili Qumairi

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Banda Aceh, December 9th 2021
The Writer,

Laili Qumairi

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ABSTRACT

Name   : Laili Qumairi
NIM   : 150203006
Faculty   : Tarbiyah dan Keguruan
Major   : Department of English Language Education
Thesis working title : The Impact of Digital Storytelling on Students' Writing Skill
Main Supervisor : Dr. Nashriyah, MA
Co-Supervisor   : Khairiah Syahabuddin, M.HSc.ESL., M.TESOL, Ph.D
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Writing is one of important skills in English. It is really useful to find an interesting way in learning writing for the students. Digital storytelling approach was carried out to be a way in learning writing. The goal of this research is to know whether digital storytelling improves students' writing skill. This research used pre-experimental design to investigate the impact of digital storytelling on students' writing skill. This study used quantitative method to analyze the data of tests (pre-test and post-test) and to analyze the questionnaire (openquestionnaire). The participants for the study were 30 students of class 8-2 of MtsN 4 Banda Aceh. In this research, it is found that the students writing ability score has improvement from 56,6 to 77. It is also found that the value of sig. (2-tailed) < 0,05 or 0,000< 0,05 which means that there is a significant difference between the results of pre-test and post-test. Therefore, it can be concluded that digital storytelling is able toimprove students' writing skill.

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CHAPTER I

INTRODUCTION

This chapter provides the relationship of digital storytelling and students' writing skill. It introduces the background of study, the previous studies, the research question, the aim of study, significance of research and terminology.

A. Background of Study

Writing is one of four important skills in English that has to be mastered by the students. Based onYamac & Ulusoy (2016), writing is important because it has been increasing continuously important for communicating with world and for self-expression. Writing can convey ideas what the writers want to say. The writers can express their ideas by writing. Even for speakers when they want to speech, they need to write down the outlines. Writing can also help the writers to communicate with people. The writers can write information for the readers such as the writer's thoughts about something. Writing can increase the writer's creativity because the writer can write some points and then expand on it with additional words. Writing can also improve vocabulary because the writer needs many words to start writing.

In teaching writing for EFL students, the teachers need to find a learning strategy to attract the students' interest. The learning strategy is used to avoid the students feel confused and boring in learning.Richard & Renandya (2002)explained that students find the difficulties in writing not only in organizing ideas but also in writing the text to become a readable text. They found that most

EFL students do not like to write as they have no experience, no ideas, lack of grammar and punctuation, etc. They also found in their research that some teachers are still using teacher-centered approach in teaching writing in the classroom and the teachers also do not use any media in teaching learning writing such as images, videos, and others that may help the students' writing.

Teaching writing using a learning approach can create an ideal learning environment. The use of learning approach can improve students' skills and it also can build an interesting learning atmosphere in the class. There are many approaches which being used in teachingwriting such as product-based approach, process-based approach, and technology-based approach. Product-based approach is emphasized the writers to focus on the product of writing. Process-based approach is emphasized the writers to focus on writing process rather than the product. Technology-based approach is emphasized the writers to use technology in writing. This study is using digital technology such as digital storytelling in teaching writing.

Digital Storytelling stands for digital and storytelling. Digital is used as a learning tool which is being integrated due to development of technology. Meanwhile, storytelling is the action of someone sharing or retelling a story to others. Storytelling is an interesting activity to be used in learning process. The teacher can use some stories to attract the students' attention. It is known as digital storytelling. Digital storytelling is storytelling combines with the use of technology (Smeda, Dakich, & Sharda, 2014). Some researcherslikeAbd Sani & Shah (2017) and Ahmad & Yamat (2020) showed that students feel more

interested and pay attention to learn English by using digital storytelling. It is interesting to be applied in teaching English in the classroom because it will create more engaging and exiting for the students to learn English as foreign language.Therefore, teaching writing using digital storytelling can make the students become more enjoy in learning writing in the classroom.

Digital Storytelling has many advantages that can support students' learning process. Many studies proved that digital storytelling enhance writing skill. Digital Storytelling gives an enjoyment learning environment in learning writing because the narrator's voice in the story that allows the audiences to hear the emotions. Digital storytelling helps to build conceptual skills at the same time. It can be such as understanding the story and solving the problem. Digital storytelling can also improve other skills such as critical thinking. Every story usually has some points like moral values that the students need to identify which need critical thinking to find it. Therefore, Digital storytelling can be utilized effectively by the teacher to be used for teaching writing in classroom.

Many researchers found that digital storytelling gives many positive impacts inwriting for learners. Lim & Noor (2019) conducted a research used digital storytelling as integratedtechnology approach for secondary school students in Malaysia. By this research, they found thatdigital storytelling helps the students to organize ideas, to generate the content clearly, to use correct grammar and vocabulary. As Duman & Göcen (2015) showed that digital storytelling can help the students to use word and grammar correctly, develop the writing fluency, and organization. Nassim (2018) stated that from the research students can convey

the message of the story or the moral values. Digital storytelling can also improve students' activity in the classroom.Foelske (2014) explained that digital storytelling improves students' engagement and motivation in the class because digital storytelling creates student-centered learning environment.LoBello (2015) stated that digital storytelling improves students' writing performance, creativity, and motivation. Overall, the previous studies showed that digital storytelling worked effectively in teaching learning activity. Yamac and Ulusoy (2016) conducted a research study on digital storytelling as media for third graders in Turkey. The result of study showed that digital storytelling that implemented by Turkish teachers increased the students' ideas, organization, word choice, sentences fluency, and writing conventions. Seifeddin, Ahmed, & Ebrahim (2015) also conducted a research on Digital Storytelling Writing Program (DSWP) for second-year preparation school pupils in Egypt. They found that digital storytelling helps the students' writing performance and reflective thinking improved.

Based on the researches that have been conducted above, digital storytelling can be used to teach writing English for students. This has inspired thewriter to use the digital storytelling to improve the junior high school students' writing. It is also becausethe students get low scores in writing based on the data from their English teacher. It is not a trial and error because from the previous studies they got the results that digital storytelling can improve students' writing ability. So, digital storytelling in teaching writing for junior high school students can be a solution to increase the students' writing score.

From the elaboration above, this research is aimed to fill the gap among those previous studies. Most research conducted to the use of digital storytelling to improve writing in general while the writer wants to improve writing in narrative text. However, it is only few studies that related to digital storytelling in teaching writing in Indonesiasuch as Sari (2018) that conducted a research about senior high school students' perception in creating digital storytelling in writing class, and Sudarmaji, Mulyana, & Karsiyah (2020) that conducted a study about teaching writing using digital storytelling for senior high school student to improve students' visual memory and writing skill. Unfortunately, there are no studies that have ever been conducted in Aceh especially in writing for junior high school level. Thus, the writer expected digital storytelling as a useful approach that will help junior high school studentsto learn writing narrative text. The research was conducted in MTsN4 Banda Aceh which is chosen as a representative of all MTsN in Banda Aceh.

B. Research Questions

This research is expected to answer the research problem as it follows:

1. To what extent does digital storytelling help students in writing English?
2. What do the students perceive about using digital storytelling in writing English?

C. The Aim of Study

The main objectives of the research are:

1. To find out the extent to which digital storytelling helps students in writing English.

2. To find out the students' response to the use of digital storytelling in writing English.

D. Significance of Research

The researcher hopes that in this research can give the significance for the readers and another researcher, the significance are divided into three:

1. The Researchers

It is expected that the research can be used to be a reference for other researchers who concern on using digital storytelling in teaching writing.

2. The Teachers

This approach encourages teacher to teach writing more effective by using digital storytelling to improve students' ability in writing.

3. The Students

It is expected that the research can be beneficiary in developing and implementing to students' writing skill through the effect of digital storytelling.

E. Research Hypothesis

Research hypothesis is a statement of prediction of a research that will be tested by a researcher. According to Sugiyono (2010), the null hypothesis (Ho) is a hypothesis that states there is no difference or relationship between the sample data and population. Sugiyono (2010) also explained that the alternative hypothesis (Ha) is a hypothesis that states there is a difference or relationship between the sample data and population. Based on the explanation above, the hypothesis of the study are:

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1. The null hypothesis (Ho), states that digital storytelling does not affect students' writing skill.

2. The alternative hypothesis (Ha), states that digital storytelling affects students' writing skill.

F. Terminology

It is important to provide some explanations about the terms which are using in the thesis. These terms as follow:

1. Digital Storytelling

Robin (2014) defines that digital storytelling is combining stories with digital multimedia such as audio, images, and videos. Digital Storytelling is an approach in teaching English had been applied to language education. In this study, digital storytelling is as an approach to help students of MTsN4 Banda Aceh to improve their writing skill.

2. Writing skill

Harmer (2001)defines writing is a type of communication to convey information using written form.Writing also can be defined as the process of using letters and punctuations to form the main ideas. Skill is an ability to do something. So, writing skill is an ability in writing that writers have in order to deliver information clearly.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the terms of digital storytelling and students' writing skill. It provides theoretical description of the study and previous studies that related to the study.

A. Writing

1. The Definition of Writing

Writing is a process of making a text that contains ideas into words and sentences. Firza (2015) stated that writing is an activity to express the writer's ideas, feeling, opinion, and thoughts in written form. From that, it's clearly to be known that the purpose of writing is that the students can express their feeling, ideas, experiences, etc through written text. There is writing ability in writing. Ability is the act of someone to do something well. So, writing skill is ability to arrange the sentences to make the writer's ideas is shared well to the readers. To share their ideas to the readers well, the writer should make a coherence sentences to produce a good writing. In writing, there are many advantages that the writers and the readers can get. Azhar (2013) explained some advantages of writing:

a. The writing gives the writers time to think about what they want to communicate and its material.

b. It creates the communication become more effective.

c. It makes a permanent record of action, thought, etc.

d. It can make the readers to get the information slowly when they read than when they hear.

According to Apriliani (2018) teaching writing is delivering the message of writing and its materials to the students. Apriliani (2018) also stated some genres of writing:

1. Academic writing: Paper, report essay, show answer test responses, dissertations, etc.

2. Job-related writing: Messages, letters/emails, announcements, advertisement, etc.

3. Personal writing: Letters/emails, invitations, medical reports, diaries, personal journal such as short story, etc.

Atwan (2018) listed four dominant kinds of writing. For each kind of writing has a particular purpose, there are:

1. Expository writing: In this kind of writing, the writer writes a subject or topic without putting their perspectives or personal opinion. It usually related to facts.

2. Descriptive text: In this kind of writing, the writer explains something that could be a place, a thing, or a character in details.

3. Persuasive writing: In this kind of writing, the write persuades the readers and can put their personal opinion in the text.

4. Narrative writing: In this kind of writing, the writer tells a story. It can an memorable event, fables, etc.

2. The Process of Writing

The teacher needs to pay attention to the process of writing before do the activity. The process of writing should be followed by students to make a good writing. Abdel-Hack & Helwa (2014) elaborated five steps writing process to write:

1. Prewriting: In this stage, the students choose what experience they want to write about based on the theme.

2. Drafting: The students follow the outlines of the sequences of events but still focus on making an interesting story, such as personal narrative using "I", tell the details of the events, use clear description to engage the readers, etc.

3. Revising: In this phase, the students review, modify and reorganize their work.

4. Editing: The students proofread and correct errors in grammar and mechanics.

5. Publishing: At this point, the students publish their work and have feedback to make the next writing better.

3. Components of Writing

The components of writing are aimed to judge whether the writing is bad or good. A good writing should have some writing components. Table 2.1 shows the writing components adapted from H. D Brown (2000).

Table 2.1 Components of Writing

Aspect	Criteria
Content	- Topic sentence - Related ideas - Development of ideas - Consistent
Organization	- Effectiveness of introduction - Sequence of ideas - Conclusion
Discourse	- Topic sentence - Transitions - Cohesion
Vocabulary	- Word choice - Diction
Grammar	- Tenses - Subject verb agreement - Pronoun
Mechanics	- Spelling - Punctuation

4. **Scoring of Writing**

Scoring of writing is aimed to measure the students' writing result and also to know the students' understanding. It can show how the students' improvement to the writing tasks. According to Weigle (2007, p. 195), "assessment is really important to evaluate the students' progress and achievements". In the book "Assessing Writing" by Weigle (2002, pp. 112-114), there are two types of scoring: analytic scoring and holistic scoring. Holistic scoring assigns single score to a script on overall impression. In holistic scoring rubric, criteria are not stated explicitly. The rubric of holistic scoring complemented benchmark scripts for each level and trained raters. While analytic scoring assigns several criteria to a

script such as content, organization, cohesion, vocabulary, grammar, or mechanics.

In order to assess the students' writing, analytic scoring by Jacobs (1981) is used. The criteria for scoring are divided into five major writing components: content, organization, vocabulary, language use and mechanics which each component has levels such as very poor, poor to fair, average to good, and very good to excellent.

Table 2.2 Writing Scoring Rubric

No.	Aspect	Score	Criteria	
1.	Content	30	Very good to excellent	Relevant to assigned topic.
			Average to good	Mostly relevant to topic but lack of detail
			Poor to fair	Inadequate development of topic.
			Very poor	Not pertinent, not enough to evaluate.
2.	Organization	20	Very good to excellent	Ideas clearly stated/supported, well-organized.
			Average to good	Loosely organized but main ideas stand out.
			Poor to fair	Ideas confused or disconnected.
			Very poor	No organization, not enough to evaluate.
3.	Language Use	25	Very good to excellent	Effective complex construction.
			Average to good	Effective but simple construction.
			Poor to fair	Major complex in simple/complex constructions.
			Very poor	No mastery of sentence construction rule.

			Very good to excellent	Effective word/idiom choice and usage.
4.	Vocabulary	20	Average to good	Occasional errors of word/idiom form, choice and usage.
			Poor to fair	Frequent errors of word/idiom form.
			Very poor	Little knowledge of vocabulary/word/idiom form, not enough to evaluate.
5.	Mechanics	5	Very good to excellent	Demonstrates mastery of conventions.
			Average to good	Occasional errors of conventions.
			Poor to fair	Frequent errors of conventions.
			Very poor	No mastery of conventions, not enough to evaluate.
Total		100		

(Taken from Jacob et al. (1981) in Weigle pp. 112-114)

B. Digital Storytelling

1. The Definition of Digital Storytelling

Frazel (2010) describes that digital storytelling is a process that blends media and written story. Digital storytelling helps the teacher to create a story that can give an entertaining atmosphere to English learning process. Castañeda (2013) also describes that digital storytelling is combining technology such as music, texts, audio, and video clips to make an interesting story. Banaszewski (2005) defines digital storytelling is a practice of combining multimedia and personal narrative to produce a short movie. From the previous researchers' definition about digital storytelling, it can be conclude that digital storytelling is a process that blends media and traditional

storytelling to create an interesting story. It is believed that digital storytelling enriches learning environment, learning experiences, learning motivation, writing skills, and make the students gain motivation (Yamac & Ulusoy, 2016). Hronová (2011) classified several kinds of digital storytelling:

1.) Photo series: It is a combination of images and texts.

2.) Video words: It is a combination of pictures and words and put it together into a film or presentation.

3.) Presentation: It is a combination of pictures and texts to present a specific topic (usually it is a fact) so the students should gather more information.

4.) Staging: It is kind of presentation but it is not a fact so the students need to present the things that familiar to them with appropriate feelings, actions, etc.

5.) Video clips: It is a combination of pictures, words, narrations, and music to make an interesting story, etc.

Robin (2014) classified several kinds of digital storytelling into three groups:

1.) Personal Narrative: a writer describes events, experiences and feelings that actually happened in time based on the writer's life.

2.) Historical Documentaries: a writer describes a life of people or intuitions.

3.) Stories that Inform or Instruct: a writer presents information primarily to explain instructional material in any content areas. Teachers usually use this to give information to the students.

2. The Benefits of Digital Storytelling

Digital storytelling can give many benefits that are more effective rather than by using traditional storytelling. The benefits are:

1.) Increasing the students' motivation (Kasami, 2017). The students find digital storytelling as an opportunity to enjoy the learning process which leads students' motivation.

2.) Increasing students' ability to achieve '21st century skills' (Robin, 2014). The students can create their own digital stories by using multimedia technology.

3.) Organizing students' understanding and ideas (Sadik, 2008). The students are encouraged to think deeply before and in process of writing a story based on their own ideas.

4.) Lowering students' anxiety in writing (Dong, 2015). The students feel more interested and more active in the classroom which makes the students feel less anxious.

5.) Improving students' understanding in mechanics of writing (Atwan, 2018). Digital storytelling makes the learning material become easier to be understood.

C. Review of Previous Studies

A variety of studies on the use of digital storytelling in teaching writing has revealed. There are some previous studies that have same topic closely with the research. In this part, the studies have different focus to each others.

Yamac & Ulusoy (2016) investigated the effect of digital storytelling in improving the third graders' writing skills in rural primary school. The participants were 26 students. The data have been collected from students' writing performance, observation, interviews, and document. It showed that digital storytelling enhanced students' ideas, motivated the students to write clearly, comprehend the organization of stories, and strengthen the students' technological literacy. Digital storytelling also increased the students' participate in writing task.

Foley (2013) presented a study to determine effectiveness of digital storytelling in primary-grade classrooms. The participants were 46 students which from first grade included 22 students and second grade included 24 students. The data have been collected from observation, interviews, documents and students' products. It found thatdigital storytelling helped the students to write explicitly. Also, the majority of students found out that learning writing by using digital storytelling is enhancing their motivationwith writing difficulties.

Sarıca & Usluel (2016) studied the effect of digital storytelling on students' visual memory and writing skills.The participants were 59 primary school students that are divided into two parts: the experimental group consisted of 29 students and control group consisted of 30 students. The data have been collected from test. The research found that by using digital storytelling students are able to develop their own story and develop their visual memory such as they can recall the information.

Atwan (2018) conducted a study to investigate the use of digital storytelling on developing students' mechanics of English writing and their attitudes towards

English of sixth graders in Gaza. The participants of the study were 65 students that distributed into two groups: 33 students in experimental group and 32 students in control group. The data have been collected from the test and questionnaire. The result ofthe study proved that teaching mechanics of English writing skill by using digital stories improving the students' writing rather than teaching in traditional method. It is because digital stories provide an enjoyable learning environment for students that combine learning material and pictures, text, color, and sounds.

Yang & Wu (2012) explored the use of digital storytelling for enhancing student academic achievement, critical thinking and learning motivation of tenth graders in Taiwan. The participants were 110 students that distributed into two groups: 56 students in control group and 54 students in experimental group. The data have been collected from English achievement and critical thinking scores, questionnaire, and interviews. This confirmed that digital storytelling enhanced students' understanding in learning, students' ability to think critically, and students' motivation to explore in learning English.

Dong (2015) examined the use of digital storytelling and its effects on EFL students in China. It showed that digital storytelling have positive effect on EFL students' listening and speaking skills, improved students' leaning interests, and increased students' self-esteem and lowered students' anxiety level.

Hung, Hwang, & Huang (2012) conducted a study about digital storytelling for improving students' learning motivation, problem solving competence, and learning achievement. The participants were 117 fifth graders that divided into

two groups: 60 students in experimental group and 57 students in control group. The data have been collected from test and interviews. The students are asked to create a project and it proved that digital storytelling can increase students' achievement in learning, students' learning attitude, their problem solving competence, and provide interesting way in learning.

Torres, Ponce, & Pastor (2012) explored the use of digital storytelling to improve the students' basic routine linguistic in English for first year students of Primary Education Teachers. The participants were 60 students and divided into two groups and within each class included 30 students. It found out that the students are lack of grammar and sentence structure, functional mistakes, and interfering effects in a simple conversation such as introducing themselves. In the result of the research, the students are able to write stories and they also are able to speak with each other well. So, digital storytelling helped them to improve their oral skill and written skill.

Kasami (2017) investigated the effect of storytelling assignment and digital storytelling assignment on students' motivation. The participants were 76 students at a faculty of information and communications in a university in Japan. The data have been collected from test and questionnaires. It showed that the students were more motivated to learn with digital storytelling assignment than storytelling assignment. Digital storytelling enhanced students' motivation in learning because the students can have their own work creatively.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the aspect of methodology in four major points, there are research design, research sites and participants, methods of data collection, and methods of data analysis.

A. Research Design

In this study, the writer used quantitative method to collect the data. The writer used students' score of writing tasks as the data. In order to get the data, the writer conducted the research for five meetings. There are three parts: pre-test, treatment, and post-test. In the pre-test, the writer asked the students' to write story about "Three Little Pigs" based on the pictures. After that, the writing task was collected and scored. In the treatment, the writer taught about Narrative Text using digital storytelling for three meetings. A video of digital storytelling that titled "Lion and The Mouse" was shown to the students. In the post-test the writer asked the students' to write a story based on the picture that titled "The Ugly Duckling". After that, the writing task was collected and scored. The writing skills were scored in term of content, organization, language use, vocabulary, and mechanics.

The writer also used questionnaire which opened questions to analyze the students' respond of the research. The research was pre-experimental research or one-single subject. The research aimed to help 8th grade students specifically students from class 8-2 of MTsN 4 Banda Aceh toimprove their writing skill by using digital storytelling.

B. Research Sites and Participants

1. Research Site

Research site is the place where the research is conducted. This research was conducted at MTsN4 Banda Aceh. It is located at Jalan Kopelma Darussalam, Syiah Kuala, Banda Aceh city, Aceh. MTsN4 Banda Aceh was chosen to be a research place because it was suitable to conduct the research for junior high school students' level. The school has well-facilitated and the school also using English in the curriculum for the students.

The research was done on August in the academic year 2021/2022. It consisted of two tests: pre-test and post-test. The first meeting was conducted pre-test and the final meeting was conducted post-test. It had 5 meetings which consisted of pre-test at first meeting, treatment, and post-test at last meeting. The first meeting was done on August 6, 2021 and the final meeting was done on August 20, 2021.

2. Participants

a. Population of the Study

Population is an entire group of people which the researcher seeks information. The population in this research was second year students of MTsN4 Banda Aceh. The school has 18 classes for all level of students and 6 classes for second year students. For each class consisted of 30 students with different writing skills.

b. Sample of the Study

Sample is a specific group of people that are taken from larger population that the researcher will collect data from. The sample for this research is 8th grade students of class 8-2 of MTsN 4 Banda Aceh that consists of 30 students, 18 females and 12 males. The class consisted of 30 students with different writing abilities, but the researcher only chose 21 students who finished the whole meetings of the research.

C. Methods of Data Collection

There are two approaches that was used to collect the data of this research, test (pre-test and post test) and questionnaire.

1. Test

A test was used to collect the data for the study. The test divided into two: pre-test and post-test. Pre-test was given to see their ability before treatment and post test is given after giving the treatment. The researcher used students' writing tasks as data gathering technique for the study. The tasks were given by the researcher to the students and then it was analyzed to see the improvement of the students' writing skills from pre-test and post-test. The test was assessed by using scoring rubric by Jacobs et al. (1981).

The data werealso analyzed by using T-test. T-test is used to determine about two means are significantly different. This is used to find the significance of using digital storytelling of the value of pre test and post test.

Figure 3.1 The Example of Pre-Test

Figure 3.2 The Example of Post-Test

2. **Questionnaire**

A questionnaire is a research instrument that consisted of a series of questions. The questionnaire for the study was given to see the students respond in learning writing by using digital storytelling. The questionnaires are divided into two: close questionnaire and open questionnaire.

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In this research, the writer used open questionnaire to get complete information of the students' opinion. The questionnaire was given at the last meeting. The example of questionnaire can be seen in the picture below (see appendix V for complete questionnaire).

Questionnaire

Tujuan : Untuk mengetahui persepsi siswa secara umum mengenai digital storytelling dalam peningkatan kemampuan menulis siswa.

1. Bagaimana perasaanmu belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____
_____
_____
_____
_____

2. Menurut kamu, apa kelebihan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____
_____

Figure 3.3The Example of Questionnaire

D. Methods of Data Analysis

1. Writing Task

a. Test

In this study, the data analysis that usedwastest (pre test and post test). The data was collected by scoring the students' narrative text by using writing scoring rubric (see appendix VI). After that, the score will be calculated and categorized into groups of final score (see table 3.1). The formula of scoring students' writing task:

$$T = \frac{\Sigma_0}{\Sigma_1} \; x \; 100$$

Notes:

T : Total score

$\sum_0$: Students' score of scoring rubric

$\sum_1$: Total score of scoring rubric

Scoring Rubric for Writing Assessment

No.	Aspects	Criteria	Scores
1.	Content	**Excellent to very good:** Knowledgeable, substantive, through development of topic sentence, relevant to assigned topic.	30-27
		Good to average: Some knowledge of subject, adequate range, limited development of topic sentence, mostly relevant to topic but lack of detail.	26-22
		Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
		Very poor: Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.	16-13
	Organization	**Excellent to very good:** Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18

Figure 3.4The Example of Scoring Rubric for Writing Assessment

Table 3.1 Final Scores Category

Range of Final Scores	Categories
86 – 100	Excellent
75 – 85	Good
< 75	Poor

b. T-Test

The researcher used SPSS (Statistical Package for Social Science) 22nd version to find out the significance difference of pre-test and post-test. The criteria

is if the value of sig. (2-tailed) < 0,05 which means that the students' score of pre-test and post-test is significantly different.

2. Questionnaire

The data from questionnaire was processed in quantitative. The participants were asked 5 open questions based on their experience of the study. The students were asked to write based on their experience of learning by using digital storytelling in writing especially narrative text. After that, the writer analyzed the data based on what the participants truly intended to say. The participants of this study were written as S (student) and their students' number.
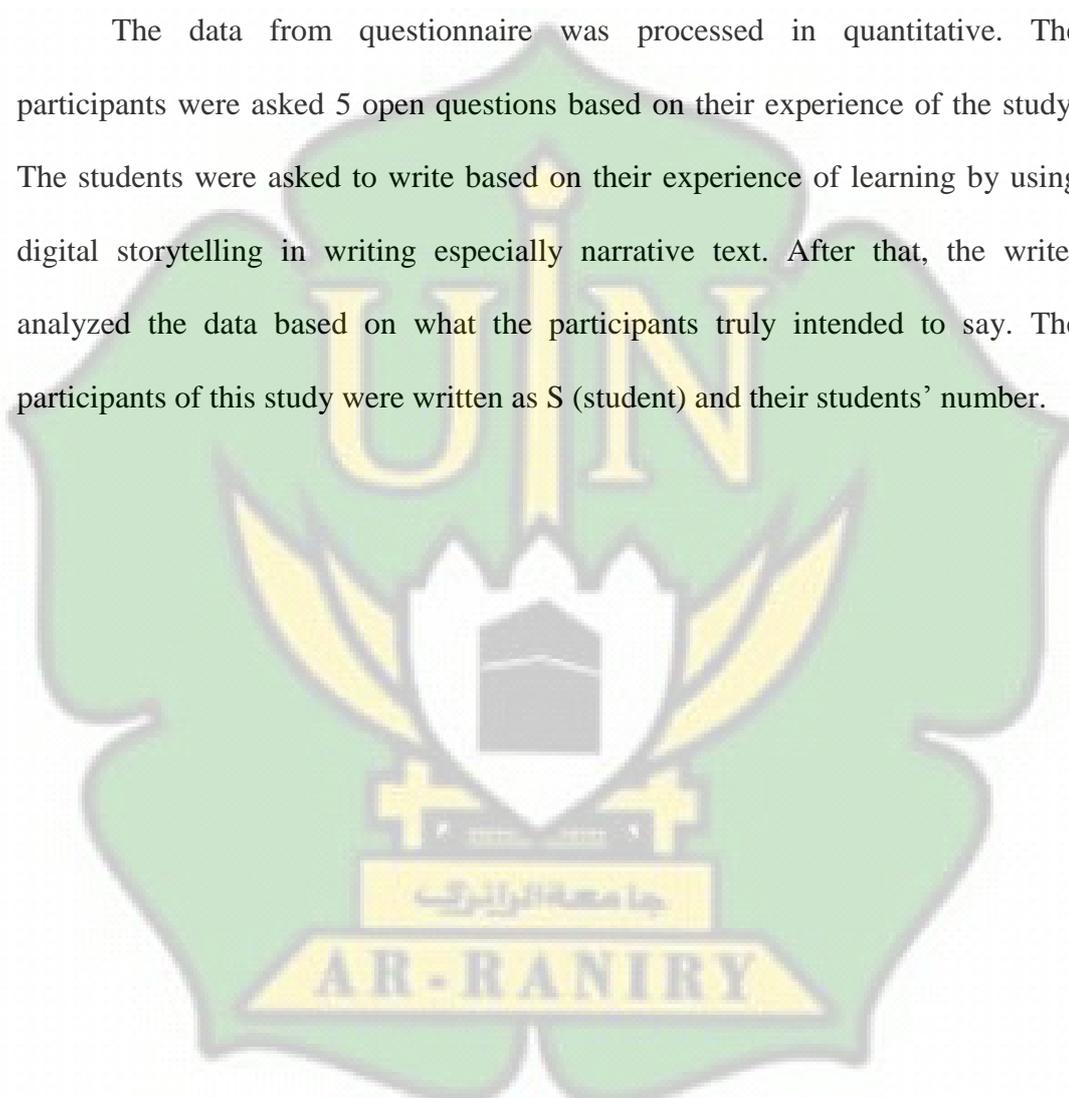
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the result of research and discussion of research. It divided into two parts:findings and discussion.

A. Findings

The results of the research were reported based on the two research questions in this study. Research question 1 asked "to what extent digital storytelling helps students in writing English" and research question 2 asked "what students' perceive about using digital storytelling in writing English". In this part, it answered to the research questions.

Figure 4.1 Students' Pre-Test

Nama : Ahilla Fabin Humayra

Kelas : VIII-2

Nilai

The Ugly Duckling

One day, in a river, lived a duck who was laid on her eggs. There are 5 eggs. The eggs started broke except one, the white eggs. The mom's duck worried. The white eggs started hatch, and turned out ugly duckling. His siblings made fun of him, it's making him sad. The ugly duck ran away to deep forest. He was shivered and didnot eat. He found another duck family. but he got rejected. He found chicken family, but the chicken stayed away from him. And he found a dog, but the dog won't to eat him. He became really sad. The ugly duck found peasants and took him to peasants' house, but the cat didnot like him. So, he run away again to the forest. 1 year later, he found a pond. and he was so happy. There was swan and he saw her. He fell in love with her. He saw the reflection of himself and realized that he was not ugly. but he's different. His siblings were duck and he was a swan. He's swimming in the pond and got married with her.

Figure 4.2 Students' Post-Test

Table 4.1 Analysis of Student's Pre-Test and Post Test

Aspects	Pre-Test	Post-Test
Content	Lack of development of the topic. The story was not clearly stated who was the subject. In line 1: "first house was made from straw" Lack of details in the story.	There's an improvement in topic sentence. There're details in the story.
Organization	The ideas not clearly stated. There's still lack of sequencing in the story. The complication of the story	Ideas clearly stated. Logical sequencing in the story. Well-organized of the

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	was not clear.	story.
Vocabulary	Little knowledge of vocabulary. Word choice was not appropriate. In line 5: "….cement still **strength**"	A lot of vocabularies were used. Effective word choice and usage.
Language Use	The student used Present Tense while the correct one used Past Tense. In line 1: "… there **are** four pigs" In line 1: "They **are make** house" In line 3: "suddenly, a wolf **come**, **destroying** the house" In line 4: "….. **was destroy**" In line 5: "The wolf **climbing**…" In line 5: "…., **live** in chimney"	The student used Past Tense, but there're little mistakes. In line 2: "…except **one**, the white **eggs**" In line 7:…**won't** to eat him"
Mechanics	The student put punctuation not in the correct place. In line 3: "suddenly a wolf **come, destroying** the house" In line 5: "And the **wolf, live** in chimney"	The punctuations were correct and the meaning was clear. There're no errors in capitalization and spelling.

1. **The Result of Writing Test**

   This part focused on answering research question 1. It divided into two parts: the result of pre-test and post-test and the data analysis of the test.

   a. **The Results of Pre-test and Post-test**

   This writing test was divided into two sections: pre-test and post-test.The data results would be explained in the following:

   1) **Pre-Test**

   The following is the table of students' pre-test score:

Table 4.1The Score of Pre-Test

SN	WRITING TASK 1 (PRE-TEST)					
	C	O	V	L	M	S
1.	14	8	10	11	2	45
2.	15	10	9	9	2	45
6.	23	15	15	18	3	74
7.	21	13	13	15	2	64
8.	16	10	9	9	2	46
9.	25	14	10	15	3	67
10.	22	15	13	12	2	64
12.	14	8	9	11	2	44
13.	15	9	9	10	2	45
14.	17	14	10	11	2	59
17.	22	10	14	10	2	58
18.	14	8	8	11	2	43
19.	21	13	10	10	2	56
21.	13	7	9	8	2	39
22.	18	14	10	17	2	61
23.	25	17	17	19	3	81
24.	25	16	15	18	4	78
27.	20	13	13	10	2	58
28.	22	13	12	11	2	60
29.	13	9	7	5	2	36
30.	22	15	13	12	2	64

Notes:

SN : Student Number   C : Content   O : Organization

V   : Vocabulary   L : Language Use   M : Mechanics

S   : Scores

The data was collected from the result of students' pre-test score. The score was classified into three: low, middle and high. The score below 75 was classified into low score, 75 to 85 was classified into middle score and the score above 86 was classified into high score. The score of Minimum Criteria of Mastery

Standard or KKM (Kriteria Ketuntasan Minimal) was 75. The data

could be shown in the table:

Table 4.2 The Result of Pre-Test

Score	Freq.	(%)
*<75	19	90
75 – 85	2	10
86-100	0	0
Mean	56,5	
Min. Score	36	
Max. Score	81	

*below the standard of minimum completeness

Based on the table above, the students who got low score

were 19 students (90%) and the lowest score was 36. The students

who got middle score were 2 students (10%) and the highest score

was 81. There were no students who got high score (0%). In the

table, it also showed the mean score of pre-test was 56,5.

2) **Post-Test**

The following is the table of students' post-test score:

Table 4.3 The Score of Post-Test

SN	WRITING TASK 2 (POST-TEST)					
	C	O	V	L	M	S
1.	28	18	18	18	4	86
2.	29	19	18	22	5	93
6.	25	16	14	17	3	75
7.	27	17	17	22	4	87
8.	22	14	13	17	3	69
9.	22	16	18	18	3	77
10.	24	16	15	18	4	77
12.	22	15	16	18	4	75
13.	21	13	13	17	3	67
14.	27	17	17	21	5	87

17.	26	15	14	18	3	**76**
18.	22	14	17	18	4	**75**
19.	22	17	18	15	4	**76**
21.	17	10	13	11	3	**54**
22.	21	17	17	18	3	**76**
23.	26	18	17	20	4	**85**
24.	29	19	18	22	4	**92**
27.	22	18	16	16	3	**75**
28.	26	15	14	17	3	**75**
29.	22	14	13	13	3	**65**
30.	23	17	14	17	4	**75**

Notes:

SN : Student Number   C : Content   O : Organization

V   : Vocabulary   L : Language Use   M : Mechanics

S   : Scores

The data was collected from the result of students' post-test score. The score was also classified into three: low, middle and high. The score below 75 was classified into low score, 75 to 85 was classified into middle score, and the score above 86 was classified into high score. The score of Minimum Criteria of Mastery Standard or KKM (KriteriaKetuntasan Minimal) was 75. The data could be shown in the table:

Table 4.4 The Result of Post-Test

Score	Freq.	(%)
*<75	4	19
75 – 85	12	57
86-100	5	24
Mean	77	
Min. Score	54	
Max. Score	93	

*below the standard of minimum completeness

From the data above, the students who got low score were 4 students (19%) and the lowest score was 54. The students who got middle score were 12 students (57%). The students who got high score were 5 students (24%) and the highest score was 93. The table also showed the mean score of post-test was 77.

Based on the results above, it shown that the mean of pre-test was 56,5 and the mean of post-test was 77. It can be concluded that there were improvement of the students' writing skill through using digital storytelling.

b. Data Analysis of Test

1.) Test of Basic Assumptions

a) Test of Normality

Normality test aims to determine whether the data population is normally distributed or not. If the data is normally distributed, then parametric statistical tests can be used. Meanwhile, if the data is not normally distributed, a nonparametric statistical test is used (Siregar, 2014).

In this study, the normality of the data was tested using the Saphiro-Wilk test with sig. level 0.05. According to Azwar (2009), the basics for decision making in the normality test are:

a. If sig. (significance) < 0.05, then the data is not normally distributed.

b. If sig. (significance) > 0.05, then the data is normally distributed.

The normality test is carried out using the SPSS (Statistical Package for Social Science) 22nd version. The results of normality test of pre-test and post-test are as follows:

Table 4.5 The Result of Normality Test Using Saphiro-Wilk

Tests of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Task 1	,176	21	,089	,948	21	,318
Writing Task 2	,223	21	,008	,921	21	,093

a. Lilliefors Significance Correction

According to the table above, it can be seen that the value of sig. Pre-test (writing task 1) is 0.318 and the value of sig. Post-test is 0.093. This shows that the value of sig. Pre-test test is > 0,05 or 0,318> 0,05 and the value of sig. Post-test is > 0,05 or 0,093 > 0,05. From the results, it can be concluded that the result data of pre-test and post-test are normally distributed.

b) Test of Homogeneity

The homogeneity test is intended to determine whether the object under the study has the same variance. According to Siregar (2014), the test criteria are formulated as follows:

a. If sig. > 0.05 means the variance of two or more groups is homogeny.

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b. If sig. < 0.05 means the variance of two or more groups is not homogeny.

In this study, the homogeneity test was calculated with the SPSS (Statistical Package for Social Science) 22nd version. The result of homogeneity test can be seen in the table below:

Table 4.6 The Result of Homogeneity Test Using One Way Anova

Test of Homogeneity of Variances

Score Writing Task

Levene Statistic	df1	df2	Sig.
3,725	1	40	,061

Based on the results above, it is known that the value of sig. writing task score is 0.061. It indicates that the value of sig. writing task score is > 0.05 or 0.061 > 0.05, which means that the writing task score obtained from the results of pre-test and post-test has the same variance or homogeneous.

2.) Hypothesis Testing

Hypothesis testing is carried out with the aim to answer research questions that were still conjectural. In this study, the research hypothesis is divided into two, they are the null hypothesis (Ho) and the alternative hypothesis (Ha), which are described as follows:

a. The null hypothesis (Ho), states that digital storytelling does not affect students' writing skill.

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b. The alternative hypothesis (Ha), states that digital storytelling affects students' writing skill.

Hypothesis testing in this study was carried out in stages, namely:

a) Paired Sample T-Test

Paired sample T-test is used to determine whether the independent variable has a significant effect on the dependent variable. The calculation of the paired sample T-test is using the SPSS (Statistical Package for Social Science) 22nd version. The criteria are:

a. If sig. < 0.05 means there is a significant. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

b. If sig. > 0.05 means there is no significant. So, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

The results of the paired sample T-test are:

Table 4.7 The Result of Paired Sample T-Test

Paired Samples Test								
		Paired Differences						
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Writing Task 1 - Writing Task 2	-20,47619	11,45259	2,49916	-25,68935	-15,26303	-8,193	20	,000

From the results of paired sample T-test above, it is known that the value of sig. (2-tailed) is 0,000. According to the rules in

the paired sample T-test, the value of sig. (2-tailed) < 0,05 or 0,000< 0,05 which means that there is a significant difference between the results of pre-test and post-test. So, it can be concluded that there is an effect of digital storytelling in improving students' writing skill.

b) **Simple Linear Regression Test**

Simple linear regression test is used to predict or test the effect of one independent variable on the dependent variable. In this study, simple linear regression test is used to determine how much the influence of digital storytelling in improving students' writing skill. According to Sugiyono (2010), the criteria used in using a simple linear regression test are as follows:

a. If the data analysis technique only consists of one to two independent variables, then the R Square calculation results are used.

b. If the data analysis technique consists of more than two independent variables, then it is better to use Adjusted R Square which the value is smaller than R square.

In this study, a simple linear regression test was carried out using the SPSS (Statistical Package for Social Science) 22nd version. From the calculation of a simple linear regression test, the result as follows:

Table 4.8 The Result of Simple Linear Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,496[a]	,246	,206	11,37899

a. Predictors: (Constant), Writing Task 2

In the criteria for determining the simple linear regression test, it is determined that if the data analyzed uses only one independent variable so the result of calculation used is the R Square. In this study, the independent variable is the score of writing task 2 (post-test) because of the use of digital storytelling. Meanwhile, the dependent variable is the score of writing task 1 (pre-test) because there are no influencing factors. From the calculation, it is known that the value of R Square is 0.246 or 24.6%. It can be concluded that the percentage of the influence of digital storytelling on students' writing skill is 24.6%, while the rest is influenced by other variables outside of the study.

2. The Result of Questionnaire

This part elaborated the result of questionnaire that answered research question 2. As explained before, the qualitative data was collected from open questionnaire. The questionnaire consisted of 5 questions. The result of the questionnaire was shown below.

Question 1: How did you feel about learning English using Digital Storytelling?

From all the respondents that were asked, most of the answers showed that was positive response. The respondents had different answers but the meaning was the same so the writer categorized them into three answers, the students were happy, interested and satisfied. Here is the table:

No.	Theme	Sample of Students' Response
1.	The students feel happy.	S7: "I'm happy because I can watch the video together with my friends." S8: "I am happy because I know what I don't know before." S21: "I'm happy because English is fun."
2.	The students feel interested.	S17: "It is so interesting and fun." S29: "It is really interesting and fun because we know the moral value of the story."
3.	The students feel satisfied.	S1: "I'm satisfied."

Question 2: In your opinion, what are the advantages of learning English using Digital Storytelling?

Most of the students answered that they had the advantages of learning English using digital storytelling. The four dominant points of advantages of using digital storytelling are the students become more interested in learning, the students understand English easily, the students can write well, the students get more vocabularies. Here is the table:

No.	Theme	Sample of Students' Response
1.	The students become more interested.	S6: "I become more interested in learning English." S14: "I can learn in more interesting way." S24: "It's not boring because the video was

No.	Theme	Sample of Students' Response
		interesting and easy to understand."
2.	The students understand easier.	S7: "it is easier to understand……" S10: "I remember easier…" S17: "I can be more understand." S28: "I understand more English language"
3.	The students can write better.	S1: "I can see the video so I can describe it in my own language." S18: "I can write because I know from watching the video." S12: "I can sharpen my writing skill in English." S23: "by learning like this I can tell the story into writing."
4.	The students get more vocabularies.	S19: "I can know new vocabularies in English." S21: "I can be more understand the meaning of the vocabulary." S22: "……I know more new English vocabulary." S27: "I find many new vocabularies."

Question 3: In your opinion, what are the disadvantages of learning English using Digital Storytelling?

Some of the students answered that they have the disadvantage of learning English using digital storytelling. Even though it gives them an opportunity to know new vocabularies, some the students found it's difficult because there's no translation. The table below:

No.	Theme	Sample of Students' Response
1.	The students want the translation.	S1: "It didn't give Indonesian translation." S18: "There's no translation…" S22: "The speaker speaks English but there's no subtitle." S30: "I don't know the meaning some vocabularies."

Question 4: What are the difficulties that you faced during learning English using Digital Storytelling?

In response to the question, some of the respondents said thatthey found difficulties in learning. The difficulties are in three points, it isthe media that is an important role in this study. It showed that they complained about the projector that sometimes went off by itself which distracted them. The new vocabularies that the students found were not familiar so sometimes they did mistakes to write the words again. The students also found difficult to arrange the words.

No.	Theme	Sample of Students' Response
1.	The media	S14: "The projector sometimes is not working properly." S17: "The projector turn off suddenly"
2.	Vocabularies	S12: "I forget how to write the new vocabularies in English" S19: "I don't know many words in English." S24: "Many new words that I don't know before so I forget the spelling"
3.	To arrange the words	S9: "I have difficulty in arranging words because I don't know the meaning of the words." S6: "I have not mastered English, so I'm not really good to connect each words"

Question 5: Are there any suggestions for using Digital Storytelling?

Most of the respondents responded of the question that they need the Indonesian translation in the video to make them easier to understand. Some of them also agreed to work together because it may help them to help

each other especially for those who do not understand. Here are their statements of the question:

No.	Theme	Sample of Students' Response
1.	Translation	S18: "It is better to put Indonesian translation in the video." S22: "Next time we watch Anime, but put the Indonesian translation in the video" S24: "After we watched the video, we can translate it together"

B. Discussion

The finding of the first research question is the students' writing skill improved due to their use of digital storytelling. It can be considered it because digital storytelling improved the students' content, organization, language use, vocabulary, and mechanics in writing. So, it helped the students to write a story well. This finding goes in line with the prior researches (Abdel-Hack & Helwa, 2014; Yamac & Ulusoy, 2016; Sepp & Bandi-Rao, 2015) which stated that digital storytelling is effective to improve writing performance.Abdel-Hack & Helwa (2014) explained in their research that digitalstorytelling enhanced EFL narrative writing and critical thinking. In Yamac & Ulusoy (2016) study, digital storytelling was beneficial because it improved students' ideas, word choice, organization, sentence fluency, and conventions in terms of writing quality. In Sepp & Bandi-Rao (2015) research, digital storytelling helped the students to organize and build a story in a coherent way. According to the findings, it can be concluded that digital storytelling had positive effects onthe improvement of students' writing skill.

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The finding of the second research question proved that the students perceived were effective. They found that using digital storytelling in writing gave positive impact because it mostly helped them to understand and develop a story using their own words and ideas. The student felt happy and excited to learn using digital storytelling because it helps them to understand the content easily and it also creates an interesting atmosphere to learn. From the result of the research is consistent with the prior (Utami, 2021; Abd Sani & Shah, 2017; Kocaman-Karoglu, 2016). They emphasized in their studies that the respondents have positive impression because it helps the learning situation. In Utami (2021) study, the students had positive impression of the learning process using digital storytelling because they felt happy with digital storytelling. Abd Sani & Shah (2017) supported that the participants in their research agreed that they enjoyed when learning using digital storytelling. It also made language learning became fun because it is attractive. Kocaman-Karoglu (2016) pointed out that digital storytelling is a fun way of learning and exciting. Thus,this study showed that learning writing by using digital storytelling has positive impacts for the students because digital storytelling made the students feel more excited.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, there are two points that are discussed: conclusion and suggestion. The first point discussed the conclusion of the research. The second point discussed the suggestion for others who want to use digital storytelling to be learnt.

a. Conclusions

Based on the analysis of the findings above, it answered the research questions of this study. The first research question of this study is to what extent digital storytelling helps students in writing. It proved that the use of digital storytelling in writing for the students was effective. It is because there is a significant difference between before and after using digital storytelling in writing. It can be concluded that digital storytelling improved students' writing skill so they could write well.

The second research question of the study is what the students perceive about using digital storytelling in writing. The students found it gave many advantages in writing. One of the advantages of using digital storytelling in writing is it creates a fun learning situation so that they feel more enjoyable to write. Using digital storytelling in writing also caught their attention which also improved their desire to learn English. In conclusion, using digital storytelling in writing is really recommended to be used as an activity in learning because it gives many beneficial impacts for the students in learning writing.

b. Suggestions

The result of the study showed that using digital storytelling in improving students' writing skill is successful. Therefore, the write would like to give suggestions based on the study. The suggestions as follows:

1.) For teachers

It is suggested for teachers to use digital storytelling to improve students' writing skill especially writing narrative can be implemented as a learning approach because it is proven effectively.

2.) For students

It is suggested for the students to learn writing by using digital storytelling because it helps the students to understand deeply about content, organization, vocabulary, language use, and mechanics of writing. It also creates a positive learning environment such as improved their desire to learn English.

3.) For researchers

It is suggested for researchers who conduct studies to pay more attention to things outside of research so that the research results are maximized. It is suggested for the researchers to improve the students' enrichment of vocabulary before conduct the research like this in the future. It is because the students at that level are lack of vocabularies which they need to know more vocabularies in order to help them to learn by using digital storytelling. It is suggested for the future researchers to use digital storytelling in various subjects. It is also

suggested for the researchers to find a new way to learn using digital

storytelling.

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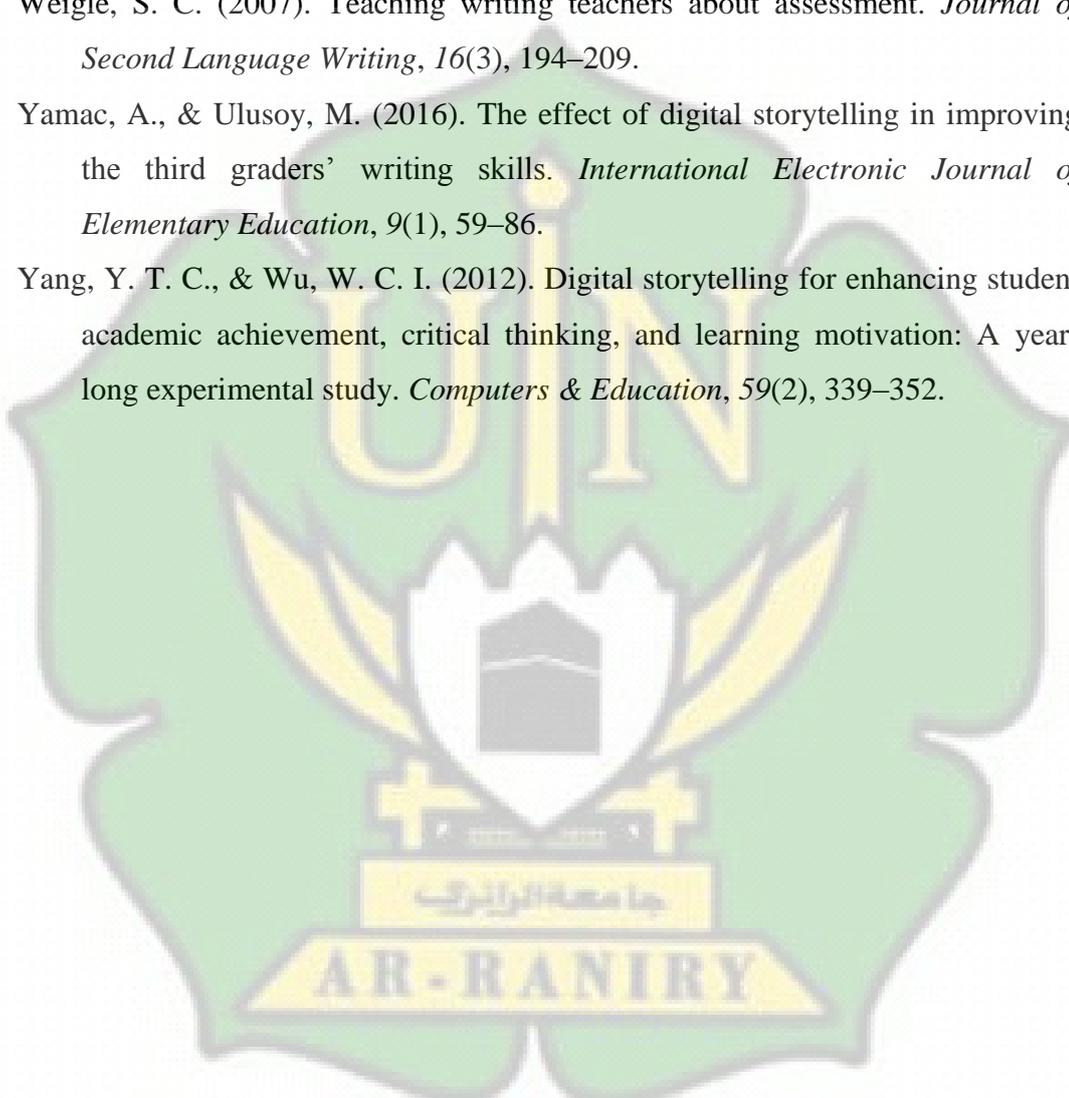
APPENDIX I

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor   : B-10863/Un.08/FTK-I/TL.00/07/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

    1. Kepala Kantor Kementerian Agama Banda Aceh
    2. Kepala Sekolah MTsN 4 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **LAILI QUMAIRI / 150203006**
Semester/Jurusan   : XII / Pendidikan Bahasa Inggris
Alamat sekarang   : Lhong Raya, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Impact of Digital Storytelling on Students' Writing Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Juli 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Oktober 2021

Dr. M. Chalis, M.Ag.

APPENDIX II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6400597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor   : B-2045 /Kk.01.07/4/TL.00/07/2021   29 Juli 2021
Sifat   : Biasa
Lampiran : Nihil
Hal   : **Rekomendasi Melakukan**
           Penelitian

Yth, Kepala MTsN 4 Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-10863/Un.08/FTK-I/TL.00/07/2021 tanggal 27 Juli 2021, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi,** kepada saudara/i :

Nama   : **Laili Qumairi**
NIM   : 150203006
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester   : XII

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah, Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Foto Copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.
Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala,

Asy'ari

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

APPENDIX III

N o m o r	: B- 300/Mts.01.07.4/TL.00/03/2021	Banda Aceh, 03 Agustus 2021
Lampiran	: -	
Perihal	: Pemberian Izin Penelitian/Mengumpulkan Data	
	Untuk Menyusun Skripsi	

Kepada Yth.
Pimpinan Fakukltas Tarbiyah dan Keguruan UIN Ar-Raniry

di

Banda Aceh

Assalamu'alaikum Wr. Wb.

Dengan hormat, sesuai dengan maksud surat saudara Nomor : B-10863/Un.08/FTK-I/TL.00/07/2021 perihal tersebut di pokok surat dan surat rekomendasi dari Kantor Kementerian Agama Kota Banda Aceh nomor : B-2045/Kk.01.07/4/TL.00/07/2021, maka dengan ini dinyatakan bahwa:

N a m a   : **Laili Qumairi**
N I M   : 150203006
Prodi / Jurusan   : Pendidikan Bahasa Inggris

Diberikan izin penelitian mengumpulkan data untuk persyaratan bahan penulisan Skripsi yang berjudul " *The Impact of Digital Storytelling on Students' Writing Skill* ".

Demikian kami sampaikan untuk dapat dimaklumi dan seperlunya.

K e p a l a,
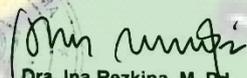
Dra. Ina Rezkina, M. Pd

Tembusan:
1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Kepala Kantor Kementerian Agama Kota Banda Aceh.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : **MTsN 4 Banda Aceh**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VIII/2**
Materi Pokok   : **Narrative Text**
Alokasi Waktu : **3x60 Menit (3 Pertemuan)**

A. **Kompetensi Inti (KI)**

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2:   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.14.1 Mengidentifikasi fungsi sosial teks naratif berbentuk fable sesuai dengan konteks penggunaannya. 3.14.2. Mengidentifikasi struktur teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.18.1. Mengungkapkan makna teks naratif lisan dan tulis berbentuk fable pendek dan sederhana sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegitan pembelajaran, peserta didik dapat:

1. Mengidentifikasi fungsi sosial teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
2. Mengidentifikasi struktur teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
3. Mengungkapkan makna teks naratif lisan dan tulis berbentuk fable pendek dan sederhanasesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

Teks dan video naratif berbentuk fable pendek dan sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

Narrative Text

A narrative text is an imaginative story to entertain people.

- Orientation: Pengenalan tokoh-tokoh, watak, dan tempat dari cerita.
- Complication: Permasalahan yang terjadi di dalam cerita.
- Resolution: Penyelasaian atas masalah yang terjadi di dalam cerita.

Unsur kebahasaan

(1) Simple Past Tense

(2) Kosa kata: tokoh binatang (karakter), tempat, waktu dan situasi yang terkait dengan tokoh

(3) Adverb of time: first, next, then, after that, before, finally, etc

(4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last

(5) Ucapan, tekanan kata, intonasi

(6) Ejaan dan tanda baca

(7) Tulisan tangan.

Topik

Cerita yang memberikan keteladanan akan nilai-nilai luhur kehidupan bermasyarakat.

E. Metode Pembelajaran

Pendekatan : Scientific approach

Model Pembelajaran: Discovery Learning

Metode: Diskusi, Tanya Jawab, Digital Storytelling

F. Media, Alat, dan Sumber Pembelajaran

1. Media: Lembar Kerja Siswa, Video Animasi *narrative*
2. Alat dan Bahan: Whiteboard, Spidol, LCD proyektor, Laptop, Speaker, Benda-benda sekitar, Realia
3. Sumber: Buku teks, kamus bahasa Inggris, internet/Youtube, bahan ajar yang relevan.

G. Langkah-Langkah Pembelajaran

1. **Pertemuan Pertama**

Kegiatan Pendahuluan (5 menit)

- Guru memasuki ruang kelas kemudian mengucapkan salam

- Guru mengecek kehadiran peserta didik

- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar

- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (50 menit)

- Peserta didik mengamati dan menyimak tayangan video tentang The Lion and The Mouse.

- Peserta didik mengidentifikasi struktur *narrative text* dari tayangan video tersebut

- Peserta didik menirukan pengucapan dan intonasi yang benar

- Peserta didik bersama guru melakukan Tanya jawab secara lisan terkait infomasi mengenai isi cerita yang ditayangkan.

- Pendidik menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan *narrative text*.

Kegiatan Penutup (5 menit)

- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan

melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk

pertemuan berikutnya

- Guru dan peserta didik mengucapkan salam perpisahan

2. Pertemuan Kedua

Kegiatan Pendahuluan (5 menit)

- Guru memasuki ruang kelas kemudian mengucapkan salam

- Guru mengecek kehadiran peserta didik

- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan

aplikasi materi ajar dalam kehidupan sehari-hari

- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar

- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (50 menit)

- Peserta didik mengamati dan menyimak tayangan video tentang The Lion and The Mouse.

- Peserta didik mengidentifikasi unsur kebahasaan *past tense* yang ada dalam video.

- Peserta didik menirukan pengucapan dan intonasi yang benar

- Peserta didik bersama guru melakukan Tanya jawab secara lisan terkait infomasi mengenai isi cerita yang ditayangkan.

- Pendidik menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan *past tense*.

Kegiatan Penutup (5 menit)

- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

- Guru dan peserta didik mengucapkan salam perpisahan

3. Pertemuan Ketiga

Kegiatan Pendahuluan (5 menit)

- Guru memasuki ruang kelas kemudian mengucapkan salam

- Guru mengecek kehadiran peserta didik

- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar

- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (50 menit)

- Peserta didik mengamati dan menyimak tayangan video tentang The Lion and The Mouse.

- Peserta didik mengidentifikasi unsur kebahasaan *adverb, adjective, noun* yang ada dalam video.

- Peserta didik menirukan pengucapan dan intonasi yang benar

- Peserta didik bersama guru melakukan Tanya jawab secara lisan terkait infomasi

mengenai isi cerita yang ditayangkan.

- Pendidik menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan *adverb, adjective, noun*.

- Pendidik memberikan waktu bagi peserta didik untuk menuliskan kembali cerita The Lion and The Mouse dengan kata-kata mereka sendiri.

Kegiatan Penutup (5 menit)

- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian

1. **Rubrik Penilaian Writing Skill**

No.	Aspects	Criteria	Scores
1.	Content	**Excellent to very good**: Knowledgeable, substantive, through development of topic sentence, relevant to assigned topic.	30-27
		Good to average: Some knowledge of subject, adequate range, limited development of topic sentence, mostly relevant to topic but lack of detail.	26-22
		Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
		Very poor: Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.	16-13
2.	Organization	**Excellent to very good**: Fluent expression, ideas clearly	20-18

		stated/supported, well-organized, logical sequencing, cohesive.	
		Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
		Fair to poor: Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.	13-10
		Very poor: Does not communicate, no organization, not enough to evaluate.	9-7
3.	**Vocabulary**	**Excellent to very good**: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.	20-18
		Good to average: Adequate range, occasional errors of word/idiom form, choice and usage, but meaning not obscured.	17-14
		Fair to poor: Limited range, frequent errors of word/idiom form, choice and usage, meaning confused or obscured.	13-10
		Very poor: Essentially translation, little knowledge of vocabulary/word/idiom form, not enough to evaluate.	9-7
4.	**Language Use**	**Excellent to very good**: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	25-22
		Good to average: Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.	21-18
		Fair to poor: Major complex in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns,	17-11

		prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.	
		Very poor: Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, not enough to evaluate.	10-5
5.	Mechanics	**Excellent to very good**: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	5
		Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.	4
		Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured.	3
		Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.	2
	Total	**100**	

2. Pedoman Penilaian

> **Score = Content + Organization + Vocabulary + Language Use + Mechanics**

Range of Final Scores	Categories
86 – 100	Excellent
75 – 85	Good
< 75	Poor

Banda Aceh, 15 Agustus 2021

Mengetahui,

Guru Bahasa Inggris   Peneliti

Dra. Suwaidah   **Laili Qumairi**

NIP. 196512311993032009   NIM. 150203006

APPENDIX V

Nama : ……………………..

No. Absen : ……………………..

Questionnaire

**Tujuan :** Untuk mengetahui persepsi siswa secara umum mengenai digital storytelling dalam peningkatan kemampuan menulis siswa.

1. Bagaimana perasaanmu belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____

_____

_____

_____

_____

2. Menurut kamu, apa kelebihan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____

_____

_____

_____

3. Menurut kamu, apa kekurangan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____

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4. Apa kesulitan yang kamu hadapi selama belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_____

_____

_____

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5. Apakah ada saran untuk perbaikan pembelajaran Bahasa Inggris (menulis *narrative text*) dengan menggunakan digital storytelling?

_____

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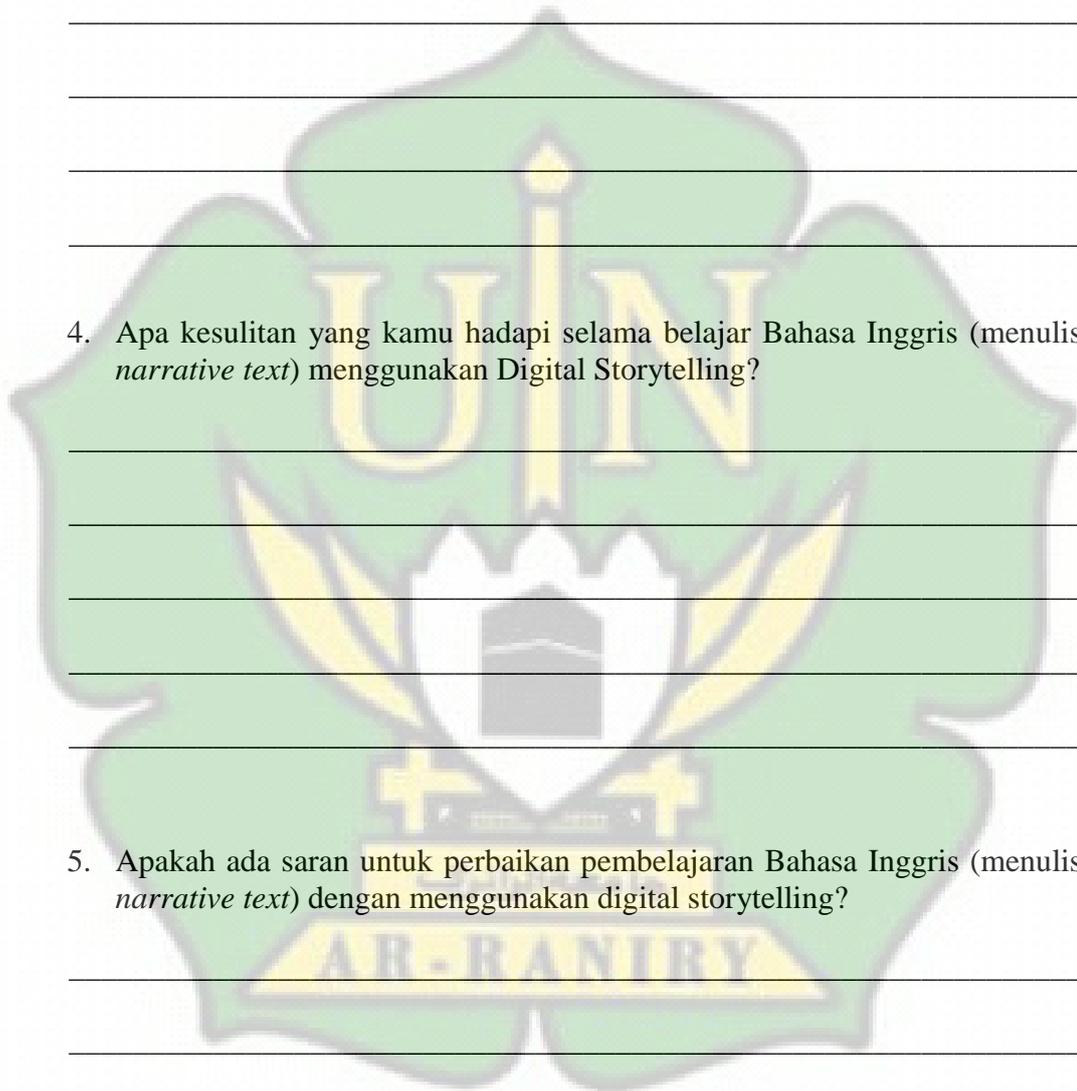
APPENDIX VI

Scoring Rubric for Writing Assessment

No.	Aspects	Criteria	Scores
1.	Content	**Excellent to very good**: Knowledgeable, substantive, through development of topic sentence, relevant to assigned topic.	30-27
		Good to average: Some knowledge of subject, adequate range, limited development of topic sentence, mostly relevant to topic but lack of detail.	26-22
		Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
		Very poor: Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.	16-13
1.	Organization	**Excellent to very good**: Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
		Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
		Fair to poor: Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.	13-10
		Very poor: Does not communicate, no organization, not enough to evaluate.	9-7
3.	Vocabulary	**Excellent to very good**: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.	20-18
		Good to average: Adequate range, occasional errors of word/idiom form, choice and usage, but	17-14

		meaning not obscured.	
		Fair to poor: Limited range, frequent errors of word/idiom form, choice and usage, meaning confused or obscured.	13-10
		Very poor: Essentially translation, little knowledge of vocabulary/word/idiom form, not enough to evaluate.	9-7
4.	Language Use	**Excellent to very good**: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	25-22
		Good to average: Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.	21-18
		Fair to poor: Major complex in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.	17-11
		Very poor: Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, not enough to evaluate.	10-5
5.	Mechanics	**Excellent to very good**: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	5
		Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.	4
		Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured.	3

		Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.	2
	Total	**100**	

THREE LITTLE PIGS

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APPENDIX VIII

THE UGLY DUCKLING

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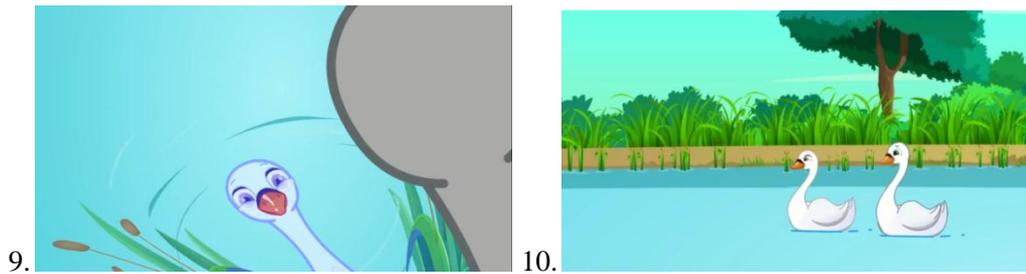
APPENDIX IX

STUDENTS' PRE-TEST

In a forest, there are four pigs. They are make house. First house was made from straw. Second house was made from wood. And third house was made from cement. Suddenly a wolf come, destroying the house. The house from straw and wood was destroy. But the house from cement still strength. The wolf climbing into the house. And the wolf, live in chimney
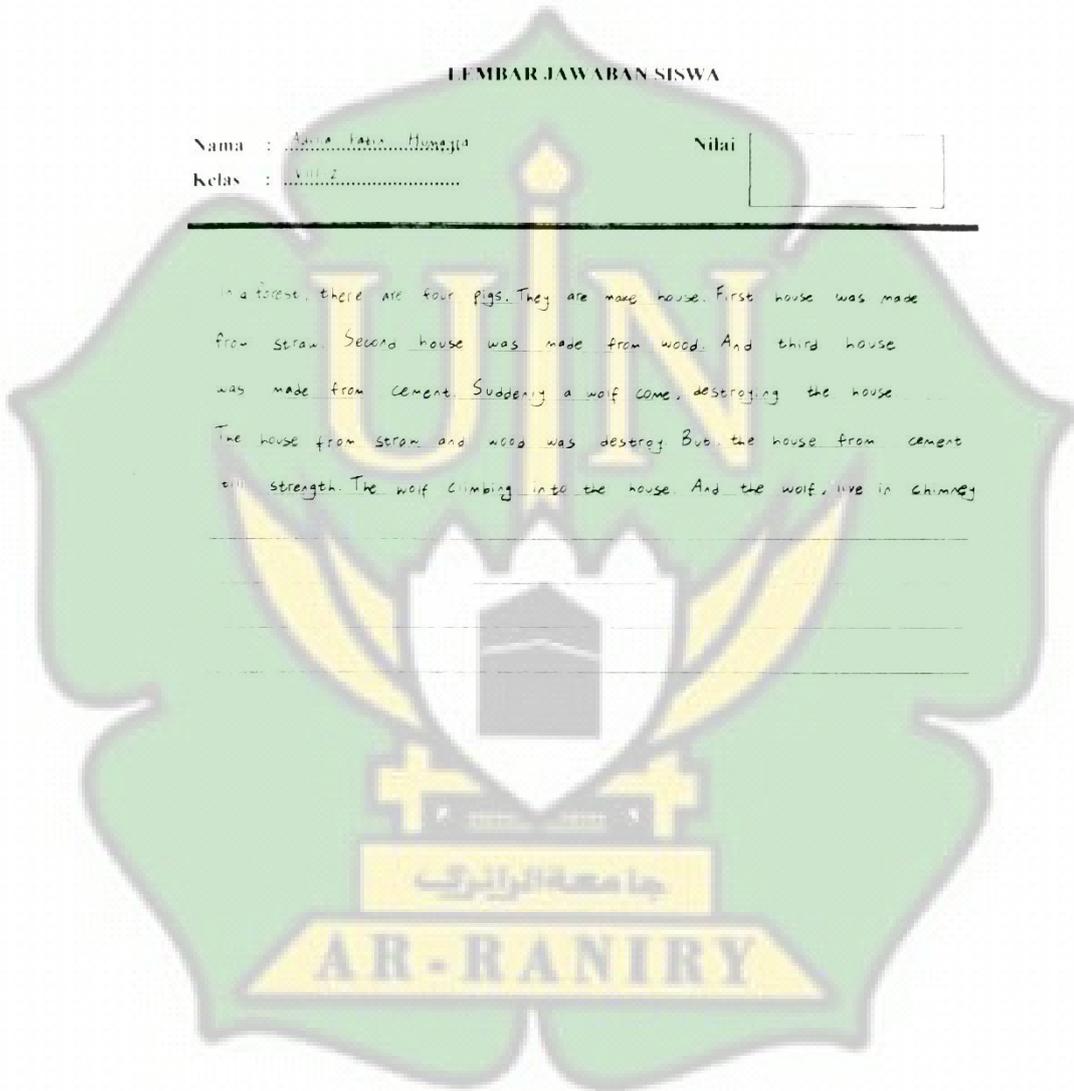
Nama : Kana Syifa

Kelas : VIII-2

Nilai

1) one day, pig mom ask to 3 her son to make house to their live

2) first pig make house from straw

3) lala make house from wood

4) and the last pig make house from cement

5) wolf come to first pig house and blow his home and then his home is broke

6) wolf come to lala's house and blow his home and then his home is broke

7) lala and first pig run to last pig

8) wolf blow last pig house, but last pig house not broke

9) he try to come in chimney

10) the wolf infire.
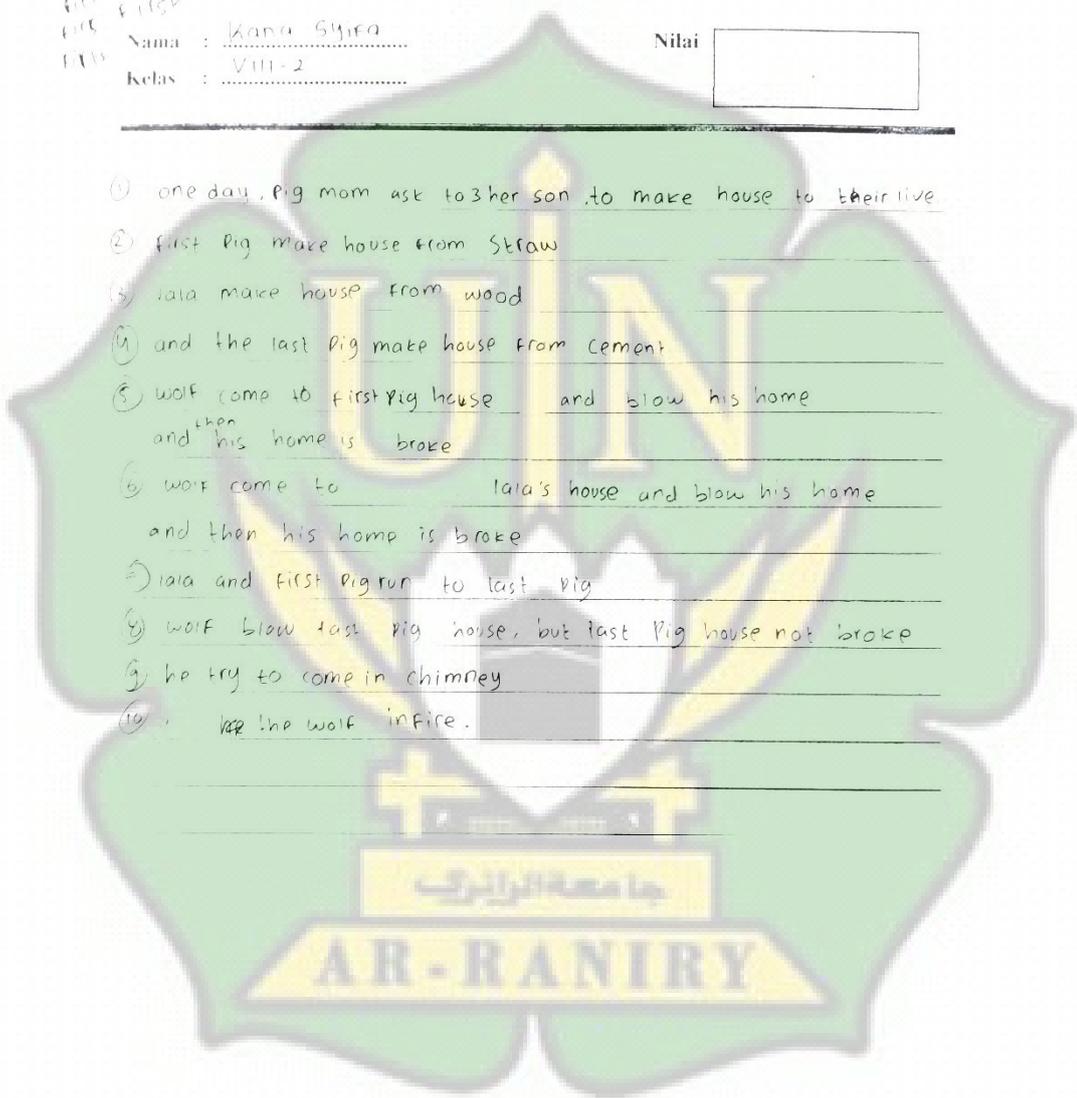
APPENDIX X

STUDENTS' POST-TEST

The Ugly Duckling

One day, in a river, lived duck who was laid on her eggs. There are 5 eggs. The eggs started broke except one, the white eggs. The mom's duck worried. The white eggs started hatch, and turned out ugly duckling. His siblings made fun of him, it's making him sad. The ugly duck ran away to deep forest. He was shivered and not eat. He found another duck family, but he got rejected. He found chicken family, but the chicken stay away from him. And he found dog, but the dog won't to eat him. He become really sad. The ugly duck found peasants and take him to peasants house, but the cat doesn't like him. So, he run away again to the forest. 1 year later, he found a pond, and he was so happy. There is swan and he saw her. He fell in love with her. He saw the reflection of himself and realized that he is not ugly, but he's different. His siblings are duck and he is a swan. He swimming in the pond and got married with her.

LEMBAR JAWABAN SISWA

Nama : Kana Syifa

Kelas : VIII-2

Nilai

The Ugly Duckling

Once upon a time. in the forest lived a duck with her 5 egg. Motherduck Laid on her egg. And then her 4 egg Hatch but 1 egg dosen't Hatch. MotherDuck worried. one day the 1 one is hatch. motherduck shocked. brause the last duck is white and ugly. The white duck stay away from oher siblings. He was sad. He run to deep forest. He came to chiken cage. but no one like him. he was sad and go to dog. He thinking the dog ate him. but him wrong the dog dosen't tachad the white dog him

Several months later, he and saw a beatiful swan in Pand. He Fall in love with that swan. He see His shadow on the Pand and say "oh i'm so handsome, my Family say me ugly because indeffront" he came to the swan and morride

The end

APPENDIX XI

STUDENTS' QUESTIONNAIRE

Nama : ALINTA HUMAIRA

No. Absen : 1

Questionnaire

Tujuan : Untuk mengetahui persepsi siswa secara umum mengenai digital storytelling dalam peningkatan kemampuan menulis siswa.

1. Bagaimana perasaanmu belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

   Puas dan memudahkan dalam membuat narrative teks

2. Menurut kamu, apa kelebihan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

   Dapat merekam apa yang dilihat, sehingga tergambar secara bahasa sendiri dalam membuat narrative teks.

3. Menurut kamu, apa kekurangan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

Tidak ada terjemahan Indonesia

4. Apa kesulitan yang kamu hadapi selama belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

Kesulitan dalam merangkai kata

5. Apakah ada saran untuk perbaikan pembelajaran Bahasa Inggris (menulis *narrative text*) dengan menggunakan Digital Storytelling?

Menurut saya, dalam videonya ada terjemahan, sehingga memudahkan dalam ~~dimasukkan~~ merangkai ulang kata-kata.

Questionnaire

Tujuan : Untuk mengetahui persepsi siswa secara umum mengenai digital storytelling dalam peningkatan kemampuan menulis siswa.

1. Bagaimana perasaanmu belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

   Menyenangkan karena bisa menontonnya + belajar dan bercerita.

2. Menurut kamu, apa kelebihan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

   Mengetahui dan dapat melihat secara langsungnya.

3. Menurut kamu, apa kekurangan belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_belum ada terjemahanya ___ yah tindakan ____

4. Apa kesulitan yang kamu hadapi selama belajar Bahasa Inggris (menulis *narrative text*) menggunakan Digital Storytelling?

_menulis dan menerjemah kannya ___ lalu ____

5. Apakah ada saran untuk perbaikan pembelajaran Bahasa Inggris (menulis *narrative text*) dengan menggunakan Digital Storytelling?

Ada ter persemahaanya , yah ilu contohnya dipsa
yahin mudah dipahami

APPENDIX XII

DOCUMENTATION