

**ENHANCING STUDENTS' WRITING SKILL BY USING DIGITAL  
STORY TELLING (DST) MEDIA AT THE EIGHTH GRADE STUDENTS  
OF SMPN 1 JENANGAN IN ACADEMIC YEAR 2018/2019**

**THESIS**



**By**

**KHUSNUL HANIFAH**

**NIM. 210915017**

**ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
(IAIN) PONOROGO**

**JUNE 2019**

## Abstract

**Hanifah, Khusnul.** (2019). *Enhancing Students' Writing Skill by Using Digital Story Telling (DST) Media at The Eighth Grade Students of SMPN 1 Jenangan in Academic Year 2018/2019*. Ponorogo: English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd

**Keywords:** Digital storytelling and Writing skills

Writing skills are seen as an important skill that everyone should have in order to communicate, share or even express feeling indirectly to others. However, many of the students still difficult to write in a good sentence because of many factors. Many students also feel unmotivated in learning writing because of a monotonous teaching process. Students need an effective media which is also motivational for improving their writing skills. In choosing the media, the teacher should consider the students' characteristics, and one of the students' characteristics in this era is digital natives. Because of that, digital storytelling is considered as suitable teaching media. Digital storytelling is the combination of spoken narrative, a number of digital picture, soundtrack, and new technology to share the story. Therefore, this research aims to describe how to implement the media to teach writing, especially in writing recount text and analyze the extent of the use of digital storytelling to enhance the students' writing skills.

This research used classroom action research. The participants of this research were 25 students of VIII C class of SMPN 1 Jenangan. The research instruments were observation checklists, writing test, and documentation. This research used three cycles of action research. There were four stages in each cycle, there are planning, acting, observing, and reflecting.

The result showed that there was significant improvement from the result of the score in cycle I, cycle II, and cycle III. It is proven by the result of the students' activeness, interest, and achievement from the first, second, and third cycles. The students' activeness was more active. The students' score for good activeness in the first cycle was 0%, in the second cycle was 28%, and the third cycle was 48%. The score for good students' interest in the first cycle was 0%, in the second cycle was 28%, and in the third cycle was 64%. Meanwhile the mean score of students writing achievement in the first cycle was 6.57, in the second cycle was 7.15, and the third cycle was 7.58.

In conclusion, the digital storytelling is successful in enhancing the students' writing skills. Since digital storytelling is presented in fascinating and interesting way, it can be an effective media to teach writing.

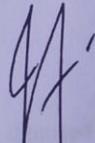
## APPROVAL SHEET

This is certifying that undergraduate degree of:

Name : Khusnul Hanifah  
Student Number : 210915017  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Thesis Title : Enhancing Students' Writing Skill by Using Digital Story Telling (DST) Media at The Eighth Grade Students of SMPN 1 Jenangan in Academic Year 2018/2019

Has been approved by the advisor for further approval by the board examiners.

Advisor,



**Dra. Aries Fitriani, M.Pd.**

NIP. 196901071999032001

Ponorogo, June 20<sup>th</sup> 2019

Acknowledge by

Head of English Education Department of

Tarbiyah and Teacher Training Faculty

State Institute of Islamic Studies Ponorogo



**Pryla Rochmahwati, M.Pd.**

NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

**RATIFICATION**

This is to certify that Sarjana's thesis of:

Name : Khusnul Hanifah  
Student Number : 210915017  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Enhancing Students' Writing Skill by Using Digital Story  
Telling (DST) Media at The Eighth Grade Students of  
SMPN 1 Jenangan in Academic Year 2018/2019

Has been approved by the board of examiners on

Day : Friday  
Date : July 19<sup>th</sup> 2019

And has been accepted as the requirement for the degree the sarjana in English  
education on

Day : Friday  
Date : July 19<sup>th</sup> 2019

Ponorogo, July 19<sup>th</sup> 2019

Certified by

Dean of Tarbiyah and Teacher Training  
State Institute of Islamic Studies Ponorogo



**Dr. Anisul Udi, M.Ag**  
NIP. 19651271997031003

Board of Examiners:

1. Chairman : Dr. Harjali, M.Pd
2. Examiners I : Dr. Dolar Yuwono, M.Pd
3. Examiner II : Dra, Aries Fitriani, M.Pd

## SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

Nama : KHUSNUL HANIFAH  
NIM : 210915017  
Fakultas : Tarbiah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi/Tesis : ENHANCING STUDENTS' WRITING SKILL BY USING DIGITAL  
STORY TELLING (DST) MEDIA AT THE EIGHTH GRADE  
STUDENTS OF SMPN 1 JENANGAN IN ACADEMIC YEAR 2018/2019

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di [etheses.iainponorogo.ac.id](https://etheses.iainponorogo.ac.id). Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 9 September 2019

Penulis



Khusnul Hanifah

---

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Khusnul Hanifah  
NIM : 210915017  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

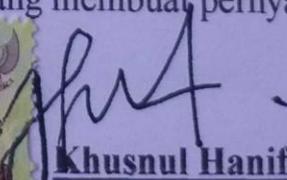
Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan-alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 20 Juni 2019

Yang membuat pernyataan



  
**Khusnul Hanifah**  
**NIM. 210915017**

# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

English is an international language spoken in most countries in the world. It is used as a mean of communication. Many countries use English for many occasions such as diplomatic, social, education, etc. some countries consider English as their native language, but in Indonesia English is considered as a foreign language. As a foreign language, English is not normally used as a medium of instruction, but English is used in formal setting, such as school and university. It means that English in Indonesia is not used for daily interactions, and it is learned in school as one of subjects in school.

Studying English as a foreign language is gradually getting more important. In Indonesia, English is considered as a first foreign language and compulsory subject to be taught in high school. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. Listening and Reading skills are included in receptive skills, while speaking and writing are included in productive skills. In this study, the researcher focused on writing skill.

According to Peter Elbow the definition of writing as follow:

Writing is call on two skills that are so different that they usually conflict with each other: creating and criticizing. In other words, writing calls on the ability to create words, writing calls on the ability to criticize them in order to decide which ones to use. It is true that these opposite mental processes can go on at the same time. When they do,

you find yourself writing words that are at once inventive and rich, yet also shrewd, tough minded, and well ordered.<sup>1</sup>

According to Harmer writing is a form of communication to deliver or express feeling through written form. People can communicate with each other not only by speaking directly, but also by writing in a piece of paper to express what they want to talk about.<sup>2</sup> People usually write information in order to know each other by sending a letter or short message. In this case, writing really takes part in sharing information to others.

Meanwhile, Harris argues that “writing is a complex activity of fundamental importance to learning, personal development and achievement in the educational system.” It plays very important role in an educational system. Generally, students must be able to write in order to express their ideas through what they learn. It is also very useful in literary work because the students can learn to write with their own style.<sup>3</sup>

From definition above, writing is concluded as an important skill that everyone should have in order to communicate, share or even express their feeling indirectly to others. Writing skill is as important as other skills like listening, reading and speaking. Especially for students, they must have the ability to write include the eighth grade.

Based on 2013 curriculum, the second year students are expected to be able to express meaningful ideas in term of functional text and simple short

---

<sup>1</sup> Peter Elbow, *Writing With Power: Techniques for Mastering The Writing Process* ( new York: oxford university press)1998, 7.

<sup>2</sup> Delmi Lingga, Writing According to Some Expert, *Pendidikan*, (online), <http://belajardii.blogspot.com/2015/03/writing-according-to-some-expert.html?m=1>, accessed on December 1<sup>st</sup> 2018.

<sup>3</sup> Ibid.

essay in the form of descriptive and recount to interact with people in their nearest environment. The students are expected to be able to express meaningful the social function, structure, and language features of text.<sup>4</sup> But, according to the writer's experience in teaching practice, the most difficult skill to learn is writing. Like kasihani states that writing skill is considered as the most difficult language skill. Because it considered as the most difficult language skill. It involves mastery of grammar, vocabulary, and spelling.<sup>5</sup> The statement shows that writing is complex skill. It needs not only comprehension of language structure but also vocabulary enrichment and good spelling, According to Elanneri Karani, there are four problems encountered by the students when they are ordered to write a text. They are problems in content, organizing, vocabulary, and grammar.<sup>6</sup>

The result of interview shows that In SMPN 1 Jenangan especially in the eighth grade students are still difficult to master writing skill. For example, they were difficult to explore their idea and difficult to choose suitable words. They were difficult to compose sentences. Moreover, they are still lack of vocabularies. Beside that, they do not have motivation as well as lack of confidence in writing.<sup>7</sup>

Based on the result interview from some students in SMPN 1 Jenangan, these problems come from the teaching technique that is used by

---

<sup>4</sup>Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, 2013.

<sup>5</sup> Kasihani KE, Suyanto, *English For Young Learner*, (Jakarta: Bumi Aksara, 2008), 68.

<sup>6</sup> Elanneri Karani, "Area of Problems in Writing Recount Text", *Jurnal Pendidikan Inovatif*, Vol 4, No. 1, (September 2008), 11.

<sup>7</sup> Interview with English teacher of SMPN 1 Jenangan Mrs. Ernawati, S.pd. on October, 3 2018 at 09.30 pm

teacher. The teacher just gives some explanations and exercises from the textbook. It makes the students less comprehended the material, and the students can not produce their own sentence in English in the end of the class. Some students can consider English subject as a boring class because of the teaching technique or media that is used by the teacher.<sup>8</sup> Because of these problem, therefore, it is needed a new technique or media to make students can improve their writing skill.

There are many media that can be used by the teacher, that stimulates students' interesting in learning English especially in learning writing there are digital storytelling, pictures series, poster, tape recorder, chart, and many others. In this case, the researcher suggested Digital Storytelling (DST) as a media of instruction in teaching writing to be more effective. There is a main reason why DST is really effective for students to write. Based on the students' characteristic that be digital natives today, it means they grow using technology such as the internet, computers, and mobile device the teacher should conduct a teaching learning activity which applies technology in the process of conveying knowledge. A digital storytelling which is shaped by advances in personal computing and recording technology can be one of the media which is suitable and may be effective in teaching writing.

In this research, the researcher using digital storytelling media to improve the students' writing skill. This media was proven have been done by the researcher before that is Lilies Youlia Friatin and Umi Jauharoh in their journal stated that digital story can be used to motivate students writing,

---

<sup>8</sup> Interview with the students of SMPN 1 Jenangan. on September, 29th 2018 at 10.00 pm

improve presentation skill or academic performance in front of the class, and improve their understanding of teacher's material. Besides, digital story let students own their creative work, taking the narrative process to them. The use of digital story in teaching writing narrative text also makes the students felt fun and not bored in the classroom.<sup>9</sup>

Digital storytelling itself can be defined as the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Just about all digital stories bring together some mixture of digital graphics, text, recorded audio narration, video and music to present information on a specific topic. Digital storytelling as storytelling that is created using digital technology as the medium or method of expression, in particular using digital media in a computer-network environment. The stories for digital storytelling are mostly about personal stories and historical stories. The audio and the stressing of the story will interest the students and the story will make an emotional bond between the students.<sup>10</sup>

There are many different definitions of digital Storytelling, but in general, they all revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Not so different with traditional storytelling, digital stories revolve around a selected theme and topic, and usually include a particular viewpoint. The stories are mostly just a few minutes duration and have varying purposes. The purpose

---

<sup>9</sup> Lilies Youlia, et al., "The Use Of Digital Story In Teaching Writing Narrative Text", *Jurnal Wahana Pendidikan*, Vol. 4, 1 (Januari 2017), 2.

<sup>10</sup> Miller, *Digital storytelling*, (online), 2009, August, <http://www.uni.edu/icss/researchhelps/miller.pdf> , accessed on December 1<sup>st</sup> 2018.

can be telling personal stories, recounting historical events, or simply to inform or instruct on a particular topic

The benefit of digital storytelling based on Lilies are digital stories use a wide variety of multimedia, making it more interesting and engaging for the viewer. Digital stories utilizing audio can be enjoyed by people suffering from blindness. Digital storytelling helps students improve all of the skills specified in the question. Digital storytelling also allows students to improve their understanding of subject area knowledge, writing skills, technical skills, and presentation skills and can improve overall academic performance.<sup>11</sup>

Based on the problem above. The researcher would like to conduct a study which entitled “Enhancing students’ Writing Skill by Using Digital Story Telling (DST) Media at The Eighth Grade Students of SMPN 1 Jenangan in Academic year 2018/2019.”

## **B. Identification and Limitation of The Problem**

From the background of the study, the researcher found some problems which are related to students’ skill in English especially in writing skill. The problems can be stated as follows:

1. The students were difficult to explore their idea and to choose suitable words
2. The students were difficult to compose sentences.
3. The students are still lack of vocabularies

---

<sup>11</sup> Lilies Youlia, et al., “The Use Of Digital Story In Teaching Writing Narrative Text”, *Jurnal Wahana Pendidikan*, Vol. 4, 1 (Januari 2017), 21.

4. The students have low motivation, because the teacher can't provide the students with a good learning technique and atmosphere.
5. The students had low achievement in writing

Based on the identification of the problem above, it can be taken the limitation of the problem below:

1. This research will be focused on knowing how digital storytelling applied to enhance students' writing skill to the 8<sup>th</sup> B students of SMPN 1 Jenangan.
2. This research will be focused on knowing whether the use of digital storytelling media can improve students' writing skill or not to the 8<sup>th</sup> B students of SMPN 1 Jenangan.

### **C. Statement of The Problem**

To get focused on the research and to avoid irregularity toward research object, it is important to determine the statement of the problems toward the scope of the research.

Based on the identification and limitation of the problems, it can be stated the formulated problem as follow:

How can digital storytelling enhance students' writing skill to the eighth grade students of SMPN 1 Jenangan in academic year 2018/2019?

### **D. Objectives of The Classroom Action Research**

Concerning with the problems stated above, this research has some objectives as below:

1. To know how digital storytelling is applied to enhance students' writing skill.

## **E. Significance of the research**

The researcher expects that this research can give contributions to:

### **1. English Language Teachers**

The researcher expects that the teachers who still have problems in enhancing writing skill in teaching writing can use the alternative medium that the researcher uses, which is digital storytelling. In this research, the researcher gives the information about how the digital storytelling is applied in writing class. The researcher gives the information to the teacher about the students' writing skill improvement after the use of digital story telling in the class.

### **2. Future Researchers**

The researcher hopes that this research can inspire and motivate the future researchers who have a desire to conduct researches on the same topic or make another innovation based on this research.

### **3. Students**

This study is expected can give students an awareness of increasing their writing skill, particularly the eight grade students of SMPN 1 Jenangan.

### **4. School**

This study is expected can give SMPN 1 Jenangan a contribution of developing the teaching-learning process.

## **5. Researcher**

### **a. Future English Teachers**

Future English teachers should know about many issues in the educational world, so the researcher expects that future English teachers can learn more about enhancing writing skill through DST media especially in teaching writing. The future English teachers can get a lot of information about how digital story telling is applied in the class, and the benefits of using digital storytelling. They may also use this research as their inspiration to make some innovations related to technology to help the students.

### **b. The researcher it self**

Obtain the information about enhancing students' skill in writing through digital storytelling media to the eight grade students of SMPN 1 Jenangan. The researcher know how to teach effectively to the learners.

## **F. Organization of The Thesis**

As description of the researcher ideas design that is poured in this classroom action research, the researcher organizes this thesis that is divided into five parts and every parts consist of sub that are connected and an entire unity. In order be able to more understand of this observation as follows:

Chapter I : INTRODUCTION

In this chapter the researcher writes some concepts that have relation with introduction. Those are background of the study, Identification and limitation of the problem, statements of the

problem, objectives of the research, and significance of the research and organization of the thesis.

**Chapter II : PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS.**

In this chapter the writer tells about previous research findings, theoretical background; definition of writing, writing skill, writing process, characteristic of good writing, recount text, teaching writing, media, Digital Storytelling (DST), definition of digital storytelling (DST), the benefit of DST media, implementing DST media in teaching writing, scoring of writing theoretical framework, and hypothesis.

**Chapter III : RESEARCH METHODOLOGY**

In this chapter the writer tells about research object, setting and research subject, variable, research procedure which consist of planning, acting, observing, and reflecting, and schedule for conducting research.

**Chapter IV : RESEARCH FINDING**

In this chapter the researcher explain about research setting, cycle's explanation, data analysis, and discussion.

**Chapter V : CLOSING**

In the last chapter the researcher provides conclusion and suggestion.

## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS

#### A. Previous Research Findings

There are some previous studies that closely have the same topic with this research. In this part, the previous studies done by four researchers and those four researchers had different focus of studies, as follows:

1. The first researcher is Rositasari from Sanata Dharma University Yogyakarta: English Language Education Study Program. The thesis is about “The use of digital storytelling to improve students’ speaking skills in retelling story”. This research aims to describe how to implement the medium to teaching speaking skills, especially in retelling a story and analyze the extent of the use of digital storytelling to improve the students’ speaking skills in retelling story. This research used classroom action research which is proposed by Metler in 2009. The participants of this research were 19 students of XI IPA 1 class of SMA PGRI 1 Temanggung. The result showed that there was significant improvement from the result of the pre-test and post-test. The mean score of the pre-test was 63.7, besides, the mean score of the post-test was 79.3. In conclusion, the digital storytelling was successful in improving the students’ speaking skills in retelling story. Since digital storytelling is presented in fascinating and

interesting way, it can be an effective medium to teach speaking. As recommendation, digital storytelling can be used as one of the sources in learning English.

2. The second study conducted by Nazmi, Pourali, and Nozad entitled “Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production” showed that digital story telling brought a new way of thinking about organizing materials. As a result, it improved the students’ motivation. By involving the digital storytelling in class, the learning process became more personal, enjoyable, attractive, and creative. A digital storytelling could be considered as an effective tool in the education world for improving the students’ oral performance as it involved students in learning process. This study also strengthens the researcher’s choice to use digital storytelling in class. Since the students should remember the story well when they should retell a story, the story should live in students’ mind, so they are easier to organize what they want to say. The results of this study show that digital storytelling can help the students in organizing the material which they want to deliver.
3. Other previous study was done by Abidin et al (2011). They observed the effect of using digital story on understanding English as a second language. Their respondents were from 6-year-old preschool children in Penang, Malay. From a listening section, a result was revealed that the use of internet-based technology by the

6-year-old preschool children improved their understanding of spoken English as their second language.

4. The other research is about “The Effects of Using Digital Storytelling in English Classroom on Korean ELL Learner’s Attitude” was done by Yoon. The participants were from the 5th grade of students. While doing this research, Yoon asked those respondents to do pre and post-test to measure their mastery of English. This research found that the students got involved in the story not only because of the motivation to participate in English class activities, but also the students became more confident in learning English.

Based on the previous studies above, in general some of the previous studies tried to observe digital story in improving speaking skill and also Learner’s motivation. In this present study the researchers try to observe how digital storytelling is enhance the writing skill in teaching learning process. The research focused on observing the use of digital story in teaching writing to enhance students’ writing skill.

## **B. Theoretical Background**

### **1. Writing**

#### **a. Definition Of Writing**

The simplest definition of writing in "Oxford Learner's pocket dictionary", writing means an activity of writing, books, article, etc In general written works of an author.<sup>12</sup>

According to Tricia Hedge, writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.<sup>13</sup>It means that writing it uses to communicate to each other, as means of ideas and emotional expression.

According to Nunan; Writing is one of important skills in teaching and learning English, because in writing activity, the students can cover at least three aspects. First, writing as a channel of learning, a process of learning that is very important element of the language. Second, writing is as a good way to express our thinking, and to respond to various real life situations. Third, writing is the linguistic learning such as note taking in the classroom, summarizing, narrating report means that is each part of any written text will make a continuous, constitute, organized whole to relact another.<sup>14</sup>

From the statements above the researcher concludes that writing is a complex process that allows the writers to find out the concept, thoughts, feeling, opinion and ideas on the written form, so that the readers can understand what is communicated by the writer. It is the fourth skill of

---

<sup>12</sup> Oxford Learner's Pocket Dictionary, New Edition, (New York: Oxford University Press, 2005), 502.

<sup>13</sup> Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford University Press, 1988), 5.

<sup>14</sup> David Nunan, *Practical English Language Teaching*, (Singapore: The Mc Graw Hill, 2003)

English mastery. By writing, we are able to know our ability and how far our knowledge is. Writing skill deals with many aspects. They are content, vocabulary, structure, punctuation mark, and coherence. So, writing is important skill to be learned.

### **b. Writing Skill**

The definition of skill is the ability to do something well. Thus, writing skill is defined as an ability to arrange characters into words and sentences. The arrangement of sentences is considered by the linguistics aspects such as the spelling of words and sentence structures in order to communicate or share ideas to others.<sup>15</sup>

Writing skill is basic necessity in two environments, they are academic and nonacademic. Writing to display one's knowledge is a fact of life in the classroom, and by getting your students to perform well in display writing exercise, they can learn skill that will help them to succeed in further academic pursuits.<sup>16</sup>

Based from statement above, it can be concluded that there are many aspects that should be put into consideration in writing. One of which is the writer should pay more attention to the structure of sentences, and also coherence between each sentence. From those sentences, it can reach the purpose of writing which is to share information or ideas.

### **c. Writing Process**

---

<sup>15</sup> <https://en.oxforddictionaries.com/definition/skill> , accessed on February 17<sup>th</sup> 2019

<sup>16</sup> Brown, H. Douglas, *Teaching by Principles Interactive Approach to Language Pedagogy*, (San Francisco State University: Addison Westy Longman, 2001), 340.

Writing needs a highly individualized process that manifests thinking and that not only is it different for every person. In writing must attention several stages. According to Birnie say that there are six stages that use in the writing process, they are:

1). Prewriting

This stage involves thinking about the writing ahead, perhaps choosing or narrowing a topic; selecting a point of view, approach, or framework for presenting the subject; and even thinking about details, anecdotes, or images that will develop the subject. Activities that frequently occur during this stage are reading selections that contribute to the writer's grasp of the subject; viewing films, DVDs, or pictures that deal with the topic; jot listing, clustering, or mapping ideas; and talking to other people about the ideas.

2). Planning.

The planning stage, while still "prewriting" in the sense that it usually occurs before the actual writing, involves recording a plan for the finished piece. The plan may be as formal as an outline or as informal as a list, a diagram, or a map to guide the writing.

3). Drafting

In the drafting stage, the writer creates a flow of thought, connecting ideas into phrases or sentences on paper and perhaps, if the plan works, moving directly to paragraphs or even chapters. The writer is not preoccupied with correctness at this point; it is

more important to get the ideas down on paper than to maintain adherence to the plan or to be concerned with mechanical aspects of writing such as spelling, punctuation, or capitalization.

#### 4). Revising

By revising, the writer makes the piece better. Depending on the condition of the draft, this stage may require anything from Band-Aids (refining word choice, amplifying a detail or two, or combining sentences) to major surgery (reordering chunks of writing, filling gaps left by the drafting, or deleting whole sections). e. Editing. By editing, the author (or editor) makes the writing mechanically correct. In this stage, attention turns to the details of variety in sentence length and structure and the conventions of language: spelling, punctuation, capitalization, and standard usage.

#### 5). Sharing

In this stage, the writing reaches its intended audience. If the composition fulfills its purpose, this stage concludes the process.<sup>17</sup>

### **d. Characteristic Of Good Writing**

Good writing is writing that make by writer through careful thinking and good arrangement of the structure or sentence appropriate with grammatical rule. According to Dean said that good writing is way

---

<sup>17</sup> Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers*, (New York: McGraw-Hill, 2005), 5-6.

more important than perfect grammar. Good writing can also make reader hold the message from the writing without arise misses understanding. Good writing is writer can appropriate directly to convey meaning to reader, so the reader can understand with their through. According to Dean has statement about criteria for good writing as follows:

- 1) Good writing has a lot less to do with following grammatical rules than most English teachers would have you believe.
- 2) Good writing usually does have correct spelling. Unless it's an intentionally bad or odd spelling to make a point.
- 3) Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-placed use of something a little tastier, without becoming overtly erudite or patently pedantic.
- 4) Good writing is frequently universal.<sup>18</sup>

In writing English in a good paragraph must have the characteristics, they are:

- 1) Unity, it means that all the sentences refer to the main idea or the topic sentence of the paragraph. The supporting sentences which support to the main idea should be interrelated and relevant to the topic sentence.

---

<sup>18</sup> Ibid, 5.

- 2) Coherence, it means that the sentences should be organized in a logical manner and should follow a definite plan and development.
- 3) Cohesion, it means the written should use appropriate conjunction.<sup>19</sup>

## 2. Recount Text

### a. The Definition of Recount Text

Recount text is one of text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened.<sup>20</sup> Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain. In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews, and speeches.<sup>21</sup>

### b. The Kinds of Recount Text

Recount text is classified into three; they are personal recount, factual recount, and imaginative recount.

#### 1) Personal Recount

---

<sup>19</sup> Dolar Yuwono, *Writing 1, From practice to theory: getting smart and creative to write*, (Yogyakarta: pustaka Felicha, 2015), 121-122.

<sup>20</sup> Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 48

<sup>21</sup> Ibid, p. 49

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

## 2) Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

## 3) Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook. From those three kind of recount text, it can be seen that there is one typical characteristic that is the text is retell the event in the past chronologically.<sup>22</sup>

### c. **The Generic Structures of Recount Text**

To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of: orientation, sequence of events, and reorientation.

#### 1) Orientation

---

<sup>22</sup> University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra: University of Canberra, 2011), p. 26

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

## 2) Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader. Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

## 3) Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.<sup>23</sup>

### 3. Teaching writing

Teaching is guiding and facilitating learning. Enabling the learner to learn. Setting the condition for learning.<sup>24</sup> Teaching writing means the act of guiding for instructing to create written work. In teaching writing,

---

<sup>23</sup> University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra: University of Canberra, 2011), p. 26

<sup>24</sup> Jeremy Harmer, *The Practice Of English Teaching*, (Malaysia: longman, 2002), 257

the teacher as facilitator to help the students understand and practice in learning writing.

There are some principles for teaching writing:

- a. Understand your students' reason for writing
- b. Provide many opportunities for students to write
- c. Make feedback helpful and meaningful
- d. Clarify for yourself and for your students how their writing will be evaluated.<sup>25</sup>

The reasons for teaching writing, as it is mentioned by Harmer, there are four reasons for teaching writing to students, namely:

- a. Reinforcement, some students usually think that the most important way of learning language is by learning orally, but Harmer (1998, p. 79) states that people will get more benefit by seeing the language written down. It is proven by the usefulness of learning new language in written form by the students who have studied it.
- b. Language Development, the process of writing included the activity in order to get a proper written text is also the process of learning experience. The writer can develop the language by arranging words into a good writing.
- c. Learning Style, writing is suitable for those who need a little longer time to produce a language. It also becomes a quite reflective activity compared to direct communication done by looking and listening through something to produce the language.

---

<sup>25</sup> Ibid, 92-94.

- d. Writing as a Skill, writing is as important as other skills like listening, speaking and reading. By writing, students can develop their abilities to write letters, put written reports together and use electronic media appropriately. In this case, writing becomes a very important skill because the writer needs to know some writing conventions like punctuation and paragraph construction.

When teaching writing the teacher should choose the appropriate writing activities. The writing activities the teacher chooses should:

- a. Be interesting and motivating
- b. Be appropriate to learners' level
- c. Be appropriate for the kind of learners the teacher is teaching.<sup>26</sup>

#### **4. Media**

##### **a. Definition**

Media is very important part to help students to understanding the lesson. It is help teacher to support the teaching and learning process. Media are carries of information between a source and a receiver. <sup>27</sup>Because of that, Media is everything used to deliver a message to the receiver from the sender to stimulate and motivate the students.

---

<sup>26</sup> Jill Hadfield & Charles Hadfield, *introduction to teaching English*, (oxford: university press, 2008), 122.

<sup>27</sup> Arief S. Sadiman, *Media Pendidikan*, (jakarta: RajaGrafindo Persada, 1986), 6.

Azhar Arsyad said that: " Media is component of learning resource or physical vehicle containing instructional materials in the environment of the students who can stimulate students to learn "It means media is component of learning resource, which consist of instructional materials in stimulate the students to learn."<sup>28</sup>

The purpose of media is to facilitate communication.<sup>29</sup> However, it can give visual experience for students' motivation in teaching. To make easier complicated concept and to make the abstract to be concrete. Beside it all, media will make more interesting in learning process, positive attitude, able to help students' active.

Based on definitions of media above, it can be concluded that learning media is everything that bring information and knowledge in interaction between teacher and students. The function is to helping in the process of teaching and learning.

#### **b. The advantages of media**

Sudjana and Rivai in Azhar Arsyad book, state that the benefit of teaching media in the students' learning process includes:

- 1) Teaching more attract students so that they can motivate to learn.

---

<sup>28</sup> Azhar Arsyad: (Media adalah komponen sumber belajar atau wahana fisik yang mengandung metert Intruksional di lingkungan siswa yang dapat merangsang siswa untuk belajar) *Media Pembelajaran*, (Jakarta: Rajawali Pers,2009), 4

<sup>29</sup> Heinich Molenda Russel, *Intrucltional Media and the New Technologies of Instruction*, (New York: University of Hawaii Press and East West Philosoper Coference, 2005), 5.

- 2) Teaching subject will be more clear meaning in order to be better understood by the students.
- 3) Teaching will be varied, not merely verbal communication through the narrative of words by the teacher, so the students are not bored and the teachers do not run out of steam, especially if the teacher teaches a lesson for every hour.
- 4) Students are more engaged in learning, because not only listen to description of teachers but also other activities such as observing, performing, demonstrating, ect.<sup>30</sup>

## **5. Digital Storytelling (DST)**

### **a. Definition Of Digital Storytelling (DST)**

According to Behmer, storytelling is believed as a tool to share about life values and knowledge between one and another person. It is a good way of communication because with storytelling, people can exchange their own experiences to others. In this case, people can learn from each other experiences through storytelling.<sup>31</sup>

Digital storytelling can be defined also as the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Just about all digital stories bring

---

<sup>30</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2009), 25.

<sup>31</sup> Miller, *Digital storytelling*, (online), 2009, August, <http://www.uni.edu/icss/researchhelps/miller.pdf> , accessed on December 1<sup>st</sup> 2018.

together some mixture of digital graphics, text, recorded audio narration, video and music to present information on a specific topic.<sup>32</sup>

In the same line Normann defines digital storytelling as “the combination between spoken narrative, a number of visual, soundtrack and new technology to share story.” It is understood as a concept that focuses on producing and sharing story based on personal experience. That activity of producing and sharing story is different with the old storytelling because the storyteller does it indirectly through technology. According to Robin digital storytelling can be found in three types of aspects. They are personal narratives, historical documentaries, and stories that inform and instruct. However, according to K-13, the personal recount text is mostly used for 8th grade students of junior high school.<sup>33</sup>

Based on those explanations from experts, it can be said that digital storytelling is a new way of sharing story to others in forms of media use. It is more interesting because the media use can be in forms of web-pages, music, videos or even movies. Moreover, digital storytelling is believed can help students to develop their ideas.

#### **b. The Benefit Of DST Media**

There are many benefits of digital storytelling media. It can help the students to motivate in learning writing. Adapted from Yuksel the benefit of digital storytelling are:

---

<sup>32</sup> Ibid

<sup>33</sup> Inggit Rositasari, *The use of digital storytelling to improve students' speaking skills in retelling story*, “(Thesis, . Sanata Dharma University, Yogyakarta, 2017), 10

1) Digital stories use a wide variety of multimedia, making it more interesting and engaging for the viewer.

2) Digital stories utilizing audio can be enjoyed by people suffering from blindness.

3) Digital storytelling allows students to improve their understanding of subject area knowledge, writing skills, technical skills, and presentation skills.

4) Digital storytelling helps students improve all of the skills specified in the question.

5) Digital storytelling allows students to improve their research skills.

6) Digital storytelling improved overall academic performance.<sup>34</sup>

Ohler, Ware and Warschauer explain that “the use of digital storytelling not only helps to connect high-tech development nowadays and lowtech educational system, but also gives many benefits that cannot be achieved by the use of traditional storytelling”, Those benefits are:

1) Providing students with the ability to achieve the, 21st century skills.

2) Increasing students’ motivation

3) Making a new ideal strategy of telling personal stories.

---

<sup>34</sup> Lilies Youlia, et al., “The Use Of Digital Story In Teaching Writing Narrative Text”, *Jurnal Wahana Pendidikan*, Vol. 4, 1 (Januari 2017), 21.

4) Encouraging students to organize and express their ideas and knowledge in meaningful way.<sup>35</sup>

## 6. Implementing Digital Story Media in Teaching Writing

According to lesson design suggested by Suleiman. In the Stage 1: Introduction to topic and vocabulary; the observed teacher made a preparation by explaining recount text to the students briefly. In case of the topic of the text, the teacher introduced the topic clearly by using topic that is familiar to the students.

In the second stage: Authentic Learning Experiences, the observed teacher told the students to write their own recount text using given topic, then asked them to gather in their groups. The students interacted with others students within their group and choose the best text among them for the video. They discussed about the pictures that they were going to use in their digital storytelling.

In the third stage: Creation of Digital story, the teacher let the students to start to work on their project. The teacher did not asked the students to create a text story as University of Houston suggested in the third stage suggested since the story has been created at the first stage. The students started their narration recordings, choosing the photos, and

---

<sup>35</sup> Miller, *Digital storytelling*, (online), 2009, August, <http://www.uni.edu/icss/researchhelps/miller.pdf> , accessed on December 1<sup>st</sup> 2018.

combining the narration into the video. The teacher walked around the class checking each group in case the students had difficulties in doing the project. The students recorded their narration, combined the pictures, and finalized their video according to the teacher instruction.

In the fourth stage, the observation showed that the teacher conducted this stage correctly. The students saved their digital storytelling in a USB flash drive and collected it to teacher's computer. In the computer, the teacher sorted the video into the same folder. The teacher and the students presented two randomly chosen digital stories to class. Teacher facilitated learning by asking questions to elicit response from the students on the narration, images or audio recorded. Teacher and students gave feedback for further improvements to the stories. The teacher paid attention to whether the students had made the correct recount text or not.

The editing part of the fifth stage of the implementation was conducted by the teacher slightly different with the one suggested by Suleiman. The teacher asked the students to correct their own text, instead the one used as narration in digital story. The students revised their text in the same paper as the previous one then collected it to the teacher.

#### 7. **Scoring of Writing** <sup>36</sup>

Scoring of writing is needed to measure the students' understanding in writing activities. It is also used to see the students' improvement after they do writing tasks. This part describes the

---

<sup>36</sup> Inggit Rositasari, *The use of digital storytelling to improve students' speaking skills in retelling story*, "(Thesis, . Sanata Dharma University, Yogyakarta, 2017), 26-29.

importance of scoring writing and explains what kind of scoring that is used in this research.

According to Weigle, the scoring procedures are really important because the score is ultimately used in making decision and inferences about writers. By doing the scoring, the improvement of the students' writing skill after implementing the digital storytelling can be seen. The improvement is compared from the first to third students' writing task. As mentioned on the book of "Assessing Writing" by Weigle, there are two types of scoring: holistic scoring and analytic scoring.

Holistic scoring assigns a single score to a script based on the overall impression. The rubric of holistic scoring is complemented with benchmark scripts and rater training, but they are not limited and recognized as good practice in a writing assessment. Unlike holistic scoring, analytic scoring focuses on the assigning of several aspects of writing. It provides more detailed information about the test taker's writing task in many aspects of writing such as content, organization, cohesion, register, vocabulary, grammar or mechanics. Each aspect of writing has its own criteria to analyze.

In assessing students' writing tasks, types of analytic scoring rubrics by Jacobs et al are used. The scripts of the rubric consist of five categories of writing: content, organization, vocabulary, language use and mechanics.

Table 2.1

## Scoring of Writing Rubrics

No.	Aspects	Score	Criteria
1.	Content	5	<b>Excellent to very good:</b> knowledgeable, substantive, through development of topic sentence, relevant to assigned topic.
		4	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
		3	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic.
		2	<b>Very poor:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	5	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
		4	<b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but in complete sequencing.
		3	<b>Fair to poor:</b> non-fluent, ideas confused or

			disconnected, lacks logical sequencing and development.
		2	<b>Very poor:</b> does not communicate, no organization, or not enough to evaluate.
3.	Vocabulary	5	<b>Excellent To Very Good:</b> sophisticated range - effective word/idiom choice and usage etc
		4	<b>Good To Average:</b> adequate range occasional of word idiom choice and usage but meaning not obscured - etc
		3	<b>Fair To Poor:</b> limited range- frequent errors of word idiom form, choice, usage-etc
		2	<b>Very Poor:</b> essentially translation - little knowledge of English vocabulary-etc
4.	Language Use	5	<b>Excellent to very good:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		4	<b>Good to average:</b> effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns,

			prepositions but meaning seldom obscured.
		3	<b>Fair to poor:</b> major problems 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.
		2	<b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
4.	Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization. Paragraphing but meaning not obscured.
		3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting,

			illegible, or not enough to evaluate.
	Total	25	

## 8. Theoretical Framework

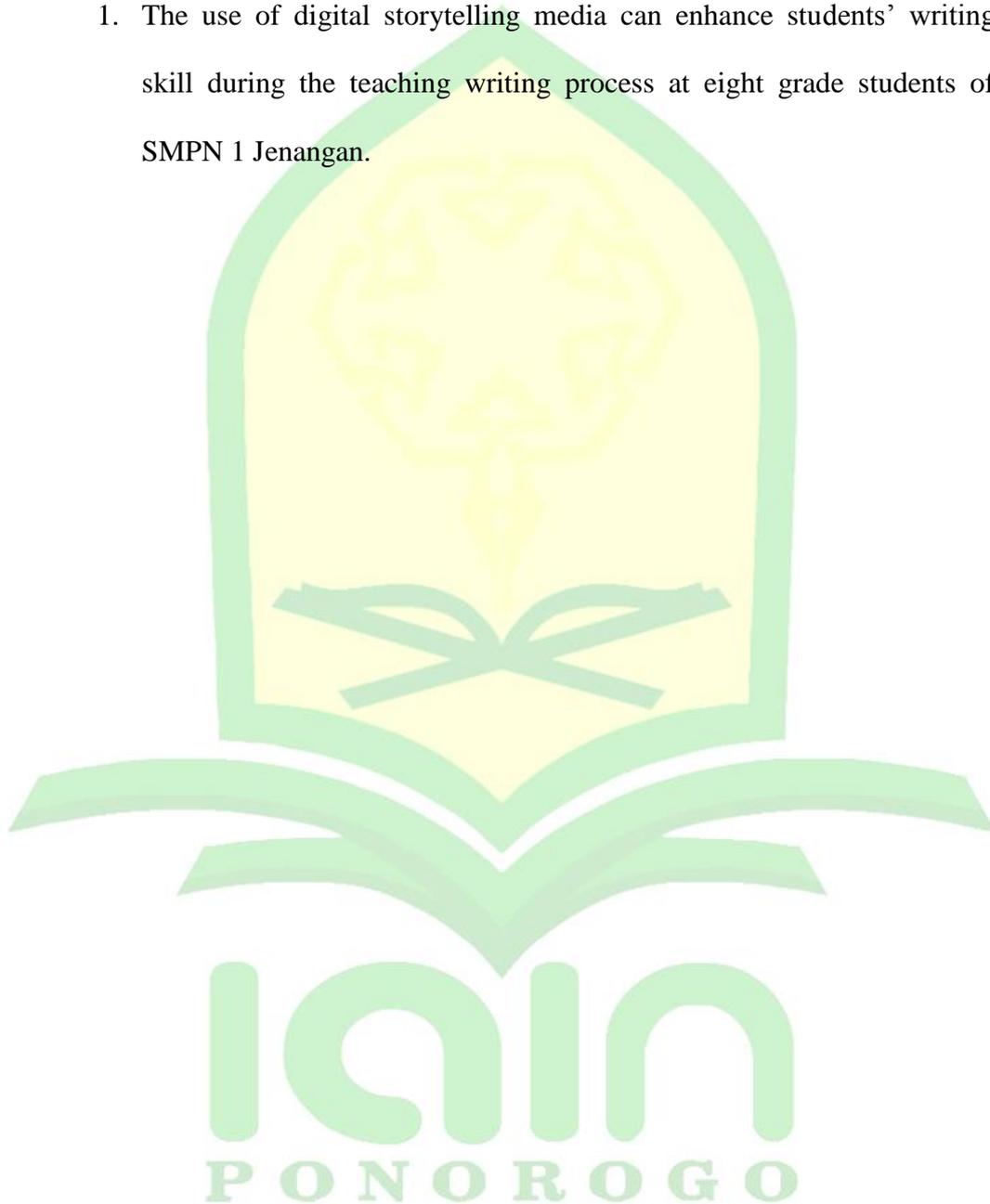
Since the research question is to find out the improvement of students' writing skills through the use of digital storytelling, the theories of digital storytelling are used to understand its definition and benefits. According to Behmer and Normann, they define digital storytelling as a tool to share knowledge and life value in form of spoken narrative and a number of visual through technology. While Yuksel mention the benefits of digital storytelling that one of them is to increase students' understanding of subject area knowledge, writing skills, technical skills, and presentation skills.

The theories of writing by Tricia Hedge that stated writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. The theory of writing skill comes from Brown. The theory which uses is teaching writing which contains the definition of teaching writing by Harmer. The theory about the techniques that used in teaching writing.

## 9. Hypothesis

Based on the limitation and the statement of problems above, the researcher conduct action hypothesis, as follows:

1. The use of digital storytelling media can enhance students' writing skill during the teaching writing process at eight grade students of SMPN 1 Jenangan.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Object**

Based on the problem of students at eight grade of SMPN 1 Jenangan, especially in their low ability in writing, the researcher wants to conduct the research under the title “Enhancing students’ Writing Skill by Using Digital Story Telling (DST) Media at the Eighth Grade Students of SMPN 1 Jenangan”. This research applied classroom action research to solve the students’ big problem in enhancing writing skill by using interesting media (Digital Story Telling). The object of this CAR as follow:

1. The students are more enthusiasm, interesting and enjoying in teaching and learning of writing.
2. The students can enhance their writing skill after passing the learning process which is using Digital Story Telling as the main media.

#### **B. Setting and Research Subject**

##### **1. Research Setting**

The setting of this study is in SMP Negeri 1 Jenangan Ponorogo. It is located on Jenangan – Kesugihan street Jenangan Ponorogo. It is near with Jenangan market. It has three grades like other general Junior high school, every grade has six classes. It also has two canteens, a mosque, a parking area, and the office is located on center which is around by classes. This school include as National standard school. To improve the

quality it absolutely needs a new variety of teaching learning activity in order to be better in future.

The researcher chooses this school because the researcher had done observe and did teaching practice in SMPN 1 Jenangan for one month. Beside that, the researcher also discussed some problems about the class according to the teacher's experiences. Although in favorite school, most of the students still have low skill in writing. And the researcher wants to solve this problem.

## **2. Subject of The Research**

The performer of this classroom action research is researcher and the receiver was taken from a certain population. A population is any group of individual that has one or more characteristic in common. The researcher chose eight C class become the research object. The total number of the students in eight C class was 30 students consist of 18 male and 12 female.

The researcher found that the problem which was faced by the students was in performing writing. The researcher found the problem from their result of writing test in the observation. This research focused on the population which all the components were students and teachers who had a problem in teaching and low writing skills.

## **C. Variable**

This research focused of observing the research variables, as follow:

1. Digital Story Telling (DST) Media
2. The students' writing skill during teaching and learning process

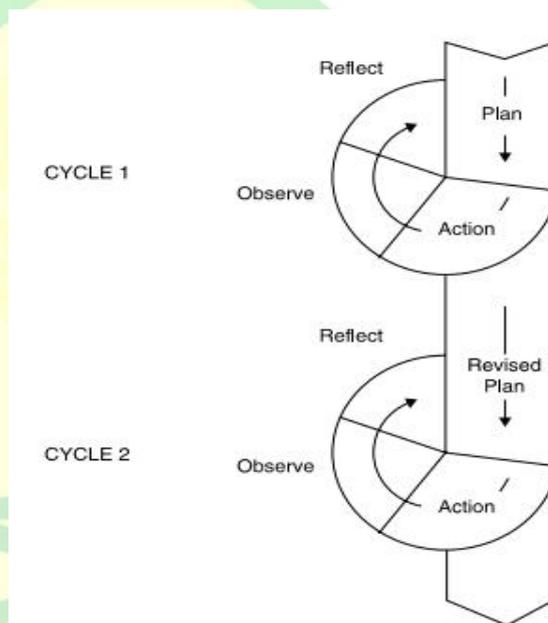
#### **D. Research Procedure**

This research will be conducted by Classroom Action Research (CAR). A Classroom Action Research was chosen because the problem comes from teaching and learning in the class. According to Hopkins, Action Research is a form of self-reflective inquiry undertaken by participants in a social (including education) and justice of: (1) their own social or education practices, (2) their understanding of these practices, and (3) the situation in which practices were carried out. CAR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. CAR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.<sup>37</sup> Action research was designed to improve all participants in the educational process (students, instructors, and other participants) with the means to improve the practices conducted within the educational experience. It can be said that action research was learned by doing action a group of people or a person (researcher) identifies a problem, does something to resolve it, sees how successful the efforts which have been made, and if the result was not satisfied, that group of that person would be started again the efforts in the next action.

---

<sup>37</sup> Anne Burns, *Doing Action Research in English language Teaching: A Guide for Practitioners*, (Taylor & Francis e-Library: New York, 2010), 3.

In this action research the researcher will conduct two cycles or more until the improvement of students' writing increase. Every cycle consist of four phases, they are planning, acting, observing, and reflecting. The description of the Cycle of Classroom Action Research can be seen as follows:



7.1 The Cycle of Classroom Action Research based on Kemmis and McTaggart

## 1. Planning

The planning was as the first step concerned with teaching preparation design by the researcher. The preparation was made by the researcher before actions of the cycles were given to the students in class. They were some instrument concerning with strategy, media, and lesson plan.

a. Strategy

In conducting the teaching learning process teacher have to apply strategies in order the classroom will be alive. The researcher will take the material about Personal Recount text by used DST media.

b. Choosing the media

Media is one of strategies and also tool that are used by teacher to convey material and messages to the student. In the teaching writing the researcher will use digital storytelling media. By using DST media the students will be more interest, more motivate, and the atmosphere in the classroom will be alive.

c. Making Lesson plan

A lesson plan was a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan was created and developed by a teacher to guide the class instruction. Normally, lesson plan was designed by the teacher in the beginning of the semester or before the teaching process was conducted. In designed the lesson plan, teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence mentioned in it. The lesson plan must be practical and operational so it can be effectively implemented in the classrooms A lesson plan was developed by the researcher to guide the instruction. Stages of designing an English lesson plan are as follow:

- 1) Mapping the competency standard and the basic competency
  - 2) Determining the indicators for basic competency achievement
  - 3) Setting up the purpose
  - 4) Selecting the learning material
  - 5) Structuring the stages of instruction
  - 6) Preparing the assessment.<sup>38</sup>
- d) Criteria of success

In conducting the action research, determining the criteria is important to know whether the action was successful or not. In this study, it was determined the criteria of students' writing achievement. The students were able to improve their writing skill. In this case, the students' minimum standard score reaches 75.

Based on these criteria the researcher could make the decision whether the action was successful or not. The students' were considered to be successful if 80% of them (20 students from 25 students) fulfill the criteria of success written above; have good qualification of achievement in writing recount text.

## **2. Acting**

---

<sup>38</sup> Pryla Rochmawati, *English Curriculum Material and Development* (Ponorogo: Stain Po Press, 2016), 105.

The next phase after planning is action. This phase is the implementation of the lesson plan. This section is about the steps and activities that will be taken in this researcher. The writer used some procedures in implementing DST media in classroom, as follows:

- a. Introduction to topic and vocabulary; the researcher made a preparation by explaining recount text to the students briefly. In case of the topic of the text, the researcher introduced the topic clearly by using topic that is familiar to the students by DST media.
- b. Researcher told the students to write their own recount text using given topic
- c. The students make creation of Digital story
- d. The researcher let the students to start to work on their project.
- e. The students started their narration recordings, choosing the photos, and combining the narration into the video.
- f. The researcher walked around the class checking each group in case the students had difficulties in doing the project. The students recorded their narration, combined the pictures, and finalized their video according to the teacher instruction.

### **3. Observing**

Observation and interpretation toward the action in the class was done during the researcher teaches in the class using DST media. In observation here, the researcher will intend to observe the students and the teaching learning process during action research. The researcher will

observe the students' ability in writing achievement. The purpose is to know what extent the research can reach the objective; enhance the students' writing skill.

#### **4. Reflecting**

Reflecting is fundamental way to the researcher start to change or improve situations in the classroom and develop own knowledge and awareness about the meaning of the research. Reflection is dynamic and happens throughout the CAR cycle. The researcher want to decide whether to continue or conclude the cycle of research. There are usually various pragmatic or practical reasons for deciding to end the research. For example:<sup>39</sup>

- a. The issue that wanted to explore has been resolved satisfaction.
- b. No longer have an external requirement (e.g. a course taking) to continue the research.
- c. The teaching situation are in does not encourage research.
- d. For various reasons, for example don't have time to do research right now.
- e. The group of colleagues you worked with can no longer meet.
- f. You have been asked to take on extra responsibilities in school.
- g. Your action research mentor is no longer available.

The number of cycles you complete depends on some of the factors listed above, as well as what your research itself suggests about whether you need to keep going. It will depend on whether the researcher feel have

---

<sup>39</sup> Anne Burns, *Doing Action Research in English language Teaching: A Guide for Practitioners*, (Taylor & Francis e-Library: New York, 2010), 145.

reached a satisfactory level of reflection and knowledge and you can see a logical stopping point, or whether the researcher want or need to go further.<sup>40</sup> It means that the researcher must make the evaluation from the observation and action result. The result of the cycle will indicate the activity is success or not. So, if it is unsuccessful the researcher will continue in the next cycle but if the activity successful in twice cycle the action will be stopped.

### **E. Data Collection Technique**

The technique of data collection was all of way nature who used by researcher to get data in the research. Data was important factors, because data was a need to prove the real hypothesis. Technique of data collection that used in The research was observation and documentation. To clear this technique the writer will explain:

#### **1. Observation**

Observation is an action as an interpretation of theory. To observe means to collect the data by recording, calculating, measuring, and making a note of the cases in the field. The main purpose of collecting data through observation was measuring the variable The researcher observed the teaching process and activities in the class and listed the results in observation sheet by using checklist (✓). Then, the researcher wrote the results in percentage, which was counted by certain measurements.

#### **2. Documentation**

---

<sup>40</sup> Ibid, 166.

In this research the researcher took data by using the documentation Suharsimi Arikunto stated that the world of documentation derived from word document that means written object. In doing document technique, the researcher research the written objects such as books, magazine, documents, regulation, notes of meeting agenda, etc. The data of research that sources to the documentation included syllabus, lesson plan, discussion's report about curriculum, kinds of test and examination, notes of meeting agenda, students' work samples, hand out of material, students written work, pictures and etc. In this research, the researcher used documentation to get some information about students and some information which related of the research.

### **3. Test**

A test is a procedure for critical evaluation; a means of determining the presence, quality, or truth of something; a trial.<sup>41</sup>

### **F. Data Analysis**

On the other words data analysis was conducted when the researcher collects data. The data analysis could be conducted when the researcher completes the process of collecting data. Data analysis in this research was qualitative and quantitative. The quantitative data to point out about the students' involvement and value of the writing result and the qualitative data obtained from the results of observation of the students' responses from teaching learning activities. The result of analyzing were to see whether the implementation of DST media is successful or not, so the result was made whether to stop or continue the next

---

<sup>41</sup> <http://www.answers.com/topic/test> Accessed on Sunday, April 29<sup>th</sup> 2019

cycle. And the data quantitative to show how far this assessment could improve writing skill of students.

The data from text was analyzed by using calculating the mean. The formula is follow:<sup>42</sup>

$$M = \frac{\sum fX}{n}$$

M : Mean

$\sum fX$  : Total score

$f$ : Frequency

$X$ : Total Score

$n$ : Number of students

It was also analyzed by using percentage method as follow:

$$\text{Percentage} = \frac{\sum f_i}{n} \times 100\%$$

$f_i$ : Frequency of Answer

$n$ : Number of Respondent

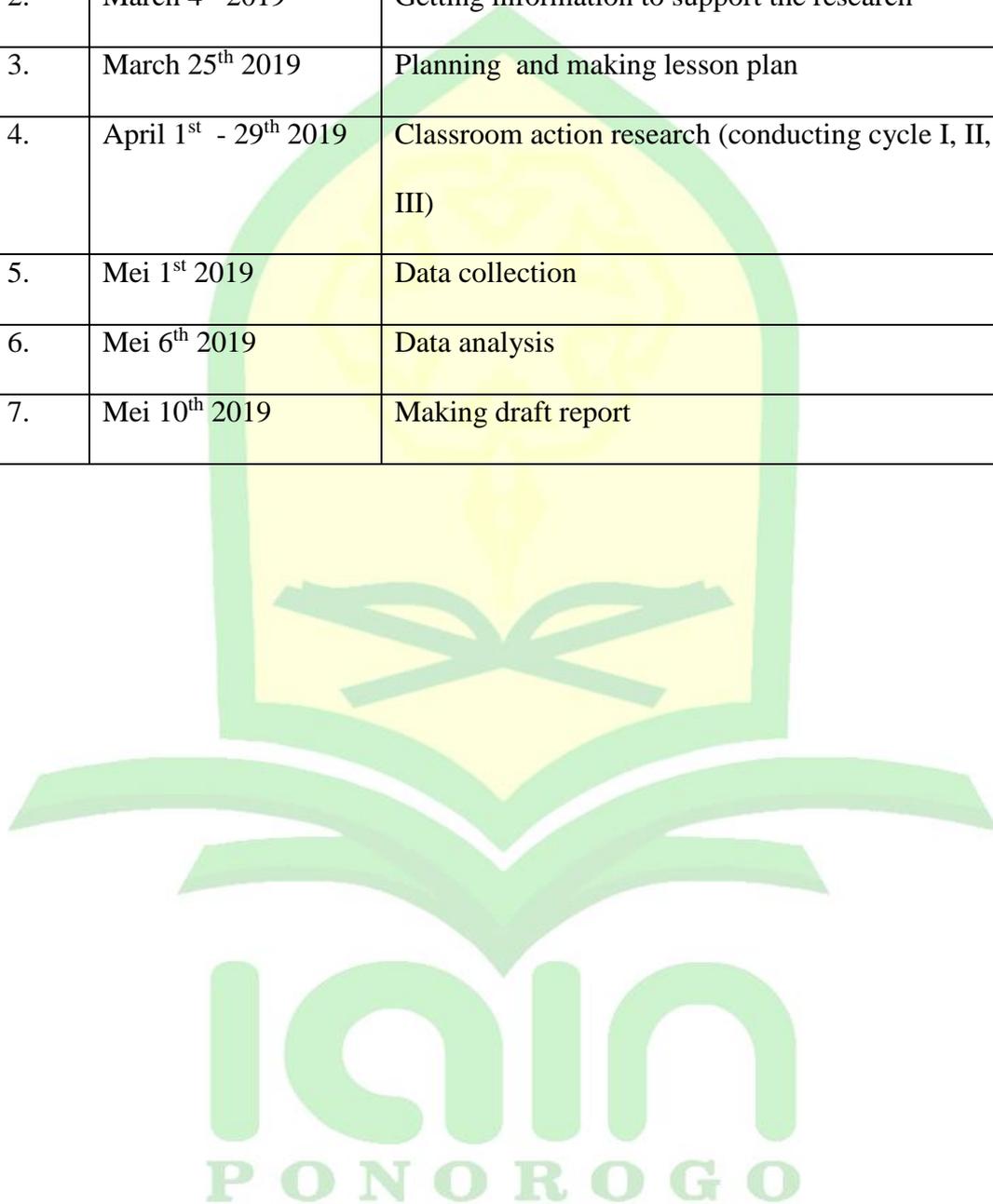


---

<sup>42</sup> Retno widyaningrum, *Statistik Pendidikan*, (Ponorogo: STAIN PO Press, 2007), 99

### G. Schedule For Conducting Research.

No.	Date	Activity
1.	February 25 <sup>th</sup> 2019	Asking permission for doing research
2.	March 4 <sup>th</sup> 2019	Getting information to support the research
3.	March 25 <sup>th</sup> 2019	Planning and making lesson plan
4.	April 1 <sup>st</sup> - 29 <sup>th</sup> 2019	Classroom action research (conducting cycle I, II, III)
5.	Mei 1 <sup>st</sup> 2019	Data collection
6.	Mei 6 <sup>th</sup> 2019	Data analysis
7.	Mei 10 <sup>th</sup> 2019	Making draft report



## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. Research Setting**

The setting of this study is in SMP Negeri 1 Jenangan Ponorogo. It is located on Jenangan – Kesugihan street Jenangan Ponorogo. This school was founded on September 17<sup>th</sup> 1983. In determining the direction of policy and the characteristics, SMPN 1 Jenangan has a vision. The vision of this school is “excel in achievement, cultured based on IMTAQ”. This school is one of the favorite school in Ponorogo, because it has been accredited by A.

In this study, the researcher chose the eighth grade students, especially is class eight C. This class is possible to conduct the research because the students still get difficulties in writing. They need variety media in teaching learning process in order to enhance their achievement in writing. They need media of how doing writing activity to be more interesting and exciting, because their writing skill was still low.

#### **B. Data description**

In the data description, the researcher reported the results of the cycles that used digital story telling media. This research was done in three cycles. Each cycle consisted four components of classroom action research. They are planning, acting, observing, and reflecting. The scheme of classroom action research can be seen as follow:

##### **1. The explanation of Cycle I**

The first cycle was conducted on April 1<sup>st</sup> 2019. The researcher did one day meeting done in 2x 40 minutes.

### **a. Planning**

In this step, the researcher planned everything needed for the research. Based on the observation and information gotten from the English teacher of SMP Negeri I Jenangan previously, the researcher prepared treatment to improve students' writing skill. In the first cycle the researcher did a teaching learning process done in 42x 40 minutes. The teaching learning activities were presented by implementing digital storytelling (DST) media. The application of DST media were being involved

#### 1) Choosing the material

The material was recount text. The title of text in DST media was “Birthday Party”. The researcher prepared all materials taken from related indicators so it made easy students to get from indicators. Besides that, the researcher gave some still the imagination of students in writing recount text

#### 2) Making lesson plan based on the theme

The researcher prepared the lesson plan for the first cycle and defined indicators as guidance to teach. It could be seen in the appendix

#### 3) Preparing the research instruments

The instrument used were observation sheets, test sheet, documentation tool, and field note sheets.

Below was observation sheet to record students' activeness, interest, and study result:

Table 4.1  
Observation Sheet for Activeness and Interest

No	Name	Observation Variables										Total
		Activeness					Interest					
		1	2	3	4	5	1	2	3	4	5	
1	Ahmad Nuskhutul											
2	Anita Lutvia Wijayanti											
3	Ansor Nurwajid Hidayat											
4	Ardi Prasetyo											
5	Ardiansyah Dwi Saputra											
6	Bagas Afif Fatul Rohman											
7	Chasanatu Uly Rahmah											
8	Dani Cahyo											
9	Dea Sela Anugrah Candra											
10	...											

Checklist guide:

5 = very good

4 = good

3 = fair

2 = poor

1 = very poor



Another observation sheet was to record student's study result. The researcher differentiates record of each cycles because the research of each cycles was different. For study result, the teacher observed their writing work. Below was the observation sheet for study result:

Table 4.2  
The Sheet for Score

No	Name	comprehension					Total	Score	Notify
		Aspect							
		C	O	V	L	M			
1	Ahmad Nuskhotul								
2	Anita Lutvia Wijayanti								
3	Ansor Nurwajid Hidayat								
4	Ardi Prasetyo								
5	Ardiansyah Dwi Saputra								
6	Bagas Afif Fatul Rohman								
7	Chasanatu Uly Rahmah								
8	Dani Cahyo								
9	Dea Sela Anugrah Candra								
10	...								

#### b. Acting

After everything was planned, the researcher did the action. The researcher took the action on Monday April 1<sup>st</sup> 2019. In this section, the researcher applied Digital Story Telling (DST) media. The steps of the action in classroom were:

##### 1) Pre activity

- a) The teacher greets students "Assalamu'alaikum warohmatullahi Wabarakatuh" and immediately answered by students "Wassalamu'alaikum warahmatullahi wabarakatuh.
- b) The teacher greets students using English.
- c) The teacher asks the leader of the class to lead the prayer before starting the lesson.

- d) The teacher checks the attendance by asking the students
- e) The teacher asks whether students have memorable experiences in life.
- f) The teacher asks whether the students have celebrated their birthdays.
- g) The teacher associates learning material with the experience of students.
- h) The teacher conveys the competencies to be achieved.
- i) The teacher conveys an outline of the scope of the activity material to be studied about recount text.
- j) The teacher conveys the scope and assessment techniques to be used.

2) Whilst activity

- a) The teacher starts learning by playing digital storytelling about birthday party.
- b) The teacher asks students to observe and listen the DST carefully.
- c) The teacher presents a leading question to students about what they can capture from the text in the digital storytelling about birthday party.
- d) The teacher asks students to answer several questions according to the recount text story on digital storytelling
- e) The teacher gives questions to students, “do you know about recount text?”
- f) The teacher gives several students the opportunity to answer.
- g) The teacher explains about the recount text definition.

- h) The teacher explains the function of the recount text.
- i) The teacher explains about the generic structure of the recount text.
- j) The teacher explains about the language feature used in the recount text
- k) The teacher asks the students' understanding.
- l) The teacher appoints several students to explain the definition, function and generic structure on the recount text and express it politely and confidently.
- m) The teacher displays the recount text birthday party in PPT.
- n) The teacher asks students to identify the generic structure on the birthday party.
- o) After students understand the definition, function, generic structure, and language feature of recount text, the teacher asks students to write their impressive experiences individually.
- p) The teacher evaluates the writing skills of students through the results of student writing.
- q) The teacher gives appreciation to students

### 3) Post activity

- a) The teacher asked the students about the difficulties to write recount text
- b) The teacher and the students make a conclusion for the materials that were given
- c) The teacher asks the leader of the class to lead the prayer before the teacher leaves the class

d) The teacher says Salam "assalamu'alaikum warahmatullahi wabarakatuh"

**c. Observing**

In this phase, the researcher not only taught but also observed. Whilst teaching, the researcher observed students' interest and activeness. The researcher used observation sheet to observe the students' participation in the teaching learning process. The teacher measured the students' interest from their attitude and attention. And for students activeness measured from how they participated the learning process and how they followed instructions. Below is the record of students' interest and activeness during the learning process in the cycle I:

Table 4.3  
Result of The Activeness and Interest Observation in First Cycle

No	Name	Observation Variables										Total	
		Activeness					Interest						
		1	2	3	4	5	1	2	3	4	5		
1	Ahmad naskhotul	✓					✓						
2	Anita Lutvia Wijayanti			✓					✓				
3	Ansor Nurwajid Hidayat		✓					✓					
4	Ardi Prasetyo												
5	Ardiansyah Dwi Saputra		✓						✓				
6	Bagas Afif Fatul Rohman	✓					✓						
7	Chasanatu Uly Rahmah			✓					✓				
8	Dani Cahyo	✓					✓						
9	Dea Sela Anugrah Candra			✓					✓				

10	Diah Pramitasari			✓					✓				
11	Dita Ristanti			✓					✓				
12	Edwin Ardiansyah												
13	Fahrul Nizam Erda												
14	Faiz Aldila Akmal	✓							✓				
15	Genelita Septin Rimas		✓						✓				
16	Gita Dwi Wardani			✓						✓			
17	Hengki Ngain Ahyani												
18	Ibnu Syahril Mubarrok		✓							✓			
19	Isnadia Rasyiatul Khusna			✓							✓		
20	Jocklyn Andrian	✓							✓				
21	Khoirul Trio Abidin	✓							✓				
22	Laili Maya Kusumawati												
23	Luisa Firnanda	✓								✓			
24	Melinda Zaliani			✓							✓		
25	Nungki Prameswari Putri			✓							✓		
26	Priyanka Hendra Dwi			✓							✓		
27	Raihan Mirsyada Saputra			✓							✓		
28	Riza Hadiqi			✓							✓		
29	Rizky Adjie Ashari		✓							✓			
30	Yesinta Helda Fatikasari		✓							✓			

Besides interest and activeness, the teacher observed students' study result.

The result of writing recount. Because the teacher had already taught material of recount text, the teacher wanted to know how far they understood it. The students applied the given material using DST media. Here is the result of students' writing work:

PONOROGO

Table 4.4

## The Score of Students' Recount Text in Cycle 1

No	Name	comprehension					Total	Score	Notify
		Aspect							
		C	O	V	L	M			
1	Ahmad Nuskhotul	2	2	2	2	2	40	4	
2	Anita Lutvia Wijayanti	4	4	3	4	3	72	7.2	
3	Ansor Nurwajid Hidayat	3	3	4	3	4	68	6.8	
4	Ardi Prasetyo	A	A	A	A	A	A	A	A
5	Ardiansyah Dwi Saputra	3	3	4	3	4	68	6.8	
6	Bagas Afif Fatul Rohman	3	3	3	3	3	60	6	
7	Chasanatu Uly Rahmah	4	3	4	4	4	76	7.6	Passed
8	Dani Cahyo	2	2	2	2	2	40	4	
9	Dea Sela Anugrah Candra	3	3	4	3	4	68	6.8	
10	Diah Pramitasari	3	4	4	4	4	76	7.6	Passed
11	Dita Ristanti	3	3	4	3	4	68	6.8	
12	Edwin Ardiansyah	A	A	A	A	A	A	A	A
13	Fahkrul Nizam Erda	A	A	A	A	A	A	A	A
14	Faiz Aldila Akmal	3	3	3	3	3	60	6	
15	Genelita Septin Rimas	3	3	3	3	3	60	6	
16	Gita Dwi Wardani	4	3	4	4	4	76	7.6	Passed
17	Hengki Ngain Ahyani	A	A	A	A	A	A	A	A
18	Ibnu Syahril Mubarrok	4	3	4	4	4	76	7.6	Passed
19	Isnadia Rasyiatul Khusna	3	4	4	4	4	7.6	7.6	Passed
20	Jocklyn Andrian	2	2	2	2	2	40	4	
21	Khoirul Trio Abidin	2	2	2	2	2	40	4	
22	Laili Maya Kusumawati	A	A	A	A	A	A	A	A
23	Luisa Firnanda	3	3	3	3	3	60	6	
24	Melinda Zalianti	3	4	4	4	4	76	7.6	Passed
25	Nungki Prameswari Putri	4	4	4	4	4	80	8	Passed

26	Priyanka Hendra Dwi	4	3	4	4	4	76	7.6	Passed
27	Raihan Mirsyada Saputra	3	4	4	4	4	76	7.6	Passed
28	Riza Hadiqi	4	3	4	4	4	76	7.6	Passed
29	Rizky Adjie Ashari	3	3	4	3	4	68	6.8	
30	Yesinta Helda Fatikasari	3	3	4	3	4	68	6.8	

However in this cycle 1, the researcher also found some weakness in teaching learning process. These happened in some aspect such as:

- 1) Most students were very difficult to write with variety word or vocabulary because in digital story telling about birthday party the vocabulary was limited and the text was very simple.
- 2) Most students had not understood yet about the generic structure of the text
- 3) Most students were not able to write with past tense

#### **d. Reflecting**

In reflecting, all of teaching and learning processes were observed to overcome the weakness in cycle 1 in order to design the better treatment in the next cycle

- 1) The teacher will use DST media that give more vocabulary
- 2) The teacher will explain more about generic structure and give the example
- 3) The teacher will explain more about simple past tense

## **2. Cycle II**

Cycle II was conducted because cycle I was not successful yet and still had problems. They are most students were lack vocabulary, had not

understood yet about the generic structure of the text, and lack in past tense. Thus, in the implementation of DST media in teaching writing, the researcher needed to continue to the next cycle to improve the weakness in cycle I. Cycle I was conducted on Wednesday, April 10<sup>th</sup> 2019. It was conducted in 1 meeting (2x40 minutes). The steps of classroom action research in the second cycle were:

**a. Planning**

The second cycle created based on the results of evaluation and reflection on the first cycle. In the planning step, the researcher prepared all materials needed for cycle two of classroom action research. The activities of this step were as follows:

1) Making lesson plan

The lesson plan for cycle two was not too different from cycle one. The researcher prepared another strategy to improve the activeness, interest, and ability students of recount writing

2) Preparing the material

The material was recount text. The researcher chose the text with different theme with the cycle I. It was useful get more attention from students and to make easy students to improve their idea in writing recount text. As result, the students would be more comprehensive in writing recount text than before

3) Preparing the research instruments

The instrument used were observation sheets, test sheet, documentation tool, and field note sheets.

### **b. Acting**

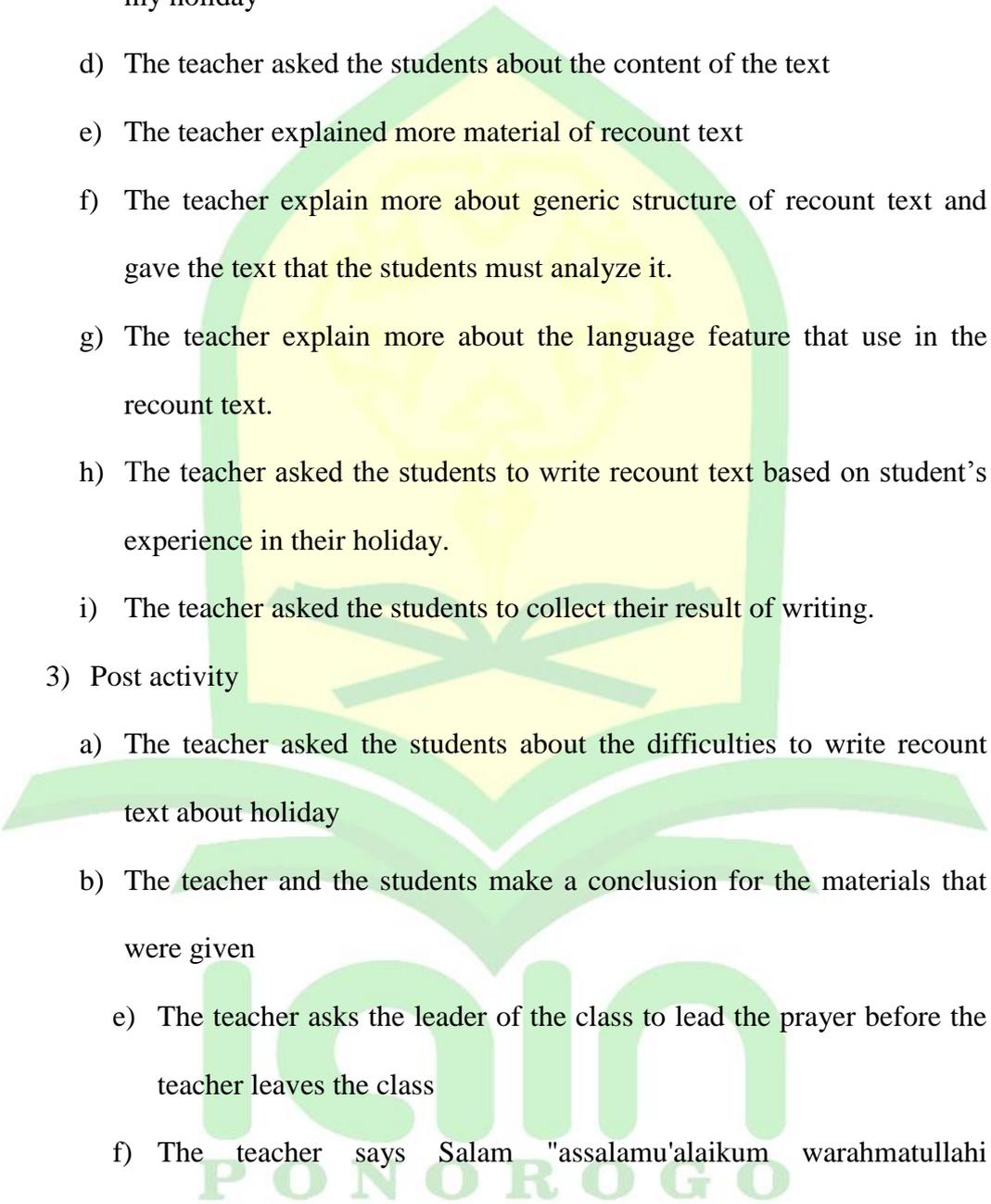
The steps of the action in classroom were:

#### 1) Pre activity

- a) The teacher greets students "Assalamu'alaikum warohmatullahi Wabarakatuh" and immediately answered by students "Wassalamu'alaikum warahmatullahi wabarakatuh.
- b) The teacher greets students using English.
- c) The teacher asks the leader of the class to lead the prayer before starting the lesson.
- d) The teacher checks the attendance by asking the students.
- e) The teacher asks whether students have memorable holiday experiences.
- f) The teacher associates learning material with the experience of students.
- g) The teacher conveys the competencies to be achieved.
- h) The teacher conveys an outline of the scope of the activity material to be studied about recount text.
- i) The teacher conveys the scope and assessment techniques to be used.

#### 2) Whilst activity

- a) The teacher asked students about recount text that had been explained in the first cycle

- 
- b) The teacher gave worksheet list vocabulary that use in DST media recount text about my holiday
  - c) The teacher asked students to watch the DST media recount text about my holiday
  - d) The teacher asked the students about the content of the text
  - e) The teacher explained more material of recount text
  - f) The teacher explain more about generic structure of recount text and gave the text that the students must analyze it.
  - g) The teacher explain more about the language feature that use in the recount text.
  - h) The teacher asked the students to write recount text based on student's experience in their holiday.
  - i) The teacher asked the students to collect their result of writing.
- 3) Post activity
- a) The teacher asked the students about the difficulties to write recount text about holiday
  - b) The teacher and the students make a conclusion for the materials that were given
  - e) The teacher asks the leader of the class to lead the prayer before the teacher leaves the class
  - f) The teacher says Salam "assalamu'alaikum warahmatullahi wabarakatuh"

**c. Observing**

In the cycle II, the teacher used different digital storytelling text. There was story about holiday experience. It means to make easy students to improve their idea to write. In this cycle, the researcher also explain more about the generic structure and language feature of recount text. The situation and atmosphere also had controlled of the teacher. Below is the record of students' interest and activeness during the learning process:

Table 4.5

Result of the activeness and interest observation in cycle II

No	Name	Observation Variables										Total		
		Activeness					Interest							
		1	2	3	4	5	1	2	3	4	5			
1	Ahmad Nuskhutul	✓					✓							
2	Anita Lutvia Wijayanti			☐	✓				☐	✓				
3	Ansor Nurwajid Hidayat		✓					✓						
4	Ardi Prasetyo													
5	Ardiansyah Dwi Saputra		✓						✓					
6	Bagas Afif Fatul Rohman		✓					✓						
7	Chasanatu Uly Rahmah			☐	✓				☐	✓				
8	Dani Cahyo		✓					✓						
9	Dea Sela Anugrah Candra			✓					✓					
10	Diah Pramitasari			✓					✓					
11	Dita Ristanti			✓					✓					
12	Edwin Ardiansyah													
13	Fahkrul Nizam Erda													
14	Faiz Aldila Akmal		✓					✓						
15	Genelita Septin Rimas			✓					✓					
16	Gita Dwi Wardani				✓					✓				
17	Hengki Ngain Ahyani													
18	Ibnu Syahril Mubarrok			✓					✓					
19	Isnadia Rasyiatul Khusna				✓					✓				



13	Fahrul Nizam Erda	A	A	A	A	A	A	A	A
14	Faiz Aldila Akmal	2	3	3	3	3	56	5.6	
15	Genelita Septin Rimas	3	4	4	3	4	76	7.6	Passed
16	Gita Dwi Wardani	4	3	4	4	4	76	7.6	Passed
17	Hengki Ngain Ahyani	A	A	A	A	A	A	A	A
18	Ibnu Syahril Mubarrok	3	4	4	4	4	76	7.6	Passed
19	Isnadia Rasyiatul Khusna	4	4	4	4	4	80	8	Passed
20	Jocklyn Andrian	3	2	3	3	3	56	5.6	
21	Khoirul Trio Abidin	3	3	3	3	3	60	6	
22	Laili Maya Kusumawati	A	A	A	A	A	A	A	A
23	Luisa Firnanda	3	4	3	3	3	64	6.4	
24	Melinda Zaliani	3	4	4	4	4	76	7.6	Passed
25	Nungki Prameswari Putri	4	4	4	4	4	80	8	Passed
26	Priyanka Hendra Dwi	4	3	4	4	4	76	7.6	Passed
27	Raihan Mirsyada Saputra	4	4	4	4	4	80	8	Passed
28	Riza Hadiqi	4	3	4	4	4	76	7.6	Passed
29	Rizky Adjie Ashari	3	4	4	4	4	76	7.6	Passed
30	Yesinta Helda Fatikasari	3	4	4	4	4	76	7.6	Passed

In the cycle II, the students only had the little problem

- 1) Most students were not able yet to write in a good sentences.
- 2) Condition in the class was little crowded, because some of them had already finished their writing work and they made conversation with their friend

#### **d. Reflecting**

In reflecting, all of teaching learning processes were observe to overcome the weakness in cycle II in order to design the better treatment in the next cycle.

- 1) The teacher will use variation strategy in the next cycle

2) The teacher will explain how to write in a good sentence

### **3. Cycle III**

Cycle III was conducted because cycle II was not successful yet and still had a little problems. They are most students were not able yet to write in a good sentences, and the condition of class was little crowded. Thus, in the implementation of DST media in teaching writing, the researcher needed to continue to the next cycle to improve the weakness in cycle II. The third cycle was conducted on April 29 2019. The steps of classroom action research in this cycle were:

#### **a. Planning**

The third cycle of the classroom action research was conducted based on the result of evaluation and reflection on the second cycle. The activities of this step were as follows

1) Making lesson plan

The lesson plan for cycle three was not too different from cycle two. The teacher arrange the lesson plan to make the teaching learning process run well.

2) Preparing the material

The material was recount text. The researcher chose the text with different theme, and topic with the cycle II. It was useful to get more attention from students and to make student easier to improve their idea in writing recount text. As a result, the students would be more comprehensive in recount text than before.

#### **b. Acting**

The steps of the action in classroom were:

1) Pre activity

- a) The teacher greeted to students before start the lesson The teacher greets students "Assalamu'alaikum warohmatullahi Wabarakatuh" and immediately answered by students "Wassalamu'alaikum warahmatullahi wabarakatuh.
- b) The teacher greets students using English.
- c) The teacher asks the leader of the class to lead the prayer before starting the lesson.
- d) The teacher checks the attendance by asking the students
- e) The teacher asks whether students have memorable experiences in life.
- f) The teacher asks whether the students have celebrated their birthdays.
- g) The teacher associates learning material with the experience of students.
- h) The teacher conveys the competencies to be achieved.
- i) The teacher conveys an outline of the scope of the activity material to be studied about recount text.
- j) The teacher conveys the scope and assessment techniques to be used.

2) Whilst activity

- a) The teacher asked students about recount text that had been explained in the second cycle
- b) The teacher review the material of recount text

- c) The teacher divided the students into five group
  - d) The teacher gave the instruction to make digital story telling by their self
  - e) The teacher explain the ways to make DST
  - f) After finished, The teacher asked every group to collect and present their DST in front of the class
  - g) The teacher asked the students to write recount text individual
  - h) The teacher asked the students to collect their writing
- 3) Post activity
- a) The teacher asked the students about the difficulties to write recount text about holiday
  - b) The teacher and the students make a conclusion for the materials that were given
  - c) The teacher asks the leader of the class to lead the prayer before the teacher leaves the class
  - d) The teacher says Salam "assalamu'alaikum warahmatullahi wabarakatuh"

**c. Observing**

From the observation in third cycle, the teaching learning process was more active than in second cycle. The students could build the active and enjoy atmosphere in third cycle. Most of students' activeness, understanding and achievement were increased. The students felt enjoy with the lesson. So it could build the attractive situation in classroom. Below is the record of students' interest and activeness during the learning process:

Table 4.7

Result of the activeness and interest observation in Cycle III

No	Name	Observation Variables										Total	
		Activeness					Interest						
		1	2	3	4	5	1	2	3	4	5		
1	Ahmad Nuskhutul		✓						✓				
2	Anita Lutvia Wijayanti				✓					✓			
3	Ansor Nurwajid Hidayat			✓					✓				
4	Ardi Prasetyo												
5	Ardiansyah Dwi Saputra				✓						✓		
6	Bagas Afif Fatul Rohman		✓					✓					
7	Chasanatu Uly Rahmah					✓						✓	
8	Dani Cahyo			✓	□				✓	□			
9	Dea Sela Anugrah Candra				✓						✓		
10	Diah Pramitasari				✓						✓		
11	Dita Ristanti				✓						✓		
12	Edwin Ardiansyah												
13	Fahrul Nizam Erda												
14	Faiz Aldila Akmal			✓					✓				
15	Genelita Septin Rimas				✓						✓		
16	Gita Dwi Wardani				✓						✓		
17	Hengki Ngain Ahyani												
18	Ibnu Syahril Mubarrok			✓					✓				
19	Isnadia Rasyiatul Khusna				✓						✓		
20	Jocklyn Andrian		✓					✓					
21	Khoirul Trio Abidin		✓					✓					
22	Laili Maya Kusumawati												
23	Luisa Firnanda			✓					✓				
24	Melinda Zalianti				✓						✓		
25	Nungki Prameswari Putri					✓						✓	
26	Priyanka Hendra Dwi			✓							✓		

27	Raihan Mirsyada Saputra				✓					✓	
28	Riza Hadiqi			✓						✓	
29	Rizky Adjie Ashari			✓						✓	
30	Yesinta Helda Fatikasari			✓						✓	

Concerning the learning result, here is the result of students' writing work:

Table 4.8  
The Score of Students' Recount Text in Cycle III

No	Name	comprehension					Total	Score	Notify
		Aspect							
		C	O	V	L	M			
1	Ahmad Nuskhutul	3	3	3	3	3	60	6	
2	Anita Lutvia Wijayanti	3	5	5	4	4	84	8.4	Passed
3	Ansor Nurwajid Hidayat	3	4	4	4	4	76	7.6	Passed
4	Ardi Prasetyo								
5	Ardiansyah Dwi Saputra	3	4	4	4	4	76	7.6	Passed
6	Bagas Afif Fatul Rohman	3	2	3	3	3	64	6.4	
7	Chasanatu Uly Rahmah	4	4	5	4	4	82	8.2	Passed
8	Dani Cahyo	3	3	3	3	3	60	6	
9	Dea Sela Anugrah Candra	3	4	4	4	4	76	7.6	Passed
10	Diah Pramitasari	3	4	4	4	4	76	7.6	Passed
11	Dita Ristanti	3	4	4	4	4	76	7.6	Passed
12	Edwin Ardiansyah								
13	Fahrul Nizam Erda								
14	Faiz Aldila Akmal	3	4	4	4	4	76	7.6	Passed
15	Genelita Septin Rimas	3	4	4	3	4	76	7.6	Passed
16	Gita Dwi Wardani	3	5	5	4	4	84	8.4	Passed
17	Hengki Ngain Ahyani								
18	Ibnu Syahril Mubarrok	3	4	4	4	4	76	7.6	Passed
19	Isnadia Rasyiatul Khusna	4	5	5	4	4	86	8.6	Passed
20	Jocklyn Andrian	3	3	3	3	3	60	6	
21	Khoirul Trio Abidin	3	4	4	4	4	76	7.6	Passed
22	Laili Maya Kusumawati								
23	Luisa Firnanda	3	4	4	4	4	76	7.6	Passed
24	Melinda Zaliani	3	4	4	4	4	76	7.6	Passed

25	Nungki Prameswari Putri	4	5	5	4	4	86	8.6	Passed
26	Priyanka Hendra Dwi	4	4	4	4	4	80	7.6	Passed
27	Raihan Mirsyada Saputra	4	4	4	4	4	80	8	Passed
28	Riza Hadiqi	4	4	4	4	4	80	8	Passed
29	Rizky Adjie Ashari	3	4	4	4	4	76	7.6	Passed
30	Yesinta Helda Fatikasari	3	4	4	4	4	76	7.6	Passed

Based on observation in the third cycle, the researcher got some conclusion that the students were more be active, comprehend the materials which were indicated by increasing their achievement in teaching writing English with the implementation of DST media.

#### **d. Reflecting**

In the third cycle there was no significant problem. Basically, the third cycle was done successfully enough. The students were serious in doing their work assignment. And they enjoyed the teaching learning process in the classroom. It was proven from 25 students; the 21 ones have fulfilled the comprehension standard already. From this result, we can be concluded that the implementation of DST media in teaching writing to the eighth grade students of SMPN I Jenangan brought a success. There was significance improvement in scoring of students' writing from cycle I, cycle II and cycle III.

#### **C. Data Analysis**

Process data analysis as the results of classroom action research includes the students' understanding to the materials, activeness, and interest in learning

writing especially writing skill. This research has three cycles, has shown good enough improvement. Clearly, it is going to be shown below.

### 1. Cycle I

During teaching learning process, the teacher observed the students interest and activeness as well. Based on the table 4.3, it can be seen that the activeness of students are as follows:

Table 4.9

Finding on the students' activeness and interest of first cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	7	6	12	-	-
Interest	5	7	13	-	-

Based on the amount above, it can be stated in percentage by a formula below:

$$\text{Percentage} = \frac{\sum f_i}{n} \times 100\%$$

Explanation

$\sum f_i$  = total students appeared

n = total students in class

Here is calculating of the observation data:

a. Students' activeness

- Students with very poor activeness =  $\frac{\sum f_i}{n} \times 100\%$

$$= \frac{7}{25} \times 100\%$$

$$= 28\%$$

- Students with poor activeness  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{6}{25} \times 100\%$   
 $= 24\%$

- Students with fair activeness  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{12}{25} \times 100\%$   
 $= 48\%$

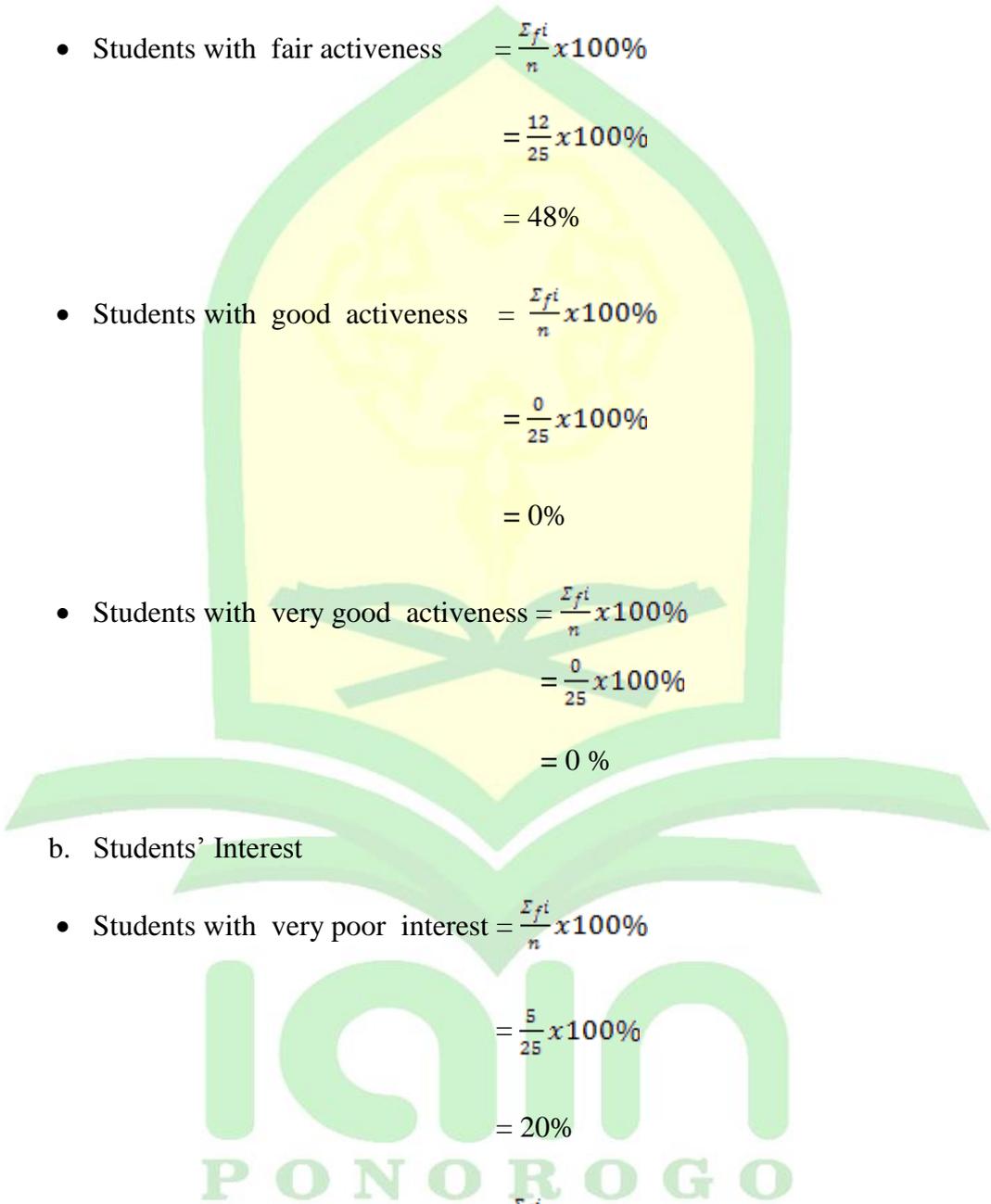
- Students with good activeness  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$   
 $= 0\%$

- Students with very good activeness  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$   
 $= 0\%$

b. Students' Interest

- Students with very poor interest  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{5}{25} \times 100\%$   
 $= 20\%$

- Students with poor interest  $= \frac{\Sigma f_i}{n} \times 100\%$   
 $= \frac{7}{25} \times 100\%$   
 $= 28\%$



- Students with fair interest  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{13}{25} \times 100\%$   
 $= 52\%$

- Students with good interest  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$   
 $= 0\%$

- Students with very good interest  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$   
 $= 0\%$

Therefore, the observation result of students' activeness and interest is as follows:

Table 4.10  
 Percentage of the Students' Activeness and Interest of First Cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	28%	24%	48%	0%	0%
Interest	20%	28%	52%	0%	0%

Beside interest and activeness, the researcher also observed students study result. Based on table 4.4, it can be seen only 10 students have passed the writing work and the rests have not passed it yet. Also, it is good to measure average mark of the class. It can be taken the average mark as follows:

Table 4.11

Mean of the Students' Writing Test Score in First Cycle

X	F	f.X
8	1	8
7.6	9	68.4
7.2	1	7.2
6.8	6	40.8
6	4	24
4	4	16
Total	25	164.4

$$M = \frac{\sum f_i X_i}{n}$$

$$= \frac{164.4}{25}$$

$$= 6.576$$

Based on the table above, it can be seen the percentage of passed failed students as follows:

$$\text{Percentage} = \frac{\sum f_i}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{10}{25} \times 100\% = 40\%$$

Percentage of failed students is:

$$P = \frac{15}{25} \times 100\% = 60\%$$

Table 4. 12  
The Percentage of Passed Failed Students in First Cycle

Comprehensiveness	Total students	percentage
Passed	10	40%
Failed	15	60%

The standard of Mastery Minimum Criteria Score for English subject at SMPN 1 Jenangan is 75. From the data above, the result of the first cycle showed that students could reach the standard of minimal were fewer than 50 % . Because the students were not active, confused in organizing the sentence, and confused about the past tense. Therefore, the implementation of DST media in teaching writing for eighth grade especially eight C students of SMPN I Jenangan in the first cycle should be revised in the cycle II.

## 2. Cycle II

During teaching learning process, the teacher observed the students' activeness and interest as well. Based on the table 4.5, it can be seen that the activeness of students are as follows:

Table 4.13

Finding on the Students' Activeness and Interest of The Second Cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	3	6	9	7	
Interest	2	5	11	7	

Based on the amount above, it can be stated in percentage by a formula below:

$$\text{Percentage} : \frac{\Sigma f_i}{n} \times 100\%$$

Explanation

$\Sigma f_i$  = total students appeared

n = total students in class

Here is calculating of the observation data:

a. Students' activeness

- Students with very poor activeness =  $\frac{\Sigma f_i}{n} \times 100\%$

$$= \frac{3}{25} \times 100\%$$

$$= 12\%$$

- Students with poor activeness =  $\frac{\Sigma f_i}{n} \times 100\%$

$$= \frac{6}{25} \times 100\%$$

$$= 24\%$$

- Students with fair activeness =  $\frac{\Sigma f_i}{n} \times 100\%$

$$= \frac{9}{25} \times 100\%$$

$$= 36\%$$

- Students with good activeness =  $\frac{\Sigma f_i}{n} \times 100\%$

$$= \frac{7}{25} \times 100\%$$

$$= 28\%$$

- Students with very good activeness =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$   
 $= 0\%$

b. Students' Interest

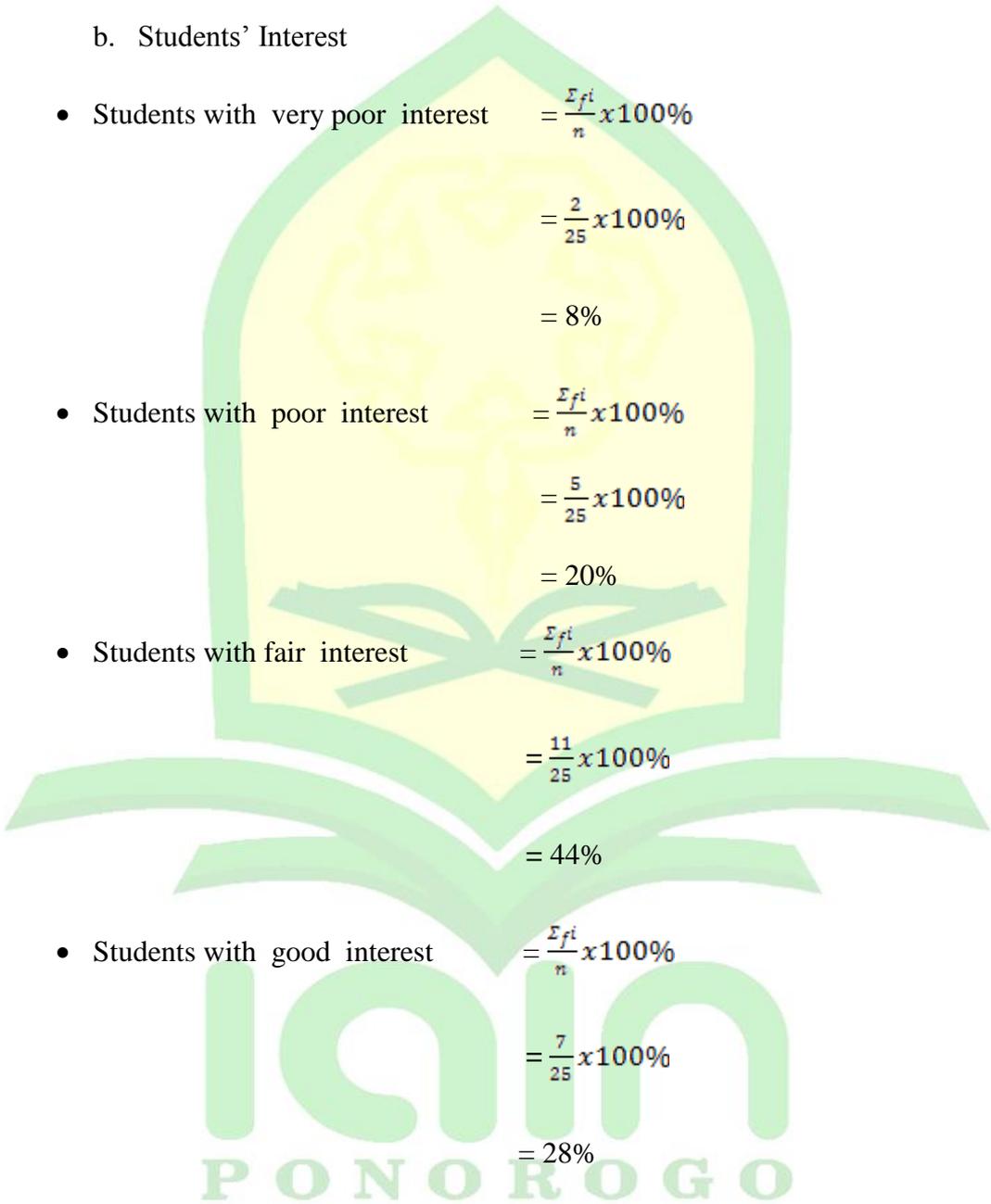
- Students with very poor interest =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{2}{25} \times 100\%$   
 $= 8\%$

- Students with poor interest =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{5}{25} \times 100\%$   
 $= 20\%$

- Students with fair interest =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{11}{25} \times 100\%$   
 $= 44\%$

- Students with good interest =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{7}{25} \times 100\%$   
 $= 28\%$

- Students with very good interest =  $\frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$



= 0%

Therefore, the observation result of students' activeness and interest is as follows:

Table 4.14

Percentage of the students' activeness and interest of second cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	12%	24%	36%	28%	0%
Interest	8%	20%	44%	28%	0%

It is good to measure average mark of the class. It can be taken the average mark as follows:

Table 4.15

Mean of the students' writing test score in the second cycle

X	F	f.X
8	4	32
7.6	13	98.8
6.8	1	6.8
6.4	1	6.4
6	3	18
5.6	3	16.8
Total	25	178.8

$$M = \frac{\sum fX}{n}$$

$$= \frac{178.8}{25}$$

$$= 7.152$$

Based on the table above, it can be seen the percentage of passed failed students as follows:

$$\text{Percentage} = \frac{\sum f_i}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{17}{25} \times 100\% = 68\%$$

Percentage of failed students is:

$$P = \frac{8}{25} \times 100\% = 32\%$$

Table 4. 16

The Percentage of Passed Failed Students in Cycle II

Comprehensiveness	Total students	percentage
Passed	17	68%
Failed	8	32%

From the data above, the result of second cycle had reached absolute majority students that could reach the standard of minimal. It meant that in the cycle two, students were more active than the first cycle, but this score was not maximum attainment. The researcher still find out some of students were not active, felt difficult to arrange the good sentences and difficult to express their

ideas in a written form, so the students were passive and overtime. Therefore, the implementation of DST media in teaching writing for eighth grade especially C class students of SMPN I Jenangan in the second cycle should be revised in the next cycle 3.

### 3. Cycle III

During teaching learning process, the teacher observed the students interest and activeness as well. Based on the table 4.6, it can be seen that the activeness of students are as follows:

Table 4.17

Finding on the students' activeness and interest of the third cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	0	4	9	10	2
Interest	0	3	6	14	2

Based on the amount above, it can be stated in percentage by a formula below:

$$\text{Percentage} : \frac{\sum f_i}{n} \times 100\%$$

Explanation

$\sum f_i$  = total students appeared

n = total students in class

Here is calculating of the observation data:

a. Students' activeness

- Students with very poor activeness  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$

$$= 0\%$$

- Students with poor activeness  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{4}{25} \times 100\%$

$$= 16\%$$

- Students with fair activeness  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{9}{25} \times 100\%$

$$= 36\%$$

- Students with good activeness  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{10}{25} \times 100\%$

$$= 40\%$$

- Students with very good activeness  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{2}{25} \times 100\%$

$$= 8\%$$

#### b. Students' Interest

- Students with very poor interest  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{0}{25} \times 100\%$

$$= 0\%$$

- Students with poor interest  $= \frac{\sum f_i}{n} \times 100\%$   
 $= \frac{3}{25} \times 100\%$

$$= 12\%$$

- Students with fair interest  $= \frac{\sum f_i}{n} \times 100\%$

$$= \frac{6}{25} \times 100\%$$

$$= 24\%$$

- Students with good interest  $= \frac{\sum f_i}{n} \times 100\%$

$$= \frac{14}{25} \times 100\%$$

$$= 56\%$$

- Students with very good interest  $= \frac{\sum f_i}{n} \times 100\%$

$$= \frac{2}{25} \times 100\%$$

$$= 8\%$$

Therefore, the observation result of students' activeness and interest is as follows:

Table 4.18

Percentage of the students' activeness and interest of the third cycle

Aspect	Criteria				
	Very Poor	Poor	Fair	Good	Very Good
Activeness	0 %	16%	36%	40%	8%
Interest	0 %	12%	24 %	56%	8%

Beside interest and activeness, the researcher also observed students study result. It is good to measure average mark of the class. It can be taken the average mark as follows:

Table 4.19

Mean of The Students' Writing Test Score in The Third Cycle

X	F	f.X
8.6	2	17.2
8.4	3	25.2
8	3	24
7.6	13	98.8
6.4	1	6.4
6	3	18
Total	25	189.6

$$M = \frac{\sum f_i X_i}{n}$$

$$= \frac{189.6}{25}$$

$$= 7.584$$

Based on the table above, it can be seen the percentage of passed failed students as follows:

$$\text{Percentage} = \frac{\sum f_i}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{21}{25} \times 100\% = 84\%$$

Percentage of failed students is:

$$P = \frac{4}{25} \times 100\% = 16\%$$

Table 4. 20  
The Percentage of Passed Failed Students

comprehensiveness	Total students	percentage
Passed	21	84%
Failed	4	16%

From the data above, the result of the third cycle had reached absolute majority students that could reach the standard of minimal. It mount that in the third cycle students were more be active than the second cycle. In the third cycle, the amount of students with poor activeness and interest were decrease. So do students with fair activeness and interest. It influences to improvement of the students' score.

#### **D. Discussion**

##### 1. Students' activeness

The research results had established students writing skill with the implementation of DST media is very satisfaction Concerning to the students' interest, the students' activeness, and students' study result the researcher find out that the students get good enough improvement during three cycles done.

It can be seen in a table below

Table 4.21

##### The students' activeness

Cycle	Students' Activeness				
	very poor	Poor	Fair	Good	Very Good

Cycle I	28%	24%	48%	0	0
Cycle II	12%	24%	36%	28%	0
Cycle III	0	16%	36%	40%	8%

As shown in the data above, it can be stated that the students activeness rise in every cycle. It proves that the implementation of DST media can improve activeness of the students in teaching leaning, especially in writing. It can be seen in the table that the students with very good activeness increase well.

## 2. Student' interest

The teacher observed students' interest in study during the three cycles conducted. The result is stated in a table below:

Table 4.22  
The students' interest

Cycle	Students' Interest				
	very poor	Poor	Fair	Good	Very Good
Cycle I	20%	28%	52%	0	0
Cycle II	8%	20%	44%	28%	0
Cycle III	0	12%	24%	56%	8%

As shown in the data above, it can be stated that the students interest rise in every cycle. It proves that the implementation of DST media can improve interest of the students in teaching learning, especially in writing. It can be seen in the table that the students with very good interest increase well

## 3. Study result

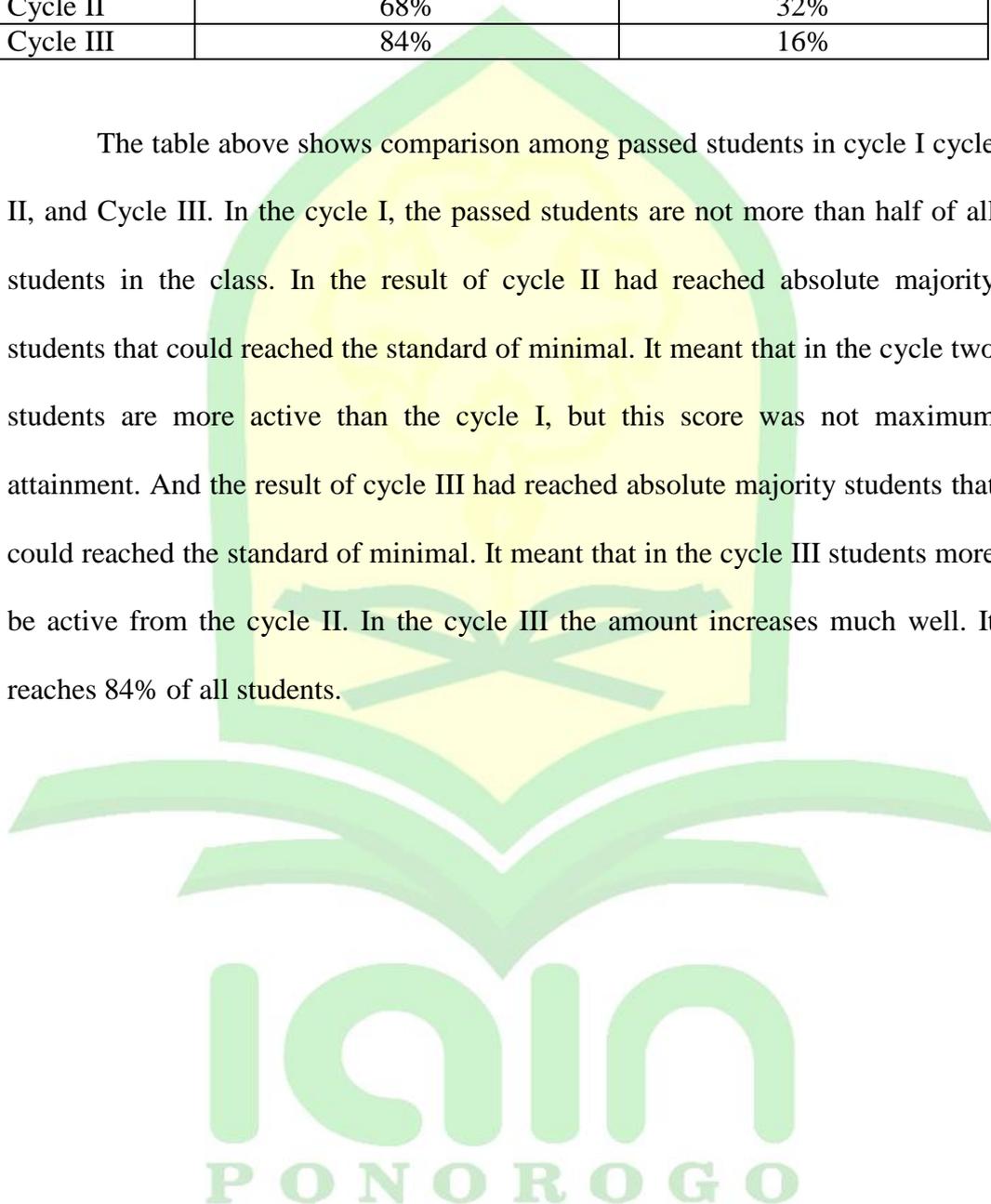
The research results are showing of improving writing skill and achievement that can be seen in the table, as follow:

Table 4.23

## The students' achievement

Cycle	Students' achievement	
	Passed	Failed
Cycle I	40%	60%
Cycle II	68%	32%
Cycle III	84%	16%

The table above shows comparison among passed students in cycle I cycle II, and Cycle III. In the cycle I, the passed students are not more than half of all students in the class. In the result of cycle II had reached absolute majority students that could reached the standard of minimal. It meant that in the cycle two students are more active than the cycle I, but this score was not maximum attainment. And the result of cycle III had reached absolute majority students that could reached the standard of minimal. It meant that in the cycle III students more be active from the cycle II. In the cycle III the amount increases much well. It reaches 84% of all students.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data analysis and reflection from the first cycle to the third cycles, the researcher can give conclusion, as follow:

The implementation of digital storytelling in writing recount text to the second graders of junior high school was conducted properly according to the 4 stages suggested by Wan Alfida Suleiman. The first stage of the implementation by explaining recount text. At the second stage, the teacher asked the students to join in groups then prepare material to create a digital storytelling. The third stage was the teacher asked the students to start recording narration and combining the materials. The fourth stage was done by collecting students' DST media and showed them in front of the class.

By the implementation of these four stages, DST media is proven can enhance the students' writing skill. The improvement can be seen from the students' result of the activeness, interest, and achievement. The students' activeness is more active. The students' score for good activeness in the first cycle is 0%, in the second cycle is 28%, and the third cycle is 48%. The score for good students' interest in the first cycle is 0%, in the second cycle is 28%, and in the third cycle is 64%. Meanwhile the mean score of students writing achievement in the first cycle is 6.57, in the second cycle is 7.15, and the third cycle is 7.58. And the students' passed the KKM in the first cycle is 40%, the second cycle is 68 %, and the third cycle is 84%. It means that the students' writing ability increase in

every cycle. Besides that, this media makes the students more fun and enjoy the learning process.

## **B. Suggestion**

Based the conclusion above, enhancing the students' writing skill by using Digital Story Telling (DST) Media could develop the students' competence. To get better in teaching learning activity the writer gives suggestions are as follows:

1. For Student
  - a. Students should be active in English writing class
  - b. Students should be confident in writing
  - c. Students should practice their writing competence in order to improve it better.
2. For Teacher
  - a. Teacher should apply any kinds of appropriate media to help in teaching learning process. So, the researcher suggests the English teacher to use DST media, consider it is as one of references in teaching writing
  - b. Teacher should motivate students in improving their English's competence by giving spirit in teaching learning activity.
3. For School
  - a. It is hoped that SMPN 1 Jenangan should facilitate the students and teachers' need in teaching learning activity.
  - b. School should give many opportunities to teacher to develop their ability and creativity.