

**DIGITAL STORYTELLING IN TEACHING WRITING AT
THE SECOND SEMESTER OF HAMZANWADI UNIVERSITY
IN THE ACADEMIC YEAR 2023-2024**

THESIS



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FAKULTY LANGUAGE, ART, AND HUMANITIES

HAMZANWADI UNIVERSITY

2024

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SEMESTER OF HAMZANWADI UNIVERSITY
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ABSTRACT

The purpose of this study was to find out the effectiveness of Digital Storytelling teaching writing at the second semester of Hamzanwadi University. Pre-experimental design using one group pre-test and post-test was used in this study. The sample of this study was the second semester 2d class which consisted of 30 students. The data were collected from students pre-test and post-test by using a writing test. The data were analyzed by using SPSS 22 for Windows. After submitting the data to a paired sample t-test, it was found that there was a significant difference in the main score between the pre-test and post-test which is $t(df=17) = -41.944$ at $p=0.000$ this means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, Digital Storytelling was significantly effective in teaching writing at the second semester of Hamzanwadi University. Considering the process and result of this study, the present researcher suggested that the English lectures use this media in teaching writing.

Key words: *digital storytelling, writing*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pengajaran menulis Digital Storytelling pada semester kedua Universitas Hamzanwadi. Penelitian ini menggunakan desain pra-eksperimental dengan menggunakan one group pre-test dan post-test. Sampel penelitian ini adalah siswa kelas 2 semester genap yang berjumlah 18 siswa. Data dikumpulkan dari pre-test dan post-test siswa dengan menggunakan tes menulis. Data dianalisis dengan menggunakan SPSS 22 for Windows. Setelah data dimasukkan ke dalam uji beda berpasangan (paired sample t-test), ditemukan adanya perbedaan skor utama yang signifikan antara pre-test dan post-test, $t(df=17) = -41.944$ pada $p=0.000$ yang berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan demikian, Digital Storytelling secara signifikan efektif dalam pengajaran menulis siswa di semester kedua Universitas Hamzanwadi. Mempertimbangkan proses dan hasil penelitian ini, peneliti menyarankan agar perkuliahan bahasa Inggris menggunakan media ini dalam pengajaran menulis.

Kata kunci : *digital storytelling, menulis*

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 18 July 2024



Wahida Nikmah

APPROVAL

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AT THE SECOND SEMESTER OF HAMZANWADI UNIVERSITY IN
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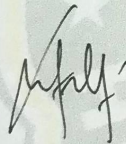
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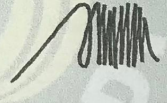
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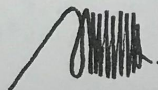
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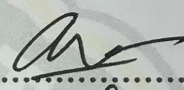
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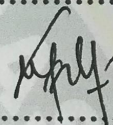
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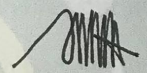
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DEDICATION

This thesis is dedicated all my struggles up to this point to the two most valuable, beloved people in my life Bapak M.Yusi and Ibu Nurhasanah with love, affection, attention, and sincere prayers until I can be at this stage. Life becomes so easy and smooth when we have parents who understand us better than ourselves. Thank you for being perfect parents.

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This thesis is a special dedication to the people I love. Thank you for your support, kindness, care and wisdom. Thank you for telling me how to live honestly and happily. And last but not least, I dedicated this thesis to myself. Thank you for being strong enough to finish this thesis and survived this far.

MOTTO

Do something today that your future self will thank you for

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The researcher relizes this thesis will never be completed without support, cooperation, help, and encouragement from a lot of people.

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Finally, I hope that readers, teacher/lecture and students could contribute to give comment and criticism for this thesis because this thesis is far from perfection. The present researcher hopes this thesis is useful for all of us.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of communication consisting of sounds, words, and grammar, used by humans to convey meaning, express thoughts, and interact with one another. It is a fundamental aspect of human cognition and culture, enabling individuals to share information, ideas, emotions, and experiences.

English is an international language used by many people around the world. English plays an important role in international communication as one of the international languages (Zhou & Wei, 2018). (Rao, 2019) states that “English as an international language has also encouraged research into national communication competencies, including national intercultural competencies”. It means that learning English is important as most countries in the world use it for communication.

Talking about as one of tools for communication, we cannot separate it with the language. Language is a tool to express the ideas, to convey our purpose to other people, our ideas, opinion and our feeling. The function of language is a tool of communication that used to interact and socialize each human being. According to Marianne, the main purpose of speaking in a language class encourages the acquisition of communication skills.

In English there are 4 skills that must be mastered, specifically reading, speaking, writing, and listening. Anyone who wishes to produce written works must become proficient in the language of writing. When writing, a writer should pay attention to syntax, language, and the relationship between sentences. People

can express their ideas and creativity through writing, which helps them produce quality work that readers will find acceptable. writing process consists of planning, production, editing and revision as well as the integration of content and the coordination of the whole writing (Dwimaulani, 2022). The stages or process of writing, as indicated by (Dwimaulani, 2022), is a process which the emphasis is more on what the writers think and do when they write, rather than on the finished product.

Among the four skills, writing appears to be the most difficult to learn. Writing is the most challenging skill for people learning a second or foreign language, according to (Wati et al., 2024). This may be the case since writing involves a lot of thought. Writing involves more than just organizing and producing thoughts in our minds (Gregg & Steinberg, 2016); it also entails converting these concepts into a legible text (Suherman et al., 2024). Their arguments suggest that many students, especially those learning a foreign language, struggle with writing to some extent. As a result, some work must be done to preserve or enhance the pupils' writing abilities.

In this digital era, teachers must be creative and innovative in developing technology based learning activities. Learning media that can be developed in the current digital era are digital-based learning media. Accordingly one of the technology-based learning media that can be used digital storytelling.

Digital story telling can be very powerfull for many students addressing varoius types of learningstles and modalities. Craig (2001) state that Digital story telling provides meaning to learning through the use of their auditory, visual and kinesthic skills. It means that the ability to tell their story in a variety of ways

through sounds, music, graphics, photographs, and original artwork allows students to express their creativity in ways other than just text. Digital story telling expert, Lambert in Robin (2006) points that there are seven elements of effective digital stories. They are: a point of view, a dramatic question, emotional content, economy, pacing, the gift of your voice, and an accompanying soundtrack.

From the ideas expressed previously, it can be inferred that digital storytelling is a form of storytelling that enables students to develop their own narrative using their own words and record their voice or video based on the digital images they already possess. Additionally, digital storytelling is an activity that allows students to express their ideas, practice writing in the target language, and generally improve their writing abilities.

In this situation, researchers are very interested in digital storytelling approaches in teaching writing in improving students' speaking efficacy because this method has been proven to be very beneficial for students previously in various literacy sources that researchers have studied.

The researcher was particularly interested in using digital storytelling in teaching writing at Hamzanwadi University in the school year 2023-2024 techniques in English language acquisition, and based on the results of the previous description, he ultimately decided to accept this title as a final assignment.

B. Scope of the Study

The subject of the study was limited to the second semester of *Hamzanwadi Universitas* in the school year 2023-2024. This research was used narrative text as learning materials through digital storytelling.

C. Statement of the Problem

Based on the background of the study, the research problem is formulated into; Is digital storytelling effective in teaching writing at the second semester of Hamzanwadi University in the school year 2023-2024?

D. Purpose of the Study

Based on the research problems, the purpose of this study was to investigate the effectiveness and potential benefits of using digital storytelling technique as a pedagogical tool to improve students' writing skills at the second semester of Hamzanwadi University in the school year 2023-2024.

E. Significance of the Study

By conducting this research, the present researcher believes and hopes that the result of this research can give contribution:

1. For teacher

The result of the research is expected to be a piece of meaningful and useful information for English teachers in teaching process, particularly in teaching writing by digital storytelling as a part of English skill.

2. For students'

Digital storytelling technique with narrative text as the materials in this study will help the students to improve writing skill, increasing digital literacy and improve communication skill. To express themselves and also to take a new knowledge and experience about critical thinking and problem solving.

3. For further researcher

The result of this research is planned to be publish for the benefit of all and can be used as a reference for the other researchers who want to conduct a research especially in teaching English writingi.

CHAPTER II

REVIEW OF LITERATURE AND HYPOTHESIS

A. English Writing Skill

1. Definition of writing

Certain definitions of writing are based on the opinions of certain specialists. Writing, according to (Husnu & Mardiyah, 2022), is a sophisticated process that enables authors to investigate ideas and thoughts and give them a visible, tangible form. Writing promotes learning and critical thinking. It encourages dialogue and provides food for reflection. Written thoughts allow for examination, rethinking, additions, rearrangements, and modification.

Writing can be divided into many genres. One of them is narrative writing. A sequence of events related by time and cause is referred to as narrative writing (Agustina et al., 2023). It is defined by Sulaiman (2017) as occurrences told through a narrative. (Prasetyaningrum et al., 2024) provided a clear explanation when he defined narrative writing as reporting or writing stories about specific events, which might be genuine or imaginary events or personal experiences. It is typically written in the first person and contains descriptive sensory details, feelings, and other factors that draw readers in (Hapsari & Sukavatee, 2018). Plot, setting, characters, subject, and point of view are the five components of narrative storytelling (Usuluddin et al., 2025)

To make writing more meaningful, there are certain writing processes that writers go through to complete a writing task. There are specific writing procedures that writers follow in order to finish a writing assignment, which helps to make writing more meaningful. There are primarily two kinds of writing

procedures. One strategy is based on products, while the other is based on processes. The conventional method of teaching writing, known as the "product-based approach," places a focus on the finished work by having students emulate a model text (Maysuroh et al., 2024). However, the process-based approach places more focus on the writing process itself, arguing that the several steps and tasks authors must complete will enhance the language they employ (Pratama et al., 2024). Planning, production, editing, and revision are all steps in the writing process. Content integration and overall writing coordination are also included.

2. The importance of writing

Writing is a form of human communication. It is the visual form of the language (Maysuroh et al., 2025). Byrne (1988) says that in writing we use symbols to represent the sounds, but these symbols must be organized correctly to form words, and words must be arranged correctly to generate sentences. Additionally, sentences constitute texts when they are written in a specific order and are connected by other phrases. Writing thus need a unique set of abilities in order to properly arrange those signals and symbols so that the reader can comprehend what the writer has written.

Writers must be proficient in crafting sentences and possess a wide vocabulary (Prasetyaningrum, n.d.). Anita (2016) emphasizes the necessity of proficiency in the language, syntax, topic, mechanics, and arrangement of writing. When a person is unable to express himself verbally, they can still communicate with others through writing. Certain definitions of writing are based on the opinions of certain specialists.

Writing, according to (Suherman, 2024), is a sophisticated process that enables authors to investigate ideas and thoughts and give them a visible, tangible form. Writing promotes learning and critical thinking. It encourages dialogue and provides food for reflection. Written thoughts allow for examination, rethinking, additions, rearrangements, and modification.

Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners. There are several ideas about definition of writing in general. (Fikni et al., 2025) defined a writing activity is the latest skills mastered by the students after listening, speaking, and reading skills.

3. Micro and macro skill of writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

- a. Micro-skills
 - 1) Produce graphemes and orthographic patterns of English.
 - 2) Produce writing at an efficient rate of speed to suit the purpose.
 - 3) Produce an acceptable core of words and use appropriate word order patterns.
 - 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
 - 5) Express a particular meaning in different grammatical forms.

6) Use cohesive devices in written discourse.

b. Macro-Skills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings of writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

4. Element of writing

According to Wilbers (2007:127) there are five elements of effective writing:

a. Central Idea

This aspect of effective writing entails organizing your content into a concise, comprehensible theme, argument, or thesis. It entails choosing supporting and reinforcing ideas for your main idea. There are certain crucial things to remember:

The main point is conveyed in straightforward terms, usually at the beginning.

Every subordinate concept has a clear relationship to the main idea.

b. Organization

This writing component deals with the organization of information in a logical manner. It entails directing the reader toward the main and supporting concepts. A well-organized system follows a logical path. It directs the reader between the different sections of the content. There are important points to note:

- 1) Introduction orients the reader to the central idea and the line of reasoning.
- 2) Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- 3) Transitions are clear and helpful.
- 4) Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion

5. Assessing writing

In assessing writing, like assessing other skills, first the objectives should be identified and then the tasks should be designed based on the objectives.

Brown (2004) has classified writing types based on some general objectives:

- a. Imitative: Basic tasks of writing alphabet, words, and very short sentences are some types of imitative writing tasks.
- b. Intensive (controlled): Writing correct words in context and correct grammatical features in sentence writing are two important elements in

controlled writing. Form is much more important than meaning and context.

- c. Responsive: In this type of writing the writer has learnt about sentence-level grammar and is more concerned about discourse. Form is important at discourse level and meaning and context are emphasized. Brief descriptions, short reports, summaries, and interpretation of charts and graphs are examples of responsive writing tasks.
- d. Extensive: In extensive writing, writers focus on achieving a purpose through organizing ideas logically and employing varieties of syntactic and lexical forms. Writing theses and term-papers are some possible tasks in extensive writing category

Eventually, after going through the learning process in digital storytelling, the students were guide to write a narrative text. The students’ writing product then is the source of the data to see the effectiveness of digital storytelling. In assessing the students’ writing, some elements were evaluated: content, vocabulary, organization, and grammar. Those elements were evaluated using analytical scoring rubric adopted from Cohen (1994). It is shown in Table 01.

Table 1
Analytical Scheme of the Students’ Writing Skill

Element	Score	Criteria
	5 (excellent)	<ul style="list-style-type: none"> • Main ideas stated clearly and accurately, chance of opinion very clear.
	4 (good)	<ul style="list-style-type: none"> • Main idea stated fairly

		clearly and accurately, change of opinion relatively clear.
	3 (average)	<ul style="list-style-type: none"> • Main ideas somewhat unclear or accurate, change of opinion somewhat weak.
Content	2 (poor)	<ul style="list-style-type: none"> • Main ideas not clear or accurate, change of opinion statement very weak.
	1 (very poor)	<ul style="list-style-type: none"> • Main ideas not all clear or accurate, change of opinion statement very weak.
	5 (excellent)	<ul style="list-style-type: none"> • well organized and perfectly coherent.
	4 (good)	<ul style="list-style-type: none"> • fairly well organized and generally coherent.
Organization	3 (average)	<ul style="list-style-type: none"> • loosely organized but main ideas clear, logical but incomplete sequencing.

	2 (poor)	<ul style="list-style-type: none"> ideas disconnect, lacks logical sequencing.
	1 (very poor)	<ul style="list-style-type: none"> no organization, incoherent.
Vocabulary	5 (excellent)	<ul style="list-style-type: none"> Very effective choice of words and use of idioms and words forms.
	4 (good)	<ul style="list-style-type: none"> Effective choice of words and use of idioms and words forms.
	3 (average)	<ul style="list-style-type: none"> Adequate choice of words but some misuse of vocabulary, idioms, and words forms.
	2 (poor)	<ul style="list-style-type: none"> Limited range, confused use of words, idioms, and word form.
	1 (very poor)	<ul style="list-style-type: none"> Limited range, very poor knowledge of words, idioms, and word forms.
	5 (excellent)	<ul style="list-style-type: none"> No errors, full control of complex structure.

	4 (good)	<ul style="list-style-type: none"> • Almost no errors, good control of structure.
Grammar	3 (average)	<ul style="list-style-type: none"> • Some errors, fair control of structure.
	2 (poor)	<ul style="list-style-type: none"> • Many errors, poor control of structure
	1 (very poor)	<ul style="list-style-type: none"> • Dominated by errors, no control of structure.

B. Digital Storytelling

Digital storytelling refers to the specific mode of spoken production using technology with textual characteristics. Banaszewski (2005) defined digital storytelling as the practice of combining personal stories with multimedia (images, audio, and text) to produce a short movie. Furthermore, storytelling as an ancient form of communication evolves with each technological development (Balko et al., 2011). Human communication has developed from body language to spoken and written language, and that development continues with today's digital narratives. Burgess (2006) affirmed that digital storytelling is a new and innovative narrative form of communication, with such innovation exemplified by "hypertext fiction that combines images, narrative, voices, and sound" (p. 207).

The purpose of digital storytelling, particularly personal narratives, is to provide learners with the necessary alternative strategies to help them become architects of their knowledge, autonomously and independently. Students should

not only be receivers but producers of their learning while reflecting on how and why they learn a new language (Torres, 2017).

1. Definiton of digital storytelling

Robin (2016) supported popular definitions of digital storytelling as the art of telling a short story using a mixture of different digital media that includes images, written text, audio, and videos. Additionally, these elements blend into each other using computer-based tools to tell stories that revolve around a specific topic and often contain a point of view of the author. Most of the stories vary in length and last from two to ten minutes in total. These short stories are saved in a format uploaded into the web and viewed on any device that can reproduce video files.

Digital Storytelling is a short form of digital media production that allows everyday people to share experiences and stories. It's a relatively new term that refers to the emerging trend of common people using internet tools to share their "stories." Digital narratives frequently appear in captivating interactive forms. In addition to referring to a variety of digital narratives, such as web-based stories, interactive stories, hypertexts, and narrative computer games, the term "digital storytelling" can also refer to filmmaking in general and, more recently, to commercial and nonprofit organizations' advertising and promotion campaigns.

Digital Storytelling refers to the process by which diverse people share their life stories and creative imaginings with others. The development of more accessible media production methods, tools, and software gave rise to this more recent kind of storytelling. With the use of these modern technology, people may now share their stories on the Internet via podcasts, CDs, YouTube, Vimeo, and

other electronic distribution platforms. In addition to being a substitute format for traditional information delivery, digital storytelling is employed as an instructional method to help people establish their social media profile and foster relationships.

2. The types of digital storytelling

Digital Storytelling can be very powerful for many students addressing various types of learning styles and modalities. Craig (2001) states that Digital Storytelling provides meaning to learning through the use of their auditory, visual and kinesthetic skills. It means that the ability to tell their story in a variety of ways - through sounds, music, graphics, photographs, and original artwork allows students to express their creativity in ways other than just text. Digital Storytelling experts, Lambert in Robin (2006) points that there are seven elements of effective digital stories. They are: a point of view, a dramatic question, emotional content, economy, pacing, the gift of your voice, and an accompanying soundtrack. There are many different types of storytelling.

Digital storytelling takes many different forms and media into account, each with distinct qualities and methods of their own. These are a few typical kinds:

a. Video Stories

These include short films, documentaries, animations, and video blogs (vlogs). They rely heavily on visual elements and often incorporate audio narration or dialogue.

b. Interactive Stories

These stories allow the audience to participate or make choices that influence the narrative outcome.

c. Audio Stories

Podcasts, audio dramas, and radio-style storytelling fall into this category. They rely on sound effects, music, and voice acting to immerse listeners in the story.

d. Social Media Stories

Platforms like Instagram, Snapchat, and Facebook offer features for sharing ephemeral, short-form content such as photos, videos, and text that together create a narrative.

3. Advantage and disadvantages of digital story telling

Comparing digital storytelling to conventional narrative forms reveals various advantages:

4. Advantages of Digital Storytelling

a. Accessibility

Through online channels, digital storytelling may instantly reach a worldwide audience, eradicating geographical boundaries. It makes it possible for people with various backgrounds to express their viewpoints and tales.

b. Interactivity

Interactive tales and games are among the many digital storytelling genres that captivate audiences by letting them take part in the story, make decisions, and explore various plot trajectories. The audience feels more immersed and empowered as a result of this involvement.

c. Multimedia Integration

A variety of multimedia components, such as text, photos, music, videos, animations, and interactive elements, can be incorporated into digital storytelling.

By using a variety of senses and learning styles, this multimodal technique helps storytellers more effectively communicate difficult concepts and feelings.

5. Disadvantages of digital storytelling

Digital storytelling has many advantages, but it also has some drawbacks and difficulties.

a. Information Overload

Digital stories may find it difficult to stand out and draw in readers amid the deluge of digital content due to the risk of information overload. It can be challenging for storytellers to effectively reach and engage their intended audience among the deluge of competing online information.

b. Privacy and Security Concerns

Digital storytelling frequently entails the online sharing of experiences, photos, and personal data, which raises privacy and security issues. Because they are afraid of identity theft, data breaches, or online harassment, users could be reluctant to interact with digital stories or contribute their own experiences online.

c. Copyright and Intellectual Property Issues

Multimedia components like text, music, video, and photographs are commonly used in digital storytelling. These components may be protected by copyright and intellectual property regulations. For storytellers, navigating copyright constraints and acquiring appropriate licenses for content distribution may be difficult and time-consuming.

C. Teaching Writing at Hamzanwadi University

Definition of Curriculum According to Hilda Taba (1962) curriculum is a "learning plan", which means that the curriculum is something that is planned to

be studied by students which contains plans for students. Diversity in intracurricular learning is given priority in the Independent Learning Curriculum.

According to Barnes & Todd, (2021) there are some techniques for teaching writing, they are using pictures, using reading, using controlled writing, and role play. Thus, having a solid understanding of writing and writing instruction can help us examine our presumptions and approach the ways that we now teach with a critical and informed mindset.

A curriculum is necessary if you wish to teach writing in order to accomplish your objectives. As a result, Hamzanwadi University has its own standards for education, particularly for its English study program. Here are some learning resources used in the upcoming second semester are listed below:

1. Descriptive paragraphs

In this material with indicators, students are able to understand organization of a paragraph and Students are able to understand the essence of descriptive paragraph. by using the method LecturingClass, discussion, and Questioning. By the end of the lesson, the students are expected to understand descriptive text.

2. Description text

In this material with indicators, students are able to describe persons. By using the method Guided writing, peer-sharing and practice writing individually. By the end of the lesson, students are able to write descriptive paragraphs.

3. Recount

In this material with indicators, Students are able to understand organization of recount paragraphs and students are able to understandthe essence of recount.

By using the method lecturing, class discussion and questioning. By the end of the lesson, the students are expected to understand recount text.

4. Narrative

In this material with indicators, students are able to understand organization of narrative paragraphs. By using the method lecturing, class discussion and questioning. By the end of the lesson, the students are expected to understand.

5. A story to rewrite

In this material with indicators, Students are able to identify transition signals in narratives and Students are able to rewrite a story accurately. By using the method, lecturing, class discussion, questioning and Guided writing. By the end of the lesson, students are able to write narrative paragraphs.

6. A story in picture series

In this material with indicators, Students are able to write a story and accurately based on pictures given. By the end of the lesson, students are able to write narrative paragraphs By using the method, Lecturing group working (do jigsaw), questioning and guided writing. By the end of the lesson, students are able to write narrative paragraphs.

D. Relevant Study

There are several previous studies that study the usefulness digital storytelling in teaching writing. The first research was conducted by Sevda Balaman with the title Digital Storytelling: a Multimodal Narrative Writing Genre This study explored the impact of a digital storytelling (DS)-integrated methodology on English as a foreign language (EFL) learners' (narrative) writing skills. This current study was conducted at School of Foreign Languages,

Cumhuriyet University with the participation of 43 EFL English-major-students. Because it was an experimental research study, two groups (one experimental and one control) were chosen for this study randomly; the former was exposed to DS-integrated (narrative) writing instruction, the latter was taught through traditional (narrative) writing practices. The results showed that both instruction types namely, DS-integrated writing instruction and traditional paper-based writing practices were effective in developing learners' (narrative) writing skills. But the quantitative data also showed that the experimental group students scored significantly higher than the control group students at the post test as a result of the participation into the DS-integrated instruction process, suggesting the superiority of DS over traditional writing applications.

The second research was carried out by Robiatul Munajah, MohammadSyarif, Sumantri and Yufiarti Yufiarti with the title THE USE OF Digital Story Telling To Improve Students' Writing Skills. The purpose of this research is to find out the needs of teachers and students in using digital storytelling. This study use a descriptive qualitative approach with data collection sources from teachers, as many as 10 participants and 60 students data collection techniques through observation, semi-structured interviews via video calls, and supporting documentation. Based on the data analysis, most of them show that media and teaching materials used in offline and online learning are not much different. This fact illustrates that offline and online learning requires innovation from an educator to create an active and fun learning process for elementary school students to achieve learning objectives.

Based on the results of the explanation above, there are similarities and also differences in the current research conducted by researchers. The equation that can be found is in the form of a title variable, namely about digital storytelling and writing that was raised by previous researchers. Then the differences encountered are the methods and instruments used by previous researchers as opposed to current researchers who use quantitative.

E. Theoretical Framework

Writing is the most difficult skill in language. Writing is the most complex human activities and it has been one of four skills that students have to know and understand. Barnes & Todd, (2021) as cited in improving the ability in writing descriptive text through guided-question technique, stated that writing is a language skill that is used for indirect communication.

According to Lambert (2013), there are kinds of personal stories that can be created and developed into multimedia process. For examples, story about someone important, events in life, plan of life, and daily activity. For students, telling things that are close-related with their lives will activate their background knowledge since they do know about what they are going to tell in their storytelling.

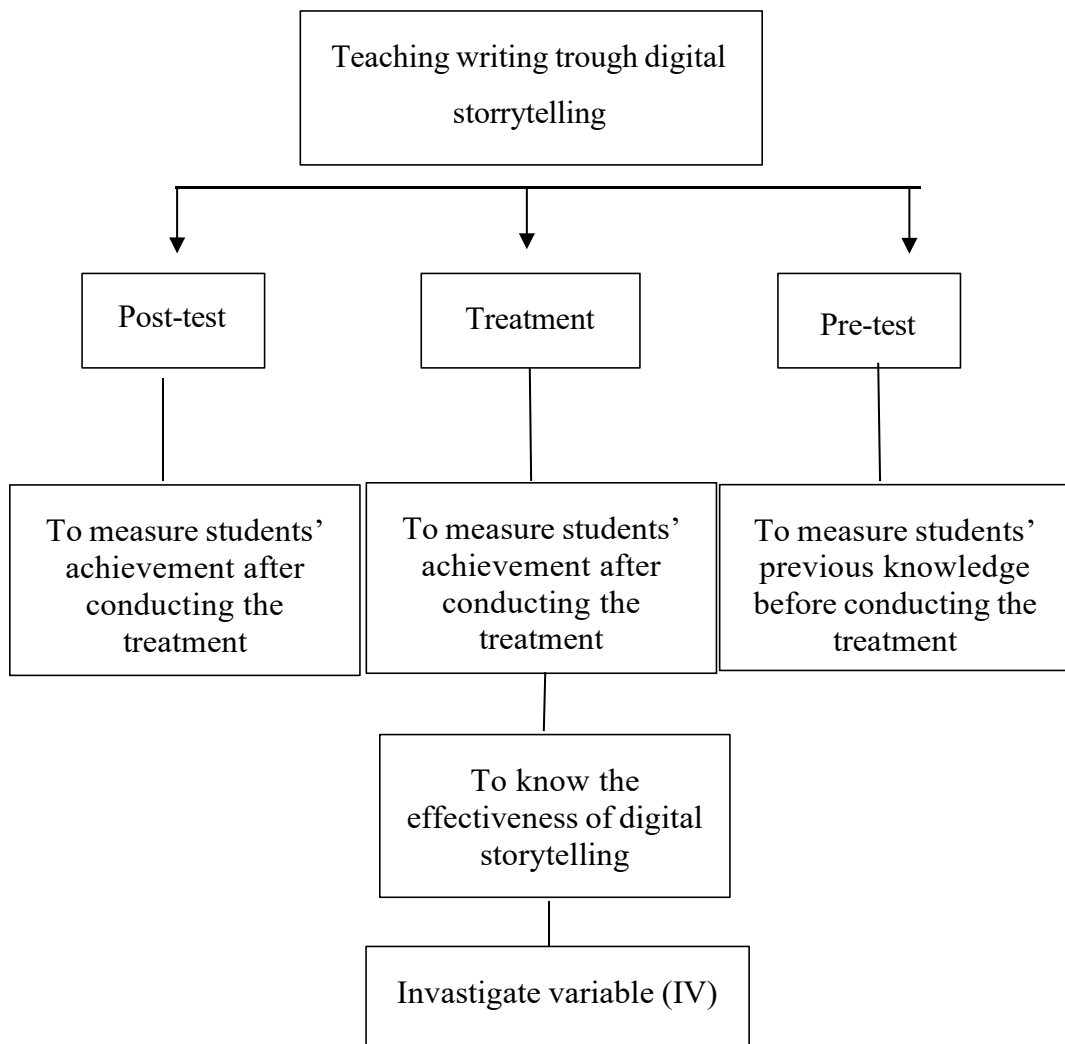


Figure 1. Conceptual Framework

F. Hypothesis

Based on the theory and problem of writing previously presented, the writers states the hypothesis as follows.

- a. Alternative hypothesis (Ha): Digital Storytelling is effective in teaching writing at the second semester of Hamzanwadi University in the academic year 2023-2024.
- b. Null hypothesis (Ho): Digital Storytelling is not effective in teaching writing at Hamzanwadi University in the academic year 2023-2024.

CHAPTER III

RESEARCH AND METHODOLOGY

A. Research Design

Research Design is intended to provided an appropriated framework of research methods and techniques chosen by a researcher in the study (Thompson Burdine et al., 2021)

The pre-experimental designed was employed in this study's research design. Pre-experimental design is a research technique that occurs before to the actual experiment and establishes how the researcher's participation will effect on the experiment (Ali & Abdu 2020, p. 24). This research ia employed using a single group pre-test and post-test design.

The researcher used a one-group pre-test post-test design, which typically consists of three steps: (a) administering a pre-test to measure the dependent variable; (b) administering the experimental treatment to the subjects; and (c) administering a post-test to measure the dependent variable once more. The differences due to the experimental therapy are then assess by comparing the pre-test and post-test scores. To be clearer the design is shown in the table 03 below.

Table 2
Scheme of Pre - Experimental Design

Experimental group	Pre-test	Treatment	Post-test
Second semester	Y ₁	x	Y ₂

Where:

Y₁ : Pre-Test

x : Treatment

Y2 : Post-Test

The research design included three steps: 1) pre-test, 2) treatment, 3) post-test. The pre-test will give to measure students' previous knowledge before conducting the treatment. Meanwhile, the post-test will apply to measure students' achievement after conducting the treatment by using Digital Storytelling. To know the effectiveness of digital storytelling, the present researcher compared the scores of the pre-test and the post-test.

B. Setting of Study

Setting of the study refers to the place and time the present researcher conducted the research. In this case, the present researcher conducted the research at Hamzanwadi University from May to June exactly for the 2d class. To be clearer, the research time schedule could be seen. It is explain in table 04.

Table 3
Research Time Schedule

No	Activity	March	April	May	Juni	July
1	Arranging Proposal	✓				
2	Making Instrument		✓			
3	Conducting Research			✓	✓	
4	Collecting and Analyzing				✓	
5	Making Report					✓

C. Population and Simple of Study

Population is the entire group that we want to draw conclusion about. The Hamzanwadi University second-year student body comprise the research population. There were 122 pupils spread over 4 classes in the population.

The particular group from which we will gather our data is call a sample. The sample size is consistently smaller than the population's total size. In this instance, the researcher use the purposive sampling approach to select 2d as the study's sample. Purposive sampling is a sampling technique with certain considerations in Sugiyono, (2016: 85). This purposive sampling strategy is being used because it works well with quantitative or non-generalizable research.

D. Data Collection

1. Identification of variable

In this research, the researcher use one variable wich is teaching writing.

2. Definition of variable

According to Tabroni et al., (2022) Teaching writing is truly about helping student to find his/her voice and shaping that voice in a way of communicates effectively to others. Teaching writing is also about how to teach students to express the idea or imagination in written form.

3. Instrument of the study

a. Test

The instrument was used in this research is writing test or subjective test. Subjective test is a kind of test that consist of a question or instruction which need relatively long answer in the form description (Urgo & Arguello, 2022).

b. Scoring

The assessment used in assessing the students' writing, some elements were evaluated: content, vocabulary, organization, and grammar. Those elements were evaluated using analytical scoring rubric adopted from Cohen (1994). Each category was given a score from 1 to 5 on the scoring rubric.

4. Technique of collecting data

a. Pre-test

The pre-test was conducted before treatment process to know students' real knowledge. The pre-test in this research will administrated in 2d the second students semester of Hamzanwadi University

b. Treatment

The researcher treatment the students by applied Digital Storytelling in the pre-experimental class. The treatment will done in 3 meetings.

c. Post-test

The post-test was given at the end of study after the treatment process has done in order to know the students' development in fluent writing in writing skill. the post-test was administrated in the last meeting the pre-experimental class.

E. Annalyzing Data

1. Descriptive statistic

In this study, the data has been collected and analyze by descriptive statistic. In order to determine the standard deviation and mean score of students' test performance, the researcher to calculated the mean and standard deviation the researcher perform frequencies using SPSS 22 for Windows.

2. Statistic Required For Teaching Hypothesis

a. Normality Testing

It will used to know the normality of the data that will going to analyzed whether the sample from the population will distributed or not. The researcher perform one simple using SPSS 22 windows.

The Shapiro-Wilk test was used to determine the normality of the data. To ascertain if the data has a normal distribution, normality testing is also carried out. Furthermore, if the pre-test and post-test significance levels are higher than the significance level (p)=0.05, according to the data's normal distribution. However, the data distribution is not normal if the significance values for the pre- and post-tests are less than 0.05. The results of the pre-test were 0.43, and the post-test was 0.13. It proved that there was a normal distribution of the data. Table 05 displayed it.

Table 4
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,187	18	,095	,892	18	,043
PostTest	,276	18	,001	,861	18	,013

a. Lilliefors Significance Correction

b. Homogeneity Testing

Homogeneity was used to know whether the questions were homogeneity or not. Homogeneity will perform by S-W one-way ANOVA using SPSS 22 windows.

During the homogeneity test, One-Way ANOVA was used to examine the data. In addition, a homogeneity test was run to determine the homogeneity of the data. Furthermore, it was stated that if the level significant values were higher than (p)=0.05, the data was homogeneous. However, the data was not

homogeneous if the statistically significant levels were less than $(p)=0.05$. Using a Levene's statistic of 1.523. the significance level was determined to be 0.083. The value of the significance level was more than 0.05. It suggests that there was uniformity in the data. Table 06 displayed it.

Table 5
Test of Homogeneity of Variances

<i>PretestPostTest</i>			
Levene Statistic	df1	df2	Sig.
1,523	3	11	,263

c. Hypothesis Testing

Hypothesis testing conduct to know whether the alternative hypothesis is accepted or rejected. Developing hypotheses, choosing relevant statistical tests, putting data into a logical framework, carrying out analyses, interpreting findings, and drawing conclusions from the statistical tests that are run are some of the tasks involved to determine whether the pre-test and post-test mean scores differed significantly from one another, the researcher perform a pair sample used SPSS 22 for windows.

CHAPTER IV
RESULT AND DISCUSSION

A. Result

The data in this study were analyzed by the researcher using descriptive statistics. The researcher determined the top and lowest scores among these 18 items. With a standard deviation of 16.825, the pre-test results showed that the highest score was 70 out of 18 students, and the lowest score was 20 and a standard deviation of 10.416, the post-test results showed that the highest score was 100 and the lowest score was 70. The result of the statistic is shown in table 7.

Table 6
Descriptive statistics of pre-test and post-test

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	18	20	70	42,50	16,825
Post-test	18	70	100	84,44	10,416

Based on the previous explanation, the present researcher concluded that the students writing at the second semester after being taught with some treatment by using Digital Storytelling was categorized into good based on the data obtained. It means that the Digital storytelling is effective in facilitating students in teaching writing.nhy

Hypothesis testing was conducted to know whether null hypothesis is accepted or rejected. To analyze wheter there was significant difference in mean score between pre-test and post-test, the present researcher used a paired sample

T-test find the answer of the hypothesis. After calculating paired sample T-test, the present researcher find that there was a significant difference in the main score between the pre-test and post-test where $t(df=18) = 2.614$ at $p=0.000$. it means that the null hypothesis was rejected and alternative hypothesis was accepted. The result of the study discovered that Digital Storytelling was effective in teaching students to increase writing at the *second semester of Hamzanwadi University*.

Table 7
Paired Samples Test

	Paired Differences						d f	Sig. (2- taile d)	
	Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference					
				Low er	Upp er				
Pa ir 1	PreT est - Post Test	- 41, 94 4	13,189	3,109	- 48,5 03	- 35,3 86	- 13,4 93	1 7 0	,0 0 0

The data analysis in this research result mean score wich is 42.50 in pre-test and 84.44 in the post-test. Its mean that there is an improvment in the mean score from the pre-test to the post-test.

B. Discussion

In conducting the researcher the present researcher started with the pre-test and gave the students a task paper of writing to the students by using Digital Storytelling. After carrying out the pre-test, the researcher gave 4 treatments to

see the changes produced by Digital Storytelling. The last was gave the post-test to see the final result.

Based on normality testing, the significance level of any pre-test score was greater than ($p=0.05$). The data was homogenous and normal, according to the results of the homogeneity test, where the significant level value was more than level (p)= 0.05 . Meanwhile, the current researcher discovered that the significance level was less than 0.05 , indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was obviously rejected. So the conclusion of this research can be concluded that "Digital Storytelling" was helpful in teaching the learning process to improve students' writing skill based on the researcher saw while treating the second semester of Hamzanwadi University in the academic year 2023-2024.

In this research, compared to other studies, the results are not much different. For instance, in the study titled Robiatul Munajah, MohammadSyarif, Sumantri and Yufiarti Yufiarti with the title "The Use of Digital Story Telling to Improve Sudents' Writing Skills" and also by sevda balaman with the titled "Digital Storytelling: a Multimodal Narrative Writing Genre". Both studies used experimental methods. Equally, getting satisfactory results using digital storytelling technique is proven by increased in students scores from te pre-test stage to post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, the researcher concluded that Digital Storytelling is significantly effective in teaching students to improve the writing ability of second semester students. This can be seen from the post-test score which is higher than the pre-test score. The average score on the post-test is 50.00, while in the pre-test 30.00. That is the average score is significant. It is done, so the students' writing results after being treated were better than before. Meanwhile, the present researcher discovered that the significance level was 0.000, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was obviously rejected. Furthermore, the findings of this study indicate that "Digital Storytelling" is helpful in teaching the learning process.

B. Suggestion

Based on the findings in this research, the researcher proposes some suggestions.

1. For the teacher

Being an English teacher especially in teaching writing is not easy. So English teachers are advised to be more creative. Teachers should consider students' needs and interests before designing materials. In addition to having the right technique, teachers must provide interesting media to guide students in learning English. By using video media storytelling in teaching writing, students' boredom

can be minimized, and in learning to write can be more varied. Students will enjoy, excited and be more enthusiastic in learning English, especially in writing.

2. For the students

Students should be more enthusiastic in learning English, especially in writing skills without fear of being corrected by others when they make mistakes or even lack the grammar, contents, vocabulary or organization. Besides that, they have to practice more maybe in some assignment. By using Digital Storytelling will prefer to write and it will help them to master English can be alternative media that can be used to teach students.

3. Further researcher

The further researcher could should select an appropriate technique, methode, approach and strategy in conducting further invastigation to find main factors wich can improve the students writing skill.

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APPENDICES




Appendix 1



HAMZANWADI UNIVERSITY SELONG
FACULTY OF LANGUAGE ART AND HUMANITIES
Department of English Language Education

Semester Learning Plan (SLP)

Course	Code	Course Group	Units	Semester	Date of Revision
Writing for General Communication	ING6221	MKBK	4	2	11 Februari 2017

Authorization	Developer of Semester Learning Plan	Coordinator of Course Group	Head of Study Program
	 Laila Wati, M.Pd	 M. Adib Nazri, M.Pd	 M. Adib Nazri, M.Pd
Learning Outcomes	Learning Outcomes of Study Program		
A1	Being devoted to the Almighty and able to demonstrate religious attitudes;		
A3	Internalizing the values, norms, and academic ethics;		
A9	Showing a responsible attitude towards the job in his field of expertise independently;		
A11	Having commitment and sincerity to develop their learners' attitudes, values, and ability based on the moral values and local wisdom; having high motivation to act for the benefit of their students and community		

	K1	Mastering the theoretical concepts of language and oral and written communication techniques (general English) in the contexts of daily life, academic, and profession at post-intermediate level
	K7	Mastering al-Islam and NahdlatulWathan
	GS2	Being able to demonstrate the independent, qualified, and measurable performance
	SS1	Being proficient in written and spoken English (general English) in the contexts of daily life, academic, and profession at post-intermediate level
Learning Outcomes of the Course		
	O1	Students are able to write description.
	O2	Students are able to write recount texts.
	O3	Students are able to write story (narratives).
	O4	Students are able to write process paragraphs.
	O5	Students are able to write expository paragraphs.

Course Description	This course is design to develop the students' ability to write good English sentences; sentence building in all genres of English texts descriptive, recount, narative, process, and expository types of paragraph; The materials refer to the principles of sentence construction, sentence combination, sentence connectors, linking words, the variety of sources where ideas come from, main ideas and topic sentence, supporting details, concepts of paragraph and paragraph development. The instructional activities cover communicative activities leading students to practice writing.
Learning Materials	<ol style="list-style-type: none"> 1. Descriptions 2. Recounts 3. Narratives 4. Process Texts 5. Expositions
References	<p>Required:</p> <p>LailaWati. <i>A Brief Practical Guide to Writing:A Guide for Beginner-Writer</i>. Unpublished Guide Book. Hamzanwadi University: Departement of English Language Education.</p> <p>Recommended:</p> <p>Alwasilah, A. Chaedar and S. Suzanna Alwasilah. 2005. <i>Pokoknya Menulis. Cara Baru Menulis dengan</i></p>

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Teaching Media/Aids	Software	Hardware
	Power Point	Laptop, LCD Projector
Teaching Team	-	
Prerequisite	-	

Week	Sub-Learning Outcomes (Expected)	Indicators	Learning Materials	Methods	Learning Experience	Criteria and Type of Evaluation	Allotted Time	Weight (%)
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1	By the end of the lesson, the students are expected to understand descriptive text	<ul style="list-style-type: none"> • Students are able to understand organization of a paragraph. • Students are able to understand the essence of descriptive paragraph. 	Descriptive paragraphs	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning 	<ul style="list-style-type: none"> • Listen to lecture • Reading a descriptive text • Identify organization of a paragraph • Identify descriptive text 	Type: Individual Technique: Oral	2x50'	2%
2	By the end of the lesson, students are able to write descriptive paragraphs	<ul style="list-style-type: none"> • Students are able to differentiate clause and sentence. • Students are able to use accurate grammar in writing. 	<ul style="list-style-type: none"> • Clause versus sentence • Simple present tense 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Identify clause • Identify sentence • Construct accurate sentences 	Type: Individual Technique: Writing test	2 x 50''	3%
3	By the end of the lesson, students	<ul style="list-style-type: none"> • Students are able to use accurate grammar in writing. • Students are able to 	<ul style="list-style-type: none"> • End-of-sentence punctuation • Simple 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Construct accurate 	Type: Individual	2 x 50''	3%

	are able to write descriptive paragraphs	use 4accurate punctuation.	present tense		sentences	Technique : Writing test		
4	By the end of the lesson, students are able to write descriptive paragraphs	<ul style="list-style-type: none"> • Students are able to identify conjunction. • Students are able to combine sentences accurately. 	Sentence combining	<ul style="list-style-type: none"> -Lecturing -Class discussion -Questioning -Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Identify conjunctions • Combine clauses into sentences into using accurate punctuation . • Combine sentences into paragraph. 	Type: Individual Technique : Writing test	2 x 50''	3%
5	By the end of the lesson, students are able to	Students are able to describe persons.	Description text	<ul style="list-style-type: none"> -Guided writing -Peer-sharing -Practice writing individually 	<ul style="list-style-type: none"> • Listen to lecture • Share information with peers 	Type: Individual	2 x 50''	4%

	write descriptive paragraphs				<ul style="list-style-type: none"> • Write a description of a favorite mate • Consult dictionary 	Technique : Writing test		
6	By the end of the lesson, students are able to write descriptive paragraphs	Students are able to describe places.	Description text	- Guided writing - Practice writing individually	<ul style="list-style-type: none"> • Listen to lecture • Choose a favorite place • Do outlining/ mapping • Write a description of a favorite place • Consult dictionary 	Type: Individual Technique : Writing test	2 x 50''	4%

7	By the end of the lesson, students are able to write descriptive paragraphs	Students are able to describe places.	Description text	<ul style="list-style-type: none"> -Lecturing -Reviewing the students' writing 	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and revise the writing • Consult dictionary 	<p>Type: Individual</p> <p>Technique: Writing test</p>	2 x 50''	5%
8	By the end of the lesson, the students are expected to understand recount text	<ul style="list-style-type: none"> • Students are able to understand organization of recount paragraphs. • Students are able to understand the essence of recount paragraph. 	Recount	<ul style="list-style-type: none"> -Lecturing -Class discussion -Questioning 	<ul style="list-style-type: none"> • Listen to lecture • Reading a personal experience text • Identify organization of a recount • Identify the language used in a 	<p>Type: Individual</p> <p>Technique: Oral</p>	2x50'	2%

					recount text			
9	By the end of the lesson, students are able to write recount paragraphs	<ul style="list-style-type: none"> • Students are able to use accurate grammar in constructing sentences showing past activities. • Students are able to use accurate punctuation. 	<ul style="list-style-type: none"> • Simple past tense • Sentence punctuation • Comma 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Construct accurate sentences showing past activities • Practice punctuate sentences accurately 	Type: Individual Technique : Writing test	2 x 50''	3%
10	By the end of the lesson, students are able to write recount paragraphs	<ul style="list-style-type: none"> • Students are able to identify conjunction in recount. • Students are able to identify transition signals. • Students are able to combine sentences accurately. 	Sentence combining	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Identify conjunctions • Combine clauses into sentences into using accurate punctuation • Combine sentences into 	Type: Individual Technique : Writing test	2 x 50''	3%

					paragraphs using transition signals.			
11	By the end of the lesson, students are able to write recount paragraphs	Students are able to write a personal experience.	recount	<ul style="list-style-type: none"> - Guided writing - Peer-sharing - Practice writing individually 	<ul style="list-style-type: none"> • Listen to lecture • Share information with peers • Write a partner's most memorable experience • Consult dictionary 	Type: Individual Technique : Writing test	2 x 50''	3%
12	By the end of the lesson, students are able to write recount paragraphs	Students are able to write a personal experience.	recount	<ul style="list-style-type: none"> - Lecturing - Reviewing the students' writing 	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and revise the 	Type: Individual Technique : Writing test	2 x 50''	4%

					writing • Consult dictionary			
13	By the end of the lesson, the students are expected to understand narrative text	<ul style="list-style-type: none"> • Students are able to understand organization of narrative paragraphs. • Students are able to understand the essence of narrative paragraphs. 	Narrative	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning 	<ul style="list-style-type: none"> • Listen to lecture • Work in group • Reading a story • Identify organization of a narrative • Identify the language used in a narrative text 	Type: Individual Technique: Oral	2x50'	2%
14	By the end of the lesson, students are able to write	<ul style="list-style-type: none"> • Students are able to use adjectival clause. • Students are able to use accurate grammar in writing 	<ul style="list-style-type: none"> • Adjectival clause • Simple past tense 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Identify adjectival clause 	Type: Individual Technique	2 x 50''	3%

	narrative paragraphs	narrative.			<ul style="list-style-type: none"> • Construct accurate sentences with adjectival clause 	: Writing test		
15	By the end of the lesson, students are able to write narrative paragraphs	<ul style="list-style-type: none"> • Students are able to use accurate grammar in constructing sentences showing past events. • Students are able to use accurate punctuation. • Students are able to identify conjunction in narrative. 	<ul style="list-style-type: none"> • Simple past tense • Conjunction • Comma; more rules 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Construct accurate sentences showing past events • Practice punctuate sentences accurately • Combine sentences using accurate punctuation 	Type: Individual Technique : Writing test	2 x 50"	3%
16	By the end of the lesson, students are able to write narrative paragraphs	<ul style="list-style-type: none"> • Students are able to identify transition signals in narratives. • Students are able to rewrite a story accurately. 	A story to rewrite	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Read a story • Identify transition signals 	Type: Individual Technique : Writing	2 x 50"	3%

					<ul style="list-style-type: none"> • Combine sentences into paragraphs using transition signals. • Rewrite a story 	test		
17	By the end of the lesson, students are able to write narrative paragraphs	Students are able to write a narrative text.	Narrative	<ul style="list-style-type: none"> -Lecturing -Reviewing the students' writing 	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and revise the writing • Consult dictionary 	Type: Individual Technique : Writing test	2 x 50''	4%
18	By the end	<ul style="list-style-type: none"> • Students are able to write a story 	A story in	-Lecturing	<ul style="list-style-type: none"> • Listen to lecture 	Type:	2 x 50''	3%

	of the lesson, students are able to write narrative paragraphs	accurately based on pictures given.	picture series	-Group working (do jigsaw) -Questioning -Guided writing	<ul style="list-style-type: none"> • Examine a picture within groups • Share information with other groups • Construct sentences based on the information they get • Combine sentences into paragraphs using conjunctions and transition signals. 	Individual Technique : Writing test		
19	By the end of the lesson, students are able to	Students are able to write a narrative text.	Narrative	-Lecturing -Reviewing the students' writing	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous 	Type: Individual	2 x 50"	3%

	write narrative paragraphs				writing <ul style="list-style-type: none"> • Edit and revise the writing • Consult dictionary 	Technique : Writing test		
20	Mid-Term Test							
21	By the end of the lesson, the students are expected to understand process text	Students are able to understand the essence –purpose, structure, language—of process text.	Process text	- Lecturing - Class discussion - Questioning	<ul style="list-style-type: none"> • Listen to lecture • Work in group • Reading a process text • Identify organization of a process text • Identify the language used in a process text 	Type: Individual Technique : Oral	2x50'	2%

					<ul style="list-style-type: none"> • Draw conclusion 			
22	By the end of the lesson, students are able to write a process text	<ul style="list-style-type: none"> • Students are able to use imperatives. • Students are able to use accurate punctuation. • Students are able to use accurate grammar in writing process. 	<ul style="list-style-type: none"> • imperative 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Peer working • Construct imperative sentences • Consult dictionary 	Type: Individual Technique: Writing test	2 x 50"	3%
23	By the end of the lesson, students are able to write a process text	<ul style="list-style-type: none"> • Students are able to identify transition signals in process text. • Students are able to write a process text accurately. 	A process text	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Find a topic • Do outlining • Write a process text using accurate grammar and transition signals. 	Type: Individual Technique: Writing test	2 x 50"	3%

24	By the end of the lesson, students are able to write a process text	Students are able to write a process text.	A process text	<ul style="list-style-type: none"> -Lecturing -Reviewing the students' writing 	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and revise the writing • Consult dictionary 	<p>Type: Individual</p> <p>Technique : Writing test</p>	2 x 50''	4%
25	By the end of the lesson, the students are expected to understand expositions	<ul style="list-style-type: none"> • Students are able to understand the essence of expositions. • Students are able to identify the types of expositions. 	<ul style="list-style-type: none"> • Characteristics of expositions • Types of expositions • Example of exposition 	<ul style="list-style-type: none"> -Lecturing -Class discussion -Questioning 	<ul style="list-style-type: none"> • Listen to lecture • Work in group • Reading an exposition • Identify organization of an exposition 	<p>Type: Individual</p> <p>Technique : Oral</p>	2x50'	2%

					<ul style="list-style-type: none"> • Identify the language used in expositions text • Identify the types of expositions • Draw conclusion 			
26	By the end of the lesson, students are able to write an exposition	<ul style="list-style-type: none"> • Students understand compound sentence. • Students are able to use accurate transition signals. • Students are able to use reasons and examples 	<ul style="list-style-type: none"> • Compound sentence • Transition signals in stating reasons and examples • Exposition 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Read an exposition • Identify compound sentence • Identify transition signals • Construct accurate compound 	<p>Type: Individual</p> <p>Technique : Writing test</p>	2 x 50''	3%

					sentences with reasons and examples			
27	By the end of the lesson, students are able to write an exposition	<ul style="list-style-type: none"> • Students are able to use accurate capitalization. • Students are able to use accurate grammar in writing comparison-exposition. 	<ul style="list-style-type: none"> • Capitalization rules • Comparison-exposition 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Do mapping in pre-writing • Construct sentences accurately • Combine the sentences using accurate punctuation and transition signals 	Type: Individual Technique : Writing test	2 x 50''	3%
28	By the end of the lesson, students are able to write an exposition	Students are able to write a comparison-exposition.	comparison exposition	<ul style="list-style-type: none"> - Lecturing - Reviewing the students' writing 	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and 	Type: Individual Technique : Writing	2 x 50''	4%

					revise the writing	test		
					<ul style="list-style-type: none"> • Consult dictionary 			
29	By the end of the lesson, students are able to write an exposition	<ul style="list-style-type: none"> • Students understand complex sentence. • Students are able to use accurate transition signals. • Students are able to state facts and opinions 	<ul style="list-style-type: none"> • Complex sentence • Transition signals in stating facts and opinion • Exposition 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Questioning - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Read an exposition • Identify compound sentence • Identify transition signals • Construct accurate complex sentences with opinions 	Type: Individual Technique: Writing test	2 x 50"	3%
30	By the end of the lesson, students	<ul style="list-style-type: none"> • Students are able to use accurate complex sentence. • Students are able to 	<ul style="list-style-type: none"> • Capitalization rules • Argumentative exposition 	<ul style="list-style-type: none"> - Lecturing - Class discussion - Guided writing 	<ul style="list-style-type: none"> • Listen to lecture • Read an article 	Type: Individual	2 x 50"	3%

	are able to write an exposition	punctuate complex sentence. • Students are able to use accurate grammar in writing argumentative exposition.			<ul style="list-style-type: none"> • Group discussion • Construct sentences accurately • Combine the sentences using accurate punctuation and transition signals into argumentative paragraph 	Technique : Writing test		
31	By the end of the lesson, students are able to write an exposition	Students are able to write an argumentative exposition.	Argumentative exposition	-Lecturing -Reviewing the students' writing	<ul style="list-style-type: none"> • Listen to lecture • Review the students' previous writing • Edit and revise the writing 	Type: Individual Technique : Writing test	2 x 50"	3%

					• Consult dictionary			
32	Final Test: Administering the final test.							

Appendix 2

Lesson Plan

Course : Writing for General Communication

Code :

Grade : 2D

Alloted Time : 10x45' (4 meetings)

Learning Outcomes: Being proficient in written and spoken English (general English) in the contexts of daily life, academic, and profession at post-intermediate level.

Sub-Learning Outcomes: By the end of the lesson, students are able to write narrative paragraphs. By the end of the lesson, students are able to write narrative paragraphs

Indicators: Students are able to identify transition signals in narratives.

Students are able to rewrite a story accurately.

Learning Materials: A story to rewrite, Narrative

Methods: Class discussion, questioning, and guided writing

Media: Digital storytelling

Criteria and Type of Evaluation: Individual

Technique: Writing test

Instructional Steps

Meeting 1 (Pre-Test)

Activity	Description	Alloted time
Pre-activity	<ol style="list-style-type: none">1. Teacher greets the students;2. Teacher leads the students to pray;3. Teacher checks the students presence;4. Teacher delivers the objective of learning;	10
Whilst Activity	<ol style="list-style-type: none">5. Teacher distributes worksheets to all students;6. Teacher explains how to do the test;7. Students write their name on the provided sheet8. Students are provided three (3) minutes to read the items in the worksheets and get prepared for the test;9. Teacher plays the provided audio once;10. Students do the test individually.	50
Post Activity	<ol style="list-style-type: none">11. When the time ends students leave the worsheets on their table;12. Teacher collects all the worksheets13. Teacher analyze the result of the pre-test	10

Meeting 2 (Treatment)

Activity	Description	Alloted time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets the students; 2. Teacher leads the students to pray; 3. Teacher checks the students presence; 4. Teachers asks some questions related to the previous materials; 5. Teacher delivers the objective of learning; 	10
Whilst Activity	<ol style="list-style-type: none"> 6. Students are grouped in three members; 7. Teacher plays a digital storytelling (The Comeback) 8. Teacher distributes Worksheet 1 and 2 to each groupe; 9. Teacher instructs students to write as many words as they can identify in the audio; 10. In the groups, students list the words they identify to gather information from the audio; 11. Teacher distributes Worksheets 3 containing vocabulary focused related to the audio; 12. Students in each group discuss the answers to the questions based on the story they listen to; 13. Students use the words they list to answer the questions; 14. Finished discussing, teacher leads the students to discuss the material; 15. Teacher and students conclude the material; 	60
Post Activity	<ol style="list-style-type: none"> 16. Teacher collects all the worksheets; 17. Teacher asks students about their feeling to the today learning activities; 18. Teacher ends the class. 	10

Meeting 3 (Treatment)

Activity	Description	Alloted time
Pre-activity	<ol style="list-style-type: none"> 1. Teacher greets the students; 2. Teacher leads the students to pray; 3. Teacher checks the students presence; 4. Teachers asks some questions related to the previous materials; 5. Teacher delivers the objective of learning; 	10
Whilst Activity	<ol style="list-style-type: none"> 6. Students are grouped in three members; 7. Teacher plays a digital storytelling (The Comeback) 8. Teacher distributes Worksheet 3 and 4 to each groupe; 9. Students discuss the task in Worksheet 3 containing some comprehension questions and Worksheet 4 10. After discussing in the group, each group display the result of their works on the board; 11. Teacher and students discuss each work together 12. Teacher plays the digital storytelling once more for confirmation to the students' work; 13. Teacher and students conclude the material; 	60
Post Activity	<ol style="list-style-type: none"> 14. Teacher collects all the worksheets; 15. For individual work, teacher asks students to rewrite the story they have discussed from the digital storytelling; 16. Teacher asks students about their feeling to the today learning activities; 17. Teacher ends the class. 	10

Meeting 4: (Post-Test)

Activity	Description	Alloted time
Pre-activity	<ol style="list-style-type: none">1. Teacher greets the students;2. Teacher leads the students to pray;3. Teacher checks the students presence;4. Teacher delivers the objective of learning;	10
Whilst Activity	<ol style="list-style-type: none">4. Teacher distributes worksheets to all students;5. Teacher explains how to do the test;6. Students write their name on the provided sheet7. Students are provided three (3) minutes to read the items in the worksheets and get prepared for the test;8. Teacher plays the provided video once;9. Students do the test individually.	50
Post Activity	<ol style="list-style-type: none">10. When the time ends students leave the worsheets on their table;11. Teacher collects all the worksheets12. Teacher analyze the result of the pre-test	10

Appendix 3

Listening Activity

Worksheet 1

Read the words provided in the table. Put tick (✓) in the left side of each word you hear in the audio.

	applaud
	boo and hiss
	chalk
	box office
	boxing
	dancing
	cheer
	chair

	opera house
	lover
	sold out
	shock
	sick
	stage
	stick
	genius

Worksheet 2

Mention some countries/town stated in the audio.

Worksheet 3

Match the words and phrases in the table to the descriptions below. Write the letter of the definition in the box fit the definition.

1. applaud	2. boo and hiss	3. box office	4. cheer
5. opera house	6. sold out	7. stage	8. genius

Definitions:

- a. A theatre which specializes in productions of pieces by composers such as Mozart, Wagner, or Puccini
- b. When you clap at the end of a performance to show you have enjoyed it
- c. When all the tickets for a show are bought
- d. The part of a theatre where the actors or musicians stand
- e. A really clever person
- f. When you shout at the end of a performance to show you have enjoyed it
- g. When you make a noise at the end of a performance to show you haven't enjoyed it

h. The place in a theatre where you buy tickets

Worksheet 4

After listening to the audio, answer the following questions:

1. What did Fausto Ruiz notice about the new buildings in his hometown?
2. Who did Fausto Ruiz recognize in the café?
3. When did Fausto Ruiz leave his hometown?
4. Where did Fausto Ruiz have a terrible memory from his past?
5. Why did the audience boo and hiss at Fausto Ruiz during his concert?
6. How did Fausto Ruiz feel when ignored in the café?
7. What did Fausto Ruiz find outside his old house?
8. Who did Fausto Ruiz think he recognized in the park?
9. When did Fausto Ruiz realize the people still felt the same way about him?
10. Why was Fausto Ruiz disappointed by the writing on the statue?

Worksheet 5

Put these events from the story into the order they happen.

- _____ a. At the concert, the crowd isn't happy with him.
- _____ b. He becomes a great singer and sings all over the world.
- _____ c. He comes back to his hometown.
- _____ d. He goes back to his hometown to give a concert.
- _____ e. He goes back to the house where he was born.
- _____ f. He goes into the theatre, but nobody sees him.
- _____ g. He leaves his hometown for twenty years.
- _____ h. He sees a statue of himself.
- _____ i. He walks along the main street of his town.
- _____ j. He walks into a bar, but nobody sees him.

Appendix 4

Pre-test

Name:

Class:

Date:

Direction:

1. Read the directions carefully before you start working;
2. Write your identity in the space provided;
3. Listen to the audio carefully and thoroughly; The audio will only be played twice
4. Write the story you have listened about Fausto Ruiz as good and complete as could be;
5. You are provided 30 minutes to write the story.

Post-test

Name:

Class:

Date:

Direction:

1. Read the directions carefully before you start working;
2. Write your identity in the space provided;
3. Listen to the audio carefully and thoroughly; The audio will only be played twice
4. Write the story you have listened about The Bear and The Bee as good and complete as could be;
5. You are provided 30 minutes to write the story.

Appendix 5

Assesment Pre-Test and Post-Test

No	Name	PreTest				pos-test			
1	Widia Harlini	2	2	3	1	5	5	4	5
2	Alfiana Aziza	1	2	2	2	5	5	4	5
3	Rizki Aptartu	2	2	2	2	4	5	5	5
4	Ahamad Efendi	2	2	2	2	4	5	5	4
5	Sayid Muhammad A.	1	1	1	1	5	4	5	5
6	M. Kholis Halwani	2	2	2	3	5	5	4	5
7	Zarina	2	2	2	2	4	5	4	5
8	Ansori Saputra	1	1	1	1	5	4	5	5
9	Agum	1	2	2	3	5	5	4	5
10	Muh. Khairul Hafizi	2	2	2	2	5	4	5	5
11	Ardika Puta	2	3	2	2	5	5	5	5
12	Wilya Nisani	1	1	1	1	4	4	5	4
13	Zuhratul Aini	3	2	2	2	5	5	4	5
14	Nia Septiana	3	2	2	3	4	5	5	5
15	Lalu Ilham Ramadhani	2	1	2	2	4	5	5	5
16	Karmila Patmawati	2	2	3	2	5	5	4	5
17	Fikriatin Azkia	1	2	2	1	5	4	5	4
18	Mila Hiyatul Ihsan	1	2	2	3	5	5	4	5
	Standard Devitation			16,825				10,416	
	Mean			42,50				84,44	

Appendix 6 Documentation

Pre-Test



Treatment





Post-Test



Thank You

