



**THE EFFECT OF DIGITAL STORYTELLING IN IMPROVING THE 8TH GRADERS'
NARRATIVE WRITING**

Thesis

**Submitted as Partial Fulfillment to the Degree of Sarjana Pendidikan
(S.Pd.)**

By

Name : Putri Nurrahmah

NIM : 2014850035

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATIONAL SCIENCES
MUHAMMADIYAH UNIVERSITY OF JAKARTA**

2018

**MUHAMMADIYAH UNIVERSITY OF JAKARTA
FACULTY OF EDUCATIONAL SCIENCES
ENGLISH EDUCATION STUDY PROGRAM**

Thesis August 10th 2018

Putri Nurrahmah (2014850035)

**THE EFFECT OF DIGITAL STORYTELLING IN IMPROVING THE 8TH
GRADERS' NARRATIVE WRITING**

xvii + 81 pages, 8 tables, 2 diagrams, 10 appendices

ABSTRACT

This study is aimed to know whether Digital Storytelling is effective or not to improve students' narrative writing skill. This research was conducted for 4 months starting from October 2017 until February at SMPN 14 South Tangerang. The writer used quantitative method with quasi experimental design by applying pre-test and post-test design. In this research the writer used one class as experimental class. The sample in this study is VIII.9 grade in which there are 43 students. The data was collected by giving pre-test and post-test as the instruments. The data was analyzed by using t-test. Based on the result of statistical analysis, the mean of pre-test and post-test it is obtained the t-observation (t_o) is 5 then the t-table (t_t) of df is 42 ($43-1 = 42$) in significance 5% is 1.681. That's means t-observation (t_o) is higher than t-table (t_t). So, there is difference significant between students' score in learning narrative writing skill by using digital storytelling and the students score in learning narrative writing skill without using digital storytelling. In conclusion, there is the effect of the use Digital Storytelling in improving narrative writing the eighth grade students of SMPN 14 South Tangerang.

Keywords: Digital Storytelling, Writing Skill, Narrative Writing.

References 15 (2003-2017)

**UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Skripsi 10 Agustus 2018

Putri Nurrahmah (2014850035)

**PENGARUH *DIGITAL STORYTELLING* DALAM MENINGKATKAN PENULISAN
NARRATIF KELAS 8**

xvii + 81 halaman, 8 tabel, 2 diagram, 10 lampiran

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah Digital Storytelling efektif atau tidak untuk meningkatkan keterampilan menulis narasi siswa. Penelitian ini dilakukan selama 4 bulan mulai dari Oktober 2017 hingga Februari di SMPN 14 Tangerang Selatan. Penulis menggunakan metode kuantitatif dengan desain quasi eksperimental dengan menerapkan desain pre-test dan post-test. Dalam penelitian ini penulis menggunakan satu kelas sebagai kelas eksperimen. Sampel dalam penelitian ini adalah kelas VIII.9 di mana ada 43 siswa. Data dikumpulkan dengan memberikan pre-test dan post-test sebagai instrumen. Data dianalisis dengan menggunakan t-test. Berdasarkan hasil analisis statistik, rata-rata pre-test dan post-test diperoleh t-observasi (ke) adalah 5 maka t-tabel (tt) df adalah 42 ($43-1 = 42$) pada signifikansi 5% adalah 1,681. Itu berarti t-observasi (ke) lebih tinggi dari t-tabel (tt). Jadi, ada perbedaan signifikan antara skor siswa dalam pembelajaran keterampilan menulis narasi dengan menggunakan digital storytelling dan skor siswa dalam pembelajaran keterampilan menulis narasi tanpa menggunakan digital storytelling. Kesimpulannya, ada pengaruh penggunaan Digital Storytelling dalam meningkatkan narasi menulis siswa kelas VIII SMP Negeri 14 Tangerang Selatan.

Kata Kunci: Digital Storytelling, Keterampilan Menulis, Penulisan Naratif.

Referensi 15 (2003-2017)

APPROVAL SHEET

Thesis Advisor,

Mutiarani, M.Pd.

Date :

Acknowledged by,

Head of English Education Study Program

Zaitun, M.Pd.

Date :

| | | |
|-------------------------------|---|---|
| Name | : | Putri Nurrahmah |
| Student's Registration Number | : | 2014850035 |
| Thesis Tittle | : | THE EFFECT OF DIGITAL STORYTELLING IN IMPROVING THE 8TH GRADERS' NARRATIVE WRITING |

Academic Year

: 2014/2015

BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "The Effect of Digital Storytelling in Improving the 8th Graders' Narrative Writing" written by Putri Nurrahmah student's registration number 2014850035 was examined by the committees on Friday, August 10th 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.






Acknowledged by.

FACULTY OF EDUCATIONAL SCIENCES

Dean,



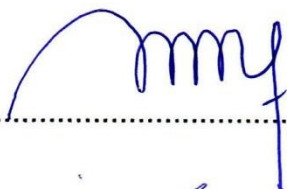
Dr. Iswan, M.Si.

| Board of Examiners | Signature | Date |
|--|--|-----------|
| <u>Ismah, M.Si.</u> Chairperson |  | 26/8 18 |
| <u>Zaitun, M.Pd.</u> Secretary |  | 31/8-2018 |
| <u>Mutiarani, M.Pd.</u> Advisor |  | 31/8-2018 |
| <u>Dr. M. Sofian Hadi, M.Pd.</u> Examiner - 1 |  | 30/8-2018 |
| <u>Zaitun, M.Pd.</u> Examiner - 2 |  | 23/8-2018 |

ENDORSEMENT SHEET

This is to certify that Board of Examiners have approved the
undergraduate thesis as follows:

Name : Putri Nurrahmah
Student's Registration Number : 2014850035
Thesis Tittle : The Effect of Digital Storytelling in
Improving the 8th Graders' Narrative
Writing
Academic Year : 2014/2015
Day : Friday
Date : August 10th, 2018



Ismah, M.Si.
Chairperson



Zaitun, M.Pd.
Secretary



Dr. M. Sofian Hadi, M.Pd.
Examiner – 1



Zaitun, M.Pd.
Examiner – 2

PERNYATAAN PERSETUJUAN

PUBLIKASI TUGAS AKHIR UNTUK PENINGKATAN AKADEMIK

Sebagai sivitas Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta, saya yang bertanda tangan di bawah ini:

Nama : Putri Nurrahmah
NIM : 2014850035
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Pendidikan
Jenis Karya : Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta Hak Bebas Royalti Non Eksklusif (Non-Exclusive Royalty Free Right) atas karya ilmiah saya yang berjudul:

“THE EFFECT OF DIGITAL STORYTELLING IN IMPROVING THE 8TH GRADERS’ NARRATIVE WRITING”

Dengan ini hak bebas royalti noneklusif ini Fakultas Ilmu pendidikan berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (database), merawat dan mempublikasikan skripsi saya selama saya tetap mencantumkan nama saya sebagai penulis dan sebagai pemilik hak cipta.

Demikian pernyataan ini saya buat dengan sebenar-benarnya agar bisa dipergunakan sebagaimana mestinya.

Dibuat di Jakarta,

Pada tanggal 10 Agustus 2018


**METERAI
TEMPEL**
TGL. 20
4068AFF298414247
6000
ENAM RIBU RUPIAH
Putri Nurrahmah

PAKTA INTEGRITAS

Yang bertanda tangan di bawah ini:

- a. Nama : Putri Nurrahmah
- b. Tempat, Tanggal Lahir : Tangerang, 04 Mei 1996
- c. Fakultas/Prodi : Fakultas Ilmu Pendidikan/ Pendidikan Bahasa Inggris
- d. Nomor Pokok : 2014850035
- e. Alamat Rumah : Jl. Kavling Rawa Bunga Raya No 87 RT 001/002, Pondok Kacang Barat, Pondok Aren, Tangerang Selatan.
- f. No. Tlp/Hp : 089623922532
- g. Judul Skripsi : The Effect of Digital Storytelling in Improving the 8th Graders' Narrative Writing.

Dengan ini menyatakan dengan sesungguhnya bahwa seluruh dokumen atau data yang saya sampaikan dalam skripsi ini adalah benar sesuai dengan ketentuan yang berlaku, apabila dikemudian hari ditemukan seluruh atau sebagian dokumen atau data yang teridentifikasi penyimpangan, saya bersedia menerima sanksi sesuai dengan perundang-undangan yang berlaku.

Demikian pakta integritas ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun, untuk dipergunakan sebagaimana mestinya.

Jakarta, 10 Agustus 2018

Mahasiswa yang bersangkutan,


**METERAI
TEMPEL**
TOL. 20
KAP67AFF287747583
6000
ENAM RIBURUPIAH

Putri Nurrahmah

I dedicated to:

Mr. Suriadi and Mrs. Lisna, my beloved parents.

My beloved big family.

My love Kocikers.

My sunshine Fahmiyul Amri.

MOTTO

Make myself simple. Be myself though different
from others and do the best for others.

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful. All praised be to Allah, Lord of the world, who has given the writer love and blessing in finishing this thesis. Peace and salutation be upon to the prophet Muhammad SAW, His family, His companion, and His adherence.

The writer would like to thank to Allah SWT who has given health, knowledge, patience and strength so that the writer was able to finish this thesis well. The writer also would like to express her thanks and gratitude to her beloved parents, Suriadi and Lisna Wati who never stop motivate her, prayer for the best, given support in moral and material along the writer study. Besides, the writer gratitude also goes to her brother Ray and her sisters Icha and Aurel.

The writer also likes to express her gratitude to;

1. Dr. Iswan, M.Si., as the Dean of Faculty of Educational Sciences Muhammadiyah University of Jakarta.
2. Zaitun, M.Pd., as Head of English Education Departement in Muhammadiyah University of Jakarta.
3. Mutiarani, M.Pd., as the writer's thesis advisor who has given precious help, guidance, and valuable advices along writer did this thesis.
4. All lecturers in English Education Departement who have taught the writer useful knowledge and skill.
5. Drs. H. Muslih, M.Pd, as the headmaster of SMPN 14 South Tangerang, who has given the writer permission in doing the research.
6. Miss Suhaeti, S.Pd, as English teacher of SMPN 14 South Tangerang who has given time to me teach in her class and teach me in research process.
7. My best friends Kocikers; Putri Fachri Aulia Fatah, Andi Christina, Mawaddah Awliyah, Zyta Mutiara Pertiwi, Amalia Absaria, and Shelawati Riqiningsih who always give their motivation and prayer with love from zero until now.
8. My best friend Ghina Auliya Azahra who always accompany and give positive support in the process of making this thesis with laugh.

9. My partner Famiyul Amri because always support in every situation, accompany every time, help anything, and give any solution for this thesis with love.
10. All friends in A-English class (AING) and B-English Class (BING) academic year 2014 as companion in arms, fighting together, help each other, and give positive soul.
11. All friends and families that the writer can't mention one by one, who have been give motivation, help and support for the writer to finish this thesis.

The words are not enough to say any appreciation for their help and contribution to this thesis. May Allah bless them for all of what they have done. The writer realizes that this thesis is still far from being perfect. Thus, comments and suggestions are welcome to the improvement of this thesis. Hopefully, the presence of this thesis can be useful for the readers.

Jakarta, Agustus 2018.

The Writer,

Putri Nurrahmah
NIM 2014850035

TABLE OF CONTENTS

| | |
|--|-------------|
| ABSTRACT | i |
| ABSTRAK | ii |
| APPROVAL SHEET | iii |
| BOARD OF EXAMINERS APPROVAL | iv |
| ENDORSEMENT SHEET | v |
| PAKTA INTEGRITAS | vi |
| PERNYATAAN PERSETUJUAN PUBLIKASI ILMIAH | vii |
| DEDICATION | viii |
| MOTTO | ix |
| ACKNOWLEDGEMENTS | x |
| TABLE OF CONTENTS | xii |
| LIST OF TABLES | xv |
| LIST OF DIAGRAM | xvi |
| LIST OF APPENDICES | xvii |
| | |
| CHAPTER I INTRODUCTION | |
| A. Background of the Study | 1 |
| B. Identification of the Problem | 6 |
| C. Limitation of the Problem | 6 |
| D. Problem of the Research | 7 |
| E. Objective of the Research | 7 |
| F. Significance of the Research | 7 |
| | |
| CHAPTER II LITERATURE REVIEW | |
| A. The Description of Theories | 9 |
| 1. Writing Skill | 9 |
| 1.1 The Importance of Writing | 11 |
| 1.2 Types of Writing | 12 |
| 1.3 Writing Process | 20 |
| 1.4 Characteristic of Good Writing | 22 |

| | | |
|-----|--|----|
| 1.5 | The Teaching of Writing | 25 |
| 1.6 | Types of Classroom Writing Performance | 26 |
| 1.7 | The Role of Teaching | 28 |
| 1.8 | The Approach to Teaching Writing | 29 |
| 2. | Definition of Narrative Text | 32 |
| 2.1 | Generic Structure of Narrative Text | 34 |
| 3. | Definition of Media | 35 |
| 3.1 | Digital Storytelling Definition | 36 |
| 3.2 | Types of Digital Storytelling | 39 |
| 3.3 | The Benefits of Digital Storytelling for Students | 41 |
| 3.4 | Teaching Writing Using Digital Storytelling | 43 |
| B. | Theoretical Framework | 50 |
| C. | Hypothesis of the Study | 52 |

CHAPTER III METHODS AND PROCEDURES

| | | |
|----|--|----|
| A. | Time and Place of the Study | 53 |
| B. | Method of the Study | 53 |
| C. | Operational Definition of Variable | 54 |
| D. | Population and Sample | 55 |
| 1. | Population | 55 |
| 2. | Sample | 57 |
| E. | Techniques of Collecting the Data | 57 |
| 1. | Pre-test | 57 |
| 2. | Post-test | 58 |
| F. | Techniques of Analyzing the Data | 58 |

CHAPTER IV FINDING AND INTERPRETATIONS

| | | |
|--|--|-----------|
| A. | The Description of the Data | 60 |
| 1. | The Results of Students' Pre-test | 60 |
| 2. | The Results of Students' Post-test | 64 |
| B. | The Analysis of the Data | 68 |
| 1. | Pre-test Analysis | 68 |
| 2. | Post-test Analysis | 71 |
| 3. | Determining t Test | 75 |
| 4. | Determining degrees of freedom | 76 |
| 5. | T-table | 76 |
| C. | Interpretation of the Data | 76 |
| CHAPTER V CONCLUSIONS AND SUGGESTIONS | | |
| A. | Conclusion | 78 |
| B. | Suggestions | 78 |
| REFERENCES | | 80 |
| APPENDICES | | |

LIST OF TABLES

| | | |
|-----------|--|----|
| Table 3.1 | One Group | 54 |
| Table 3.2 | Population of Study | 56 |
| Table 4.1 | The Students' Pre-test Scores | 60 |
| Table 4.2 | The Distribution Frequency of Pre-test Scores | 63 |
| Table 4.3 | The Students' Post-test Scores | 64 |
| Table 4.4 | The Distribution Frequency of Post-test Scores | 67 |
| Table 4.5 | Pre-Test Analysis | 68 |
| Table 4.6 | Post-Test Analysis | 71 |

LIST OF DIAGRAMS

| | | |
|-------------|------------------------------------|----|
| Diagram 4.1 | Students' Pre – Test Scores | 63 |
| Diagram 4.2 | Students' Post – Test Scores | 67 |

LIST OF APPENDICES

- Appendix 1 RPP in Experimental Class
- Appendix 2 Research Schedule in SMPN 14 South Tangerang
- Appendix 3 Surat Izin Melaksanakan Penelitian
- Appendix 4 Surat Keterangan Melaksanakan Penelitian
- Appendix 5 Kartu Bimbingan Skripsi
- Appendix 6 Kartu Menyaksikan Sidang Skripsi
- Appendix 7 Documentation of Experimental Class
- Appendix 8 Kartu Bimbingan Pasca Sidang
- Appendix 9 Curriculum of Vitae
- Appendix 10 Pre-test and Post-test Sample

CHAPTER I INTRODUCTION

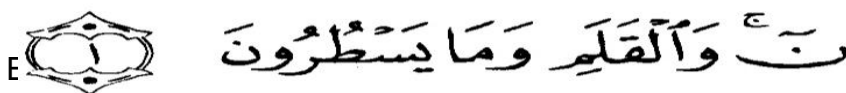
A. Background of the Study

Writing in language skill is important for everyone especially for students that want to try study the writing. Everyone can writing anything in many languages but in writing there are the rules that can make the results of writing to be better because in writing there are many benefits. Writing is as a media to communicate to other people that called reader with symbol or alphabet that can become some words or sentences. Writing also can to show someone's idea, feeling, and opinion. Writing is one of a media to study because in writing the people will push to dig and collect the information to write so from that the people can write while studying. Learn to write mostly there is in language lesson one of them is English lesson, in English lesson the people can write anything because in English lesson there are many ways to grow up writing skill that can make many writing produces such as poem, story, article, and etc.

Writing is one of important skill can produce of human thought in written forms. According to Brown (as cited in Emelie and Nathalie, 2007 page 335) a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. This is supported and developed by Hedge (as cited in Emelie and Nathalie, 2007 page 10) who states that "writing is more than producing accurate and complete sentences and phrases. That writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of

readers.” Therefore, to produce a complete sentence teacher must guide students to get effective writing. So it can concluded that writing important skill that can to communicate ad develop the information, ideas, or arguments to get writing produce.

QS. Al-Qalam: 1



The meaning of QS Al-Qalam (1) "*Nun, for kalam (pen) and what they write.*"

This verse explains about Allah SWT swear by two things, namely kalam (pen) and what is written. That verse encourages people to learn to write that has a connection with the first revelation on the letter al-'Alaq that encourages people learn to read and write. The Qur'an can be guaranteed its authenticity because the Companions wrote it down instantly the revelation came, so there is absolutely no change until now.

Narrative is one of five genres of text that is taught to the students in junior high school. Narrative is a kind of text which tell about story of past events and to entertain the reader. Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. From that statements, narrative is a text to tell story that can

entertain the readers and in this text there are some things that should be included such as character, theme, setting, event, action, and etc.

Narrative generally consists of aggregated fragments, which may be narrative texts but may also be more argumentative texts, such as editorials, or even pictures, caricatures, etc. Media narrative grows from one newspaper to another, and even from newspapers to radio, television or the Internet. It closely follows the events or reports them as they occur – in live television for example. It is thus not clear where media narrative starts and where it ends. Moreover, no single reader will ever “read” it entirely; every reader rather gets their own narrative according to their own media consumption.

Many media that can be used for the learning process, but nowadays almost all activities involve technology because they are considered to be faster, efficient, and interesting. As well as students who need technology in the learning process so that it is not boring and follows the times. Using technology in writing learning process to make students interest. Most people write to script stories, long stories or short stories. In writing the story has started to vary according to the times so it looks more fun and interesting for the reader or audience.

According to Dogan & Robin (2009) one type of narrative writing activity that use technology such as digital storytelling, this type can be expected to make the reader or audience more interest and fun. As a multimedia tool, digital storytelling is a means of educational technology. In this era that more and more people use technology in everyday life that

makes people competing to make an interesting product using technology such as digital storytelling that can be applied using technology that contains fairy tales. Hett (2012) said that today, new generation storytelling starts with digital storytelling which integrates pictures, music and audio through computers. So its mean that digital story telling can be a media of educational technology because in this era most people use technology in their daily activities so they can use of technology to produce an educational product in technology.

The writer reads some research results about the use of several media in learning narrative writing as a reference for the writer in writing. Asrifan (2015) has conducted a research entitled "The Use of Pictures Story in Improving Students' Ability to Write Narrative Composition". Total number of 78 students participated in this study. The results showed that the media has contributed a lot in making In conclusion, the use of pictures story is better to improve the students writing skill than the other methods who found the previous researchers. Another study done by Hariadi (2016) who investigated "The Use of Digital Storytelling to Improve Narrative Writing Skill for 8th Grade Students of SMP Negeri 1 Yogyakarta". There were 20 students at SMP Negeri 1 Yogyakarta involved in this research. Based on the result of this study, it showed the students' perceptions on the use of digital storytelling. They agreed that the use of digital storytelling could help them better understand the stories, arranging the sentences, remembering the sequence of events of the stories and developing ideas. Thus, based on the

background above, the writer is interested to investigate whether there is an experiment in using the media to improve student's narrative writing.

According to the writer's observation during her teaching practice in Mts Al Ihsan, in narrative writing there are some problems in narrative text, some problems such as the students are lazy to write narrative because students are bored with the activity, lack of habit to write narrative text because sometimes that activity make students bored, lack of English vocabulary so difficult to know the meaning of the narrative text, and a bit interest media to practice writing narrative to improve students' narrative writing. So, at that time the writer gave them medium to connected to the material. The writer showed the video and the students write the content of the video, the writer see that the students more enthusiastic when they watch the video while studying.

Based on this background, the writer is interested to conduct a research entitled **“The Effect of Digital Storytelling in Improving the 8th Graders' Narrative Writing”**. It is hoped that this study will give clear discussion about how videos contributes to students' writing skill.

B. Identification of the Problem

Based on the background above, the writer identifies some problem as follows:

1. Most students are lazy to write narrative.
2. Lack of habit of write narrative.
3. The students have lack of English vocabulary.
4. A bit interest media to practice writing narrative.

C. Limitation of the Problem

The writer limits the problem mainly on effect of digital storytelling on students' narrative writing ability.

D. Problem of the Research

Based on the restriction of the problem, the writer formulates the research problem as: is there the effect of digital storytelling to improve narrative writing?

E. Objective of the Research

Based on the problem of the research above, the objective of the research is to find out the effect of digital storytelling to improve narrative writing.

F. Significance of the Research

The writer hopes that the result of this research will give some significance for:

1. Students:

For students can be motivated to learn English especially in learning narrative writing, for students to be confident and can practice narrative writing in English.

2. Teachers:

- a. For the teachers as a media for teaching narrative writing using digital storytelling is good method to use in learning process.
- b. For teachers can make learning process more fun and enjoyable in teaching narrative writing so it can make students interested to learn use digital storytelling.

3. Researchers:

Researcher will interest to do this research as reference for others and could use the result of this study as reference to other researcher with different skill or subject.

4. School:

To provide teachers need to support the process of learning the English so that all students' abilities can be achieved such as listening, speaking, writing, and reading.

CHAPTER II

LITERATURE REVIEW

This chapter covers of three sections. The first is description of description of the theories included the sub sections: writing skill, writing media through digital storytelling, and the teaching of writing. The second is theoretical framework that describes the writer's conceptual thinking based on the description of the theories. The third is hypothesis of the study.

A. Description of the Theories

1. Writing Skill

Writing skill is one of the "four skills" of language learning apart speaking, reading, and listening. Writing is an activity to communicate using writing in the form of letters, numbers, or symbols. Writing also is a productive activity because it produces a product.

Flower and Hayes in Armana (2011:28) describe that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. The writing processes include planning, translating, and reviewing.

According to Hedge, (as cited in Emelie and Nathalie, 2007:10) who states that "writing is more than producing accurate and complete sentences and phrases. That writing is about guiding students to:

“produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.” According to Miles Myersin Chicaiza (2009:3) said that one purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one’s own ideas.

Many people believe that writing is a talent but according to Sokolik (2003:106) “writing is a teachable and learnable skill” for both native and non-native speakers. In foreign language teaching, basically, learners are exposed to varied course books and literary texts (generally simplified graded readers or authentic literary texts) as well as other text resources which can help them build up prior knowledge and present model texts for their writing.

Based on the description above, the writer concluded that writing is a talent to process to share the information to communicate in written form using letters, numbers or symbols to other people and to produce a sentence become a text in writing that can give the informations or the stories to the readers. Writing skill also to build up the knowledge or the information when they writing.

1.1 The Importance of Writing

The idea that learning writing is a need for students is agreeable.

There are some reasons that make the ability of writing important as what Barras (2005) says:

1. Writing helps to remember, writing is an aid to remembering. By taking notes, people can make information safe and semi-permanent

or even permanent so that they can access the information anytime without being afraid of being lost.

2. Writing helps to think, writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

3. Writing helps to communicate, in the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

Based on the description above, the writer concluded that there are three the importance of writing, writing helps to remember, writing helps to think, and writing helps to communicate.

1.2 Types of Writing

In writing many types that must be known so as not to be wrong in determining the content that must be written. Types of writing are varieties, it cause to develop the student's writing skill. There are many different types of writing, every types have different aims and meanings. According to Meer (2016) there are four different types of writing styles:

1. Expository. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as “Pumpkin pie is the best fall treat...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

2. Descriptive. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Example: In good descriptive writing, the author will not just say: "The vampire killed his lover." He or she will change the sentence, focusing on more details and descriptions, like: "The bloody, red-eyed vampire, sunk his rust colored teeth into the soft skin of his lover and ended her life."

Key Points:

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing: Poetry, journal or diary writing, nature writing, and descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass.

The casing comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

Non-example: So you just brought home a shiny new smartphone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it’s to persuade you to buy a case.

3. Persuasive. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc.).
- Letter of recommendation.
- Letter of complaint.
- Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

Non-example: According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance.

All of these statements are facts. Therefore it's expository. To be persuasive writing, you must have an opinion that you're trying to persuade people of—then, of course, you will support that opinion with evidence.

4. Narrative. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

Key Points:

- A person tells a story or event.
- Has characters and dialogue.
- Have definite and logical beginnings, intervals, and endings.
- Often has situation like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples of When You Would Use Persuasive Writing: Novels, short stories, novellas, poetry, autobiographies or biographies, anecdotes, oral histories.

Example:

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed.

This is a narrative because it’s telling a story. There are different characters conversing, and a plot is unravelling.

Non-example:

Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It’s located in a district in Fort Worth, Texas known as "Hell's Half Acre" in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory's original meat-packing equipment.

While this would serve as a worthy setting for a story, it would need a plot before it could be called a narrative.

Based on the description above, the writer concluded that these are the four different types of writing that are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing and make sure it's something the audience wants to read.

1.3 Writing Process

Richard and Renandya (2010:315) state that writing process as approval activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing. Before starting to write a paragraph there are some steps: pre-writing, drafting, revising, and editing those steps will help to make a better writing.

1. Pre-writing, Oshima and Hogue (2007:16) state that pre-writing is the way to get ideas. In this step, choose a topic and collect ideas to explain the topic.
2. Drafting, Richards and renandya (2010:317) state that once sufficient ideas are gathered at planning stage, the first attempt at writing that is drafting may proceed quickly. At drafting stage, the writer is focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft.

3. Revising, Richards and Renandya (2010:317), when the students revise, they review their texts on the basis of the text feedback given in the responding stage.
4. Editing, Richards and Renandya (2010:318) state the students in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotation.
5. Publishing, The point of publishing is having someone read the writer's work. In teaching writing to the students, the process of publishing can be done through group discussion, school newspapers, websites, outside school, or portfolio. In addition to the above five stages of writing, there is a last step that will be passed authors; assessing writing. The most important thing that can be learned about assessment is to get the students involved as fully as possible. When the students lead in assessing their own abilities, learning dramatically increases (Peha, 2010:10).

Based on the description above, the writer concluded that there are five writing process, pre-writing, drafting, revising, editing, and publishing.

1.4 Characteristic of Good Writing

In writing there are three characteristic of a good paragraph, such as: topic sentence, supporting sentence, and concluding sentence.

These sentences should develop the main idea. The specifications are as follows.

1. Topic sentence, a well-organized paragraph has topic sentence that aims to supports or develops a single idea. Moreover, Zemach and Islam (2005:14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has impartial function that is substitutes or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advices the reader of the subject to be discussed and how the paragraph subject will discuss it. Moreover, a topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.
2. Supporting sentence, the sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by:
 - a) Evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions,
 - b) Illustrations in the form of examples and extended examples,
 - c) Argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005:58) states that ideas and sentence need to be ordered logically. It can be done by arranging sentence that are parts of the same ideas go together. Sentence can go in chronological order; moreover, one way to organize writer's

supporting sentence is to decide which ideas are most important. Writer's often put the most important ideas last in a paragraph, so the strongest sentences are the last ones the readers see.

3. Concluding Sentence. According to Walters (2000:1) concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented. The conclusion is the writer last chance to make their part clear. The concluding paragraph consist of:

a) A summary of the main points, or a restatement of writer explanation in different word,

b) Writer's final comment on the subject based on the information they have provided. Some essential facts which make the writing is complex, such as unity and coherence.

Both of them are important for the reader for they will make the readers be easier to understand the contents of paragraph itself. A paragraph has unity whether all the supporting sentence discuss only one idea where from beginning until the end, each sentence directly related to the topic.

Coherence, Oshima, and Houge (2007:76) argue that a coherence paragraph flow smoothly from the beginning to the end. The readers can follow the ideas easily because one sentence leads naturally to the next one.

Based on the description above, the writer concluded that in writing there are three characteristic to be good writing, topic

sentence aims to supports or develops a single idea, supporting sentence controlling ideas to limit the discussion, and concluding sentence summarizes the information that has been presented. That characteristic should be in order to get a good writing.

1.5 The Teaching of Writing

There are several reasons why the importance of teaching writing. As it is mentioned in “How to teach English” by Harmer (1998:79) there are four reasons of teaching writing to student, namely:

a. Reinforcement

Some students usually think that the most important way of learning language is by learning orally, but Harmer 1998, p. 79) stated 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 texts 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.

d. Writing as a Skill

Writing is an 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 conversations like punctuation and paragraph construction.

From the text above, it can be concluded that there are four reasons of teaching writing to students, reinforcement, language development, learning style, and writing as a skill.

1.6 Types of Classroom Writing Performance

While there are a number of activities that an English teacher can apply in the classroom in teaching writing, the number of writing performance is generally limited in types. There are five types of performance in writing (Brown, 2000).

- 1) Imitative. This type of writing performance is intended for students to learn the conventions of the orthographic code. In intensive writing, students write down English letters, words or sentences.
- 2) Intensive. Intensive writing focuses on exposing students with grammatical concepts. Students typically work on controlled grammatical exercises.
- 3) Self-writing. In this writing performance, the activities no longer focuses on specific grammatical features and orthographic code.

Students begin to write information for themselves, they themselves are the audience of their writing.

- 4) Display writing. Display writing is a type of writing performance which is commonly found in the school curricula context. Activities in this performance include short answer exercises, essay examinations and research reports.
- 5) Real writing. Real writing reflects the genuine communication of messages to audiences in need of the messages. In this writing, students write for fulfilling the need of information from the audiences.

The types of writing performance, to some extent, lie in a continuum of student levels of literacy. Intensive writing is a simple activity which is best given for beginners and so forth. Furthermore, each type of the performances must have its own focus and goal for student learning.

Based on the description above, the writer concluded that there are five types of classroom writing performance, imitative, intensive, self-writing, display writing, and real writing.

1.7 The Role of Teaching

In addition, Harmer (2001) put emphasis on several roles of English teacher, among a number of others, which have special importance in the world of teaching writing. Those specially pointed out roles are as motivator, resource and feedback provider.

- 1) Motivator: the teacher creates the right conditions for the generation of ideas, persuades them of the usefulness of the

activity, and encourages them to make as much effort as possible for maximum benefit.

- 2) Resource: the teacher is available for students when they find difficulties in which, in such situation, students need constructive advice and suggestion.
- 3) Feedback provider: the teacher gives feedback on student performance according to the students' need.

Although these three roles of teacher are specially emphasized as they are considered crucial in teaching writing, it does not mean that the teacher does not need to perform other common roles of teacher like organizing and controlling. The teacher is still in charge of the activities that take place in the classroom and of organizing them.

Based on the description above, the writer concluded that there are three roles of teaching, motivator, resource, and feedback.

1.8 The Approach to Teaching Writing

In the process of teaching writing, there are several approaches that can be done to success in the writing process. Hyland (2003) describes six approaches from which teachers can base their teaching on. Those are language structures, text functions, creative expression, composing processes, content, and genre and contexts of writing.

- 1) Language structures. Language structure is an approach that sees writing as a product. The approach focuses on grammatical features, meaning that activities within the approach are meant to encourage students developing their knowledge and ability in the

structure of language. Students are expected to be able to produce well-formed sentences by means of habit formation and testing learner's ability.

- 2) Text functions. Text function approach comes from an idea that there is a connection between structures and meaning. It is believed that language forms contain particular communicative functions. In this approach, teachers can select particular structures that bring appropriate functions to student needs to achieve the goal of writing for communication. The approach aims at helping students develop effective paragraph through the creation of topic sentences and develop different types of paragraphs.
- 3) Creative expression. It is to writing is based from a principle that sees teaching writing as fostering students' expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous (Elbow, 1998; Murray, 1985 in Hyland, 2003). It means that writing is stimulating students to be expressive about their opinions. Writing is a creative act of self-discovery (Hyland, 2003). Expressing what is in their minds allows students to recognize their social position, in addition to improving their reading and creativity. Individual performance in building views on topics is highly emphasized.
- 4) Writing processes. It is to writing in which approach takes basic cognitive processes as its central. Students' metacognitive

awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work. The approach believes that there is a need of students to be able to plan, define a rhetorical problem, and propose and evaluate solutions (Hyland, 2003).

- 5) Content. The focus is on the substantive content about which students are going to write. The classroom is organized based on topics which are selected from the point of view of students' interests so that students the most likely have had sufficient knowledge about the topics. With this, it is expected that students can write meaningfully. Teachers' serves as providing activities to develop students' schema of topics.
- 6) Genre and contexts of writing. Hyland (2003) defines genre as socially recognized ways of using language for particular purposes, to get things done. There are socially acceptable conventions, in terms of its message organization, within a genre that enable readers to understand the purpose of a particular genre. Readers can see the distinction among genres through their organizations because each genre has its typical organization and its own purpose. Genre approach to writing is based on a belief that there are purposes to achieve in writing.

Based on the explanation above, writing can be approached in many ways, depending on what teachers believe. The approaches are language structures, text functions, creative expression,

composing processes, content, and genre and contexts of writing. Teachers can make a choice on approaches that best facilitate their students in the classroom.

2. Definition of Narrative Text

Narrative is a kind of the text to narrate the story that can entertain the readers. Narrative is usually done in writing. According to Pardiyono (2007) and Dadang and Anggrani (2008). They describe that narrative text is a kind of text has function to amuse, entertain and deal with actual or vicarious experience in different ways. They add that the narrative text has generic structures as follows; Orientation: sets the scene and introduce the participants, complication: a crisis arises, resolution: the crisis is resolved, for better or worse.

In addition, according to Pardiyono (2007) the narrative text has grammatical features that have function to improve student's knowledge, they are; Past tense: narrative text used past tense to tell about past activities or events in past tense, sequence markers: first, then, after that, next, finally, adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

Narrative text is a text that to tell a story and to entertain the readers. According to Dumais (1998) said that narrative is a kind of writing which tell a story – a series of connected incident, or an action – process of an action. Meanwhile, Percy in Permana and Zuhri

(2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

Writing narrative is really just putting what happen to somebody on paper (Widayati, 2003). Narrative is usually done in writing. The writing contains about a story that aims to entertain the reader. So writing a narrative is an activity of writing a story to entertain the reader in writing. There are some rules in making good and correct narrative text such as the structure or framework of the text because each text has a different characteristic. Many students don't like study

writing narrative because they don't know the purpose and how to make narrative text well. If the students can mastering it so they will easier and more interest in writing narrative.

From that text, it can be concluded that a narrative text is a text that tells a story that has a sequence of events in the story that aimed to entertain and give meaning to the reader.

2.1 Generic Structure of Narrative Text

According to Pardiyono (2007: 67) narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways. He adds that the narrative text has generic structures as follows;

- 1) Orientation: sets the scene and introduce the participants
- 2) Complication: a crisis arises
- 3) Resolution: the crisis is resolved, for better or worse

Also, the narrative text has grammatical features that have function to improve student's knowledge, they are;

- 1) Past tense: narrative text used past tense to tell about past activities or events in past tense.
- 2) Sequence markers: first, then, after that, next, finally
- 3) Adverb can express the information about time, place, reasons, and purpose. Example: once upon a time, one day, long time ago, as soon as, day and night.

From the text above, it can be concluded that there are the generic structures of narrative text such as orientation, complication,

resolution, and there are the grammatical such as using past tense, sequence markers, adverb to make become a good narrative text.

3. Definition of Media

In narrative text there are the ways to make the learning process more interesting and useful for the students, the named is media. According to Li-Ling KUO (1991: 1), media are the means for transferring or delivering messages.

According to Sugeng (2010: 165) summarizes types of media as follows:

- 1) Printed media can be books, story books, newspapers, magazines, and other printed materials such as manuals and recipes.
- 2) Still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards.
- 3) Audio media can be the radio, audio tape, telephone, and natural sounds.
- 4) Visual media can be OHT/OHP, slides, photos, and film strips.
- 5) Audio-visual media can be the TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes.
- 6) Real-object media can be real objects, specimen, and models.
- 7) Simulated media can be games and quizzes, role plays, and simulations.

From the summary above, it can be seen that there are many choices for the teachers to match the media with the learning objective and learning product. In this case, the researcher will use one of audio visual media as a medium to teach writing especially narrative texts.

3.1 Digital Storytelling Definition

Digital storytelling is a media to show storytelling results. Digital storytelling can be a video. Storytelling can effect students learning. In fact storytellers have to organize, communicate, evaluate and transform life experience in their own voices (Liu, Fan-Chiang, Chou, & Chen, 2010; Pirrie, 1999). Storytellers must take an active role in their learning as they try to turn their observations and knowledge into externalized expression, shape their experience and further reflect to construct meaning for themselves (Craig, Hull, Haggart, & Crowder, 2001; Madej, 2003).

Gakhar and Thompson (2007) point out that digital storytelling provides students with opportunities to write creatively and organize thoughts in coherent ways, by designing and producing realistic artifacts. They also demonstrate that digital storytelling can improve students' writing skills, critical thinking skills, and media literacy. A digital story can be viewed as a merger between traditional storytelling and the use of multimedia technology (Normann, 2011).

Digital story telling could be used for learning purposes by both teachers and students. Teachers can create their own digital stories and use them as anticipatory sets or hooks at the beginning of a lesson to capture the attention of their students and increase their interest in exploring new ideas (Burmark, 2004; Ormrod, 2004) and as a bridge between existing knowledge and new material (Ausbel, 1978). By creating digital stories, students can develop various types

of literacy such as: information literacy, visual literacy, technology literacy, and media literacy.

Story or storytelling is literally a tradition of centuries. Communication through written stories, written books and notebooks used to build the core of the instruction. Today, new generation storytelling starts with digital storytelling which integrates pictures, music and audio through computers (Hett, 2012). Digital storytelling is a process that blends media to enrich and develop spoken language. Multimedia storytelling is the modern expression of an old art (Frazel, 2010). For Ohler (2008), “digital storytelling (DST) uses personal digital technology to combine a number of media into a coherent narrative” (page 15).

According to Robin (2006), the common definition focus on the blend of storytelling with multimedia elements such as pictures, audios and videos. Thus, all digital stories combine digital graphics, audios, videos and music to present information, and they have a certain theme and viewpoint as in the traditional stories. Stories are usually a-few-minutes-long, and can be used for various purposes, including the telling of personal-narrative story, the re-telling of historical events, or as a means to inform or instruct.

Based on the description above, the writer concluded that digital storytelling is a medium that blend picture, music, audio, and video to present the information.

3.2 Types of Digital Storytelling

According to Robin (2006:24) types of Digital Stories there are many different types of digital stories, but it is possible to categorize the major types into the following three major groups:

- 1) Personal narratives - stories that contain accounts of significant incidents in one's life;
- 2) Historical documentaries – stories that examine dramatic events that help us understand the past,
- 3) Stories designed to inform or instruct the viewer on a particular concept or practice. Personal Narratives One of the most popular reasons for producing digital stories, is to create a personal narrative.

A good example of a digital story that uses a personal narrative is *Almost Paradise*. This story provides an account of a mother bringing her children to the United States from South Korea, in search of a better life. It outlines the difficulties in coming to a new country, as well as the clashes between a mother and daughter as they each have different feelings about their lives and their heritage. This type of story has multiple benefits in an educational setting. First, other students who view the story learn about people from diverse backgrounds other than their own and they can gain an appreciation of the types of hardships faced by fellow classmates whose families have come from another country. A story such as this one can be used to facilitate discussions about current issues such as race,

multiculturalism and the globalization that is taking place in today's world. In addition, a student who creates such a story can benefit from sharing that story with others and thereby use information as a way of eliminating some of the distance that foreign born students feel between themselves and their peers. A personal narrative like this one can also be a positive means for dealing with some of the emotional family issues that were described in the story.

Digital Stories that Examine Historical Events although many personal narratives can include historical information to add context to the story, a different kind of digital story can be created from historical material that students might explore in a classroom. An audio recording of US President Abraham Lincoln's Gettysburg Address is used to illustrate a famous American speech. The digital story was created by using historic photographs taken during the American Civil War and other materials found on the Internet. Stories that Inform or Instruct and while it can be argued that all digital stories inform (and perhaps instruct), the distinction here is that there is room to create a separate category for stories that reflect instructional material in content areas such as math, science, health education and instructional technology.

Based on the description above, the writer concluded that there are three types major group in digital storytelling. First personal narratives is important event in one's life. Second is historical documentaries is about tell past event to make the readers

understand about the history in the past. The last is stories designed to inform or instruct is all digital stories inform and perhaps instruct the difference here is that there is room to create separate categories.

3.3 The Benefits of Digital Storytelling for Students

Each media has its own advantages in improving an activity, just how one can utilize the advantages maximally and in accordance with the needs. For children, storytelling and dialogue are an essential component of their early lives. Not only does storytelling introduce children to the initial stages of communication and literacy, it also helps them to “share experiences and feelings in an engaging and entertaining way” (Huffaker, 2004, Digital Storytelling 11 page 63). These personal experiences and feelings are the cornerstone of many digital storytelling projects. Indeed, Combs and Beach (1994) state, “The stories that are part of the fabric of our lives are personal narratives . . . the human brain is essentially a narrative device. It runs on stories” (page 464). Storytelling may also provide students with the means to think through their past and present realities. In fact, research advocates that storytelling can serve as a method to aid students in making sense of the “complex and unordered world of experience” (Chung, 2007; Ohler, 2008; Sadik, 2008, page 489). Those benefits are:

- 1) Technological advances, such as digital cameras, editing software and authoring tools, have increased the use of technology in the classroom to help students in constructing their

own knowledge and ideas to present and share them more effectively (Standley, 2003).

2) Digital storytelling in an educational setting is a process of creating short stories that allows students and educators to enhance their information gathering and problem-solving skills, and to facilitate the ability to work in a collaborative team (Robin, 2009).

Based on explanation above, it can be concluded that digital storytelling have many benefits such as to help the students to introduce children to the initial stages of communication and literacy, to share experiences and feelings in an engaging and entertaining way.

3.4 Teaching Writing Using Digital Storytelling

In teaching writing there are many ways to improve students' writing skill, one of them is use digital storytelling. In a meta-analysis of writing instruction studies with adolescents (students in grades 4 through 12), Graham and Perin (2007) identified effective teaching practices that can improve the quality of writing. The most effective practice found was teaching students how to plan, edit, and revise their compositions (Cohen's $d = 0.82$; Grades 4-10). Additionally, Graham and Perin (2007) identified that students should engage in prewriting activities such as a visual representation of their ideas (Cohen's $d = 0.32$; Grades 4 – 9) to assist in planning their compositions. This study focused on planning activities that included

visual representations of ideas to improve students' writing performance. Fries-Gaither (2010) likewise points out that while the writing process itself can be a bit dull for some students, combining their stories with sound and images may be a more appealing and stimulating task. Furthermore, the digital storytelling process contributes to the development of cognitive strategies including "determining importance, visualizing, inferring, making connections, and synthesizing information" (page 10). It has been suggested that these skills contribute not only to good writing, but also to improved reading ability.

The language skills to be achieved are divided into two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However, for most of the students the written one is the most difficult skill of language, especially writing skill. Supported by Meyers (2005:2), "Writing is one of four language skills, it is considered as a difficult skill because the writers have to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way". In this regard, digital story as one of the important media to motivate students' writing. By using digital story, it can help students to organize the ideas before students do writing process.

According to Robin and McNeil (2012) holds that there are variety of reasons of using digital story in the classroom, such as;

motivates students and involves them in the writing process and helps improve writing skills by having students learn to write with a concise point of view. In this way, teaching writing will become more enjoyable. In addition, digital story can be the best way to mobilize a student's enthusiasm to organize the ideas before students do writing process. Based on this study, it can be concluded that digital story can give great contribution on the development of teaching writing. Moreover, to support the study there are some previous studies to present the study.

In contrast, in this present study the researchers try to observe digital story in teaching learning process, especially in teaching writing narrative text. The research focused on observing the use of digital story in teaching writing narrative text. According to Ohier (2007:56 - 58) "A digital story can be anything that uses digital technology to construct narrative". Digital story is a short, first-person video-narrative created by combining recorded voice, still and moving images, and music or other sounds. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and or music.

Adapted from Robin (2005:24), there are some steps and procedures that teacher's uses in teaching writing narrative text by using digital story.

| Step | Procedures |
|--------------------------------|--|
| 1 Define, collect, and decide. | <p>a) Select a topic for the digital story</p> <p>b) Create a folder on the desktop where you can store the materials you find</p> <p>c) Search for image resources for the story, including: pictures, drawings, photographs, maps, charts, etc.</p> <p>d) Try to locate audio resources such as music, speeches, interviews, and sound effects.</p> <p>e) Try to find informational content, which might come from web sites, word processed documents, or PowerPoint slides.</p> <p>f) Begin thinking for purpose of the story.</p> |
| 2 Select, import, and create. | <p>a) Select the image that would like to use for the digital story.</p> <p>b) Select the audio that would like to use for the digital story.</p> <p>c) Select the content and text that would like to use for the digital story.</p> <p>d) Import images into Cartoon Story Maker.</p> <p>e) Import audio into Cartoon Story Maker.</p> <p>f) Modify number of images and or</p> |

images order, if necessary.

- 3 Decide, write, record, and finalize.
- a) Decide on the purpose and point of view of the digital story.
 - b) Write a script that will be used as narration in the digital story and provides the purpose and point of view that have chosen.
 - c) Use computer microphone and record of narration on the script.
 - d) Import the narration into Cartoon Story Maker.
 - e) Finalize and save the digital story.
- 4 Demonstrate, evaluate, and replicate.
- a) Show the digital story to the peers.
 - b) Gather feedback about how the story could be improve, expanded, and used in the classroom.
 - c) Helps other groups how to create their own digital story.

Furthermore, there are many benefits of digital story. It can help the students to motivate their writing skill by using digital story in learning writing narrative text. Adapted from Yuksel (2012:4 - 5) the benefit of digital storytelling are:

- 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.

Meanwhile, Alexander (2011) indicated that DS lets students own their creative work, taking the narrative process to them. It can help students' practice collaborative learning. It is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. It can be interactive movies that include highly produced audio and visual effects.

Based on explanation above, it can be concluded that teaching practices that can improve the quality of writing. Writing process can make students bored, so the media combining the stories with the audio, picture, or video. There are some steps and procedures that teacher's uses in teaching writing narrative text by using digital story such as (define, collect, and decide), (select, import, and create),

(decide, write, record, and finalize), (demonstrate, evaluate, and replicate). There are many benefits of digital story, it can help the students to motivate their writing skill by using digital story in learning writing narrative text.

B. Theoretical Framework

Writing is one of skill of the language learning that have the meaning is the process to share information or communicate to other people in written using letters, numbers, or symbols to produce a sentence become a text. There are three reasons that make writing important such as writing helps to remember, writing helps to think, and writing helps to communicate. Types of writing are expository, descriptive, persuasive, and narrative. In writing process start from pre-writing, drafting, revising, editing, and the last is publishing.

The characteristic of good writing are topic sentence, supporting sentence, and concluding sentence. In teaching writing there are four reasons of teaching writing to student such as reinforcement, language development, learning style, writing as a skill. There are five types of writing performance in writing, namely imitative, intensive, self-writing, display writing, and real writing. The role of teaching as motivator, resource, and feedback provider. Writing can be approached in many ways depend on what teachers believe such as there are language structures, text functions, creative expression, composing processes, content, and genre and contexts of writing.

Narrative is a kind of text to narrate a story that have the purpose to entertain, amuse, and give the meaning to an event by storytelling to the readers. Narrative also one of the forms of developing writing. In narrative there are three generic structures, namely orientation that show the sets the scene and introduce the participants, complication is a crisis arises, and resolution is the crisis is resolved. Narrative text also has grammatical features to improve student's knowledge such as narrative used past tense to tell about past activities, sequence markers, and adverb can express the information about time, place, reasons, and purpose.

Digital storytelling is a medium in learning that blend picture, music, audio, and video to present the information to the viewers. Digital storytelling can be applied to a wide range of genres that can be of many different types such as personal expression, myths, short story, summary reports, book reports, how-to directions, biographies, advertisements, describe/conclude, analyze/conclude, compare/contrast, cause/effect, participatory environment. In digital storytelling there are three main groups of narrative, namely personal narrative, digital stories that examine historical events, and stories that inform or instruct. Digital storytelling also have the benefits for students such as storytelling is important component for children because it not only introduce the children to first step in communicate and reading skill but it also help them to share experience and feeling with the interest and entertaining way.

These personal experiences and feelings are the cornerstone of many digital storytelling projects. Storytelling also make the students to

think the past and present realities. In teaching writing there are many ways to improve students' writing skill but not all ways can be effective. The most effective practice found was teaching students how to plan, edit, and revise their compositions. In this era, many ways to combine the medium to improving students' writing skill such as combining their story with sound and image or video to make their story more interesting. There are some steps and procedures that teacher's uses in teaching writing narrative text by using digital story, first define, collect, and decide, second select, import, and create, third decide, write, record, and finalize, and the last is demonstrate, evaluate, and replicate.

C. Hypothesis of the Study

Based on the identified of the problem, the hypothesis of the writer seeks to answer the following statements:

Hi: Digital storytelling is effective in improving students' narrative writing.

Ho: Digital storytelling is not effective in improving students' narrative writing.

CHAPTER III

METHODS AND PROCEDURES

In this chapter, the writer describes the methods and procedures of the study. This chapter consists of time and place where the study will be held. The operational definition of variable, population, and sample. The last part describes in detail the technique of collecting the data and technique of analyzing the data.

A. Time and Place of the Study

The research was conducted in eighth grade students of SMPN 14 South Tangerang. It held from January – February 2018, in the second semester of academic year 2017/2018. In this research the writer focused on effect of digital storytelling in improving the eighth graders' narrative writing.

B. Method of the Study

The study applied Quantitative method using Quasi Experimental design. Quantitative data can be transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (Brink & Wood 1998:5; Burns & Grove 1993:26). According to Venderstoep and Johnston (2009) explained that Quasi Experimental is a study that takes in real life-setting rather than in laboratory setting, they are often considered not truly experimental research, but rather correlation research, which involves identifying statistical between two variables rather than casual relationship. Creswell (2012:314) drew the general overview of Quasi Experimental design as follows:

Table 3.1

One group pre and post-test design of Quasi Experiment

| Experiment Group | Pre-test | Treatment and Post-Test |
|------------------|----------|-------------------------|
|------------------|----------|-------------------------|

In this study, experiment class taught by using this technique. The study did in tenth meetings; pre-test, treatment, and post-test. Pre-test and post-test given to students in experiment class. Pre-test given in the first meeting. Post-test given after treatment in order to measure student's paragraphing writing result in experimental group.

C. Operational Definition of Variable

The title of this study is "The Effect of Digital Storytelling in Improving the Eighth Graders' Narrative Writing" consists of two variables, i.e. (1) independent variable and (2) dependent variable. Then independent variable of this study as X variable is digital storytelling. In this study, digital storytelling used by the writer as an alternative technique in teaching narrative writing to eighth graders of SMPN 14 South Tangerang. In digital storytelling, every student watch the story in video then they storytelling that story in video with their own sentences. The teacher evaluate students' result in writing narrative text until they understand and the last students can continue make the digital storytelling in group.

The dependent variable of this study as Y variable is students' narrative writing. This refers to the activity the students writing story in English in daily activities. After this writing process,

the student given test related to their writing activity. The scores they gotten from this text will use as the indicator of their narrative writing.

D. Population and Sample

1. Population

According to McMillan and Schumacher (2006: 119) said that a population is a group of elements or cases, whether individuals, objects, or events conform to specific criteria and to which the people intend to generalize the results of the research. Polit and Hungler (1999:43, 232) define a population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized. The population in this study is all eighth graders of SMPN 14 South Tangerang consist of 9 classes, as follows:

Table 3.2

Population of Study

| No | Class | Number of Students |
|----|--------------|--------------------|
| 1 | VIII 1 | 42 |
| 2 | VIII 2 | 44 |
| 3 | VIII 3 | 44 |
| 4 | VIII 4 | 44 |
| 5 | VIII 5 | 43 |
| 6 | VIII 6 | 43 |
| 7 | VIII 7 | 43 |
| 8 | VIII 8 | 44 |
| 9 | VIII 9 | 43 |
| | Total | 390 |

There are 9 classes of the students in the eighth graders grouped in class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, VIII 8, and VIII 9 with total number 390 students.

2. Sample

McMillan and Schumacher (2006: 119) said that sample is the group of subjects or participants from whom the data are collected. LoBiondo-Wood and Haber (1998:250) describe a sample as a portion or a subset of the research population selected to participate in a study, representing the research population. In sampling the sample, the eighth graders will be randomized.

In this experiment, the writer used 43 students in VIII 9 class of SMPN 14 South Tangerang as a sample.

E. Technique of Collecting the Data

In collecting the data, the writer used pre-test and post-test as the instruments of the study. Then pre-test, treatment, and post-test held in experimental group. If the students' post-test scores in experimental groups are higher than those in pre-test, it can be concluded that student's reflection is give the influence in maximizing students' writing skill.

1. Pre-test

Pre-test was held the writer before treatment. Its purpose is to measure student's ability in narrative writing before do treatment.

2. Post-test

Post-test was held the writer after treatment. The post-test was conducted to measure student's improvement in narrative writing after

the writer gave the treatment by using digital storytelling in teaching narrative writing.

The pre-test and post-test were in essay test form. The pre-test consisted by one story that consist nine pieces of picture.

F. Technique of Analyzing the Data

In this study, the writer aims to see the digital storytelling giving the influence students' narrative writing. The data analyzed by comparing pre-test and post-test results of the students in the experimental class. T-test applied to analyze the data statistically. Ravid (2011: 148) purposed t-test formula as follows:



t = t test

\bar{x} = The mean or arithmetic average, of the scores by gained of X_1 variable and X_2 variables scores, which are calculated with the formula:

$$\bar{x} = \frac{\sum X}{N}$$

$\sum X$ = The sum of X_1 variable and X_2 variable scores and the formula for the standard deviation is:

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum x^2 - \left(\frac{\sum x}{N}\right)^2$$

N = Number of cases

df = degree of freedom with formula $N-1$

CHAPTER IV

FINDINGS AND INTERPRETATIONS

A. The Description of the Data

In this chapter, the findings and interpretations of the data were presented. Since the writer used both pre-test and post-test and using for about one class only in collecting the data, the results of the analysis can be seen in the following sections:

1. The Results of Students' Pre-test

Students' pre-test scores of narrative writing skill are presented in the following table 4.1.

Table 4.1
The Students' Pre-test Scores

| No. | Students | Score |
|------------|-----------------|--------------|
| 1 | Student 1 | 65 |
| 2 | Student 2 | 70 |
| 3 | Student 3 | 55 |
| 4 | Student 4 | 70 |
| 5 | Student 5 | 70 |
| 6 | Student 6 | 65 |
| 7 | Student 7 | 80 |
| 8 | Student 8 | 80 |
| 9 | Student 9 | 65 |

| | | |
|----|------------|----|
| 10 | Student 10 | 65 |
| 11 | Student 11 | 55 |
| 12 | Student 12 | 55 |
| 13 | Student 13 | 70 |
| 14 | Student 14 | 70 |
| 15 | Student 15 | 55 |
| 16 | Student 16 | 65 |
| 17 | Student 17 | 55 |
| 18 | Student 18 | 70 |
| 19 | Student 19 | 55 |
| 20 | Student 20 | 75 |
| 21 | Student 21 | 55 |
| 22 | Student 22 | 65 |
| 23 | Student 23 | 70 |
| 24 | Student 24 | 65 |
| 25 | Student 25 | 65 |
| 26 | Student 26 | 65 |
| 27 | Student 27 | 70 |
| 28 | Student 28 | 65 |
| 29 | Student 29 | 70 |
| 30 | Student 30 | 70 |
| 31 | Student 31 | 80 |
| 32 | Student 32 | 65 |

| | | |
|---------------|--------------|--------------|
| 33 | Student 33 | 55 |
| 34 | Student 34 | 65 |
| 35 | Student 35 | 70 |
| 36 | Student 36 | 75 |
| 37 | Student 37 | 55 |
| 38 | Student 38 | 70 |
| 39 | Student 39 | 55 |
| 40 | Student 40 | 80 |
| 41 | Student 41 | 65 |
| 42 | Student 42 | 65 |
| 43 | Student 43 | 80 |
| N = 43 | TOTAL | 2850 |
| | Mean | 66.28 |

Based on the table above showed that the total scores are 2850 with the mean of pre-test scores for VIII-9 class of SMPN 14 South Tangerang is 66.28 with the lowest score is 55 and the highest score is 80.

The following table 4.2 presents the distribution frequency of pre-test:

Table 4.2

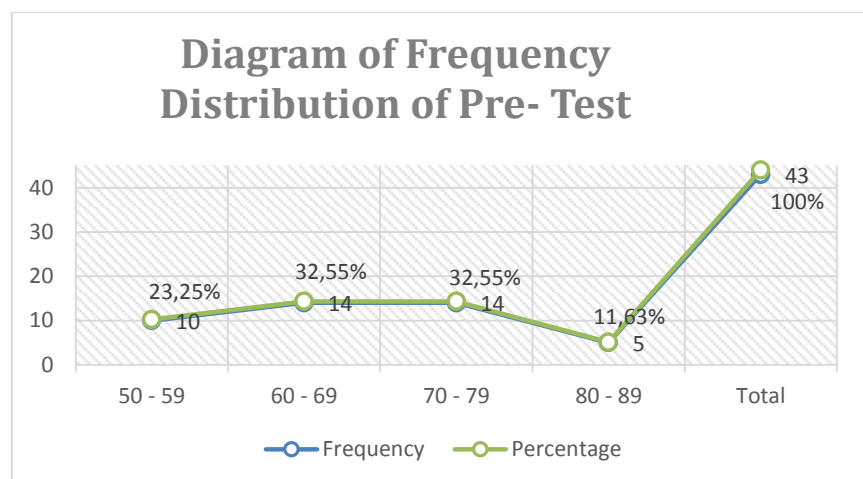
The Distribution Frequency of Pre-test Scores

| No | Class Interval | Frequency | |
|--------------|----------------|-----------|------------|
| | | Absolute | Relative % |
| 1 | 50 - 59 | 10 | 23.25% |
| 2 | 60 - 69 | 14 | 32.55% |
| 3 | 70 - 79 | 14 | 32.55% |
| 4 | 80 - 89 | 5 | 11.63% |
| Total | | 43 | 100% |

The following diagram 4.1 presents students' pre-test scores:

Diagram 4.1

Students' Pre – Test Scores



It can be seen from the diagram above that 10 students (23.25%) got between 50-59 for their narrative writing scores, 14 students (32.55%) got between 60-69 for their narrative writing scores, 14 students (32.55%) got

between 70-79 for their narrative writing scores, and 5 students (11.63%) got between 80-89 for their narrative writing scores.

2. The Result of Students' Post-test

Students' post-test scores of narrative writing skill are presented in the following table 4.3.

Table 4.3
The Students' Post-test Scores

| No. | Students | Score |
|------------|-----------------|--------------|
| 1 | Student 1 | 75 |
| 2 | Student 2 | 80 |
| 3 | Student 3 | 65 |
| 4 | Student 4 | 75 |
| 5 | Student 5 | 80 |
| 6 | Student 6 | 65 |
| 7 | Student 7 | 85 |
| 8 | Student 8 | 85 |
| 9 | Student 9 | 75 |
| 10 | Student 10 | 70 |
| 11 | Student 11 | 70 |
| 12 | Student 12 | 65 |
| 13 | Student 13 | 75 |
| 14 | Student 14 | 75 |

| | | |
|----|------------|----|
| 15 | Student 15 | 60 |
| 16 | Student 16 | 70 |
| 17 | Student 17 | 65 |
| 18 | Student 18 | 80 |
| 19 | Student 19 | 65 |
| 20 | Student 20 | 85 |
| 21 | Student 21 | 70 |
| 22 | Student 22 | 75 |
| 23 | Student 23 | 75 |
| 24 | Student 24 | 75 |
| 25 | Student 25 | 80 |
| 26 | Student 26 | 75 |
| 27 | Student 27 | 85 |
| 28 | Student 28 | 70 |
| 29 | Student 29 | 75 |
| 30 | Student 30 | 85 |
| 31 | Student 31 | 90 |
| 32 | Student 32 | 70 |
| 33 | Student 33 | 60 |
| 34 | Student 34 | 75 |
| 35 | Student 35 | 60 |
| 36 | Student 36 | 85 |
| 37 | Student 37 | 65 |

| | | |
|----|--------------|--------------|
| 38 | Student 38 | 75 |
| 39 | Student 39 | 65 |
| 40 | Student 40 | 95 |
| 41 | Student 41 | 75 |
| 42 | Student 42 | 80 |
| 43 | Student 43 | 95 |
| | TOTAL | 3220 |
| | Mean | 74.88 |

Based on the table above showed that the total scores are 3220 with the mean of post test scores for VIII-9 class of SMPN 14 South Tangerang is 74.88 with the lowest score is 60 and the highest score is 95.

The following table 4.4 presents the distribution frequency of post-test:

Table 4.4

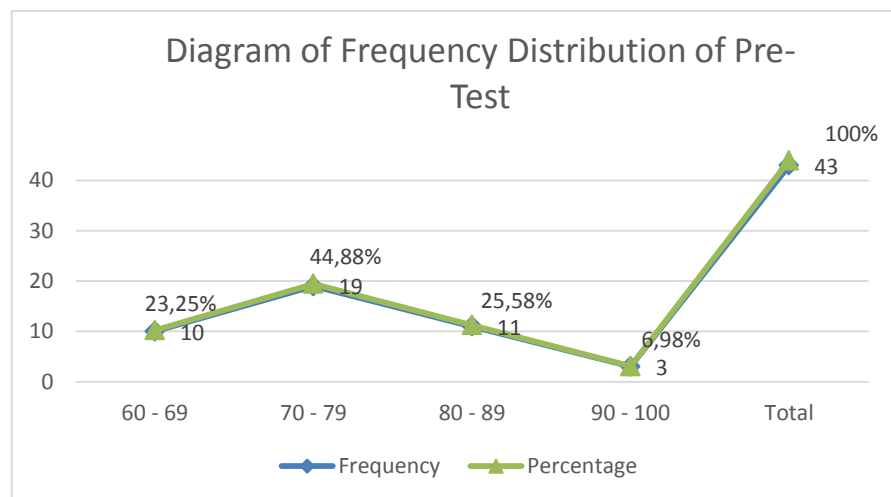
The Distribution Frequency of Post-test Scores

| No | Class Interval | Frequency | |
|--------------|----------------|-----------|------------|
| | | Absolute | Relative % |
| 1 | 60 - 69 | 10 | 23.25% |
| 2 | 70 - 79 | 19 | 44.19% |
| 3 | 80 - 89 | 11 | 25.58% |
| 4 | 90 - 100 | 3 | 6.98% |
| Total | | 43 | 100% |

The following diagram 4.2 presents students' post-test scores:

Diagram 4.2

Students' Post – Test Scores



It can be seen from the diagram above that 10 students (23.25%) got between 60-69 for their narrative writing scores, 19 students (44.19%) got between 70-79 for their narrative writing scores, 11 students (25.58%) got between 80-89 for their narrative writing scores, and 3 students (6.98%) got between 90-100 for their narrative writing scores.

B. The Analysis of the Data

1. Pre-test Analysis

Table 4.5

Pre-Test Analysis

| No. | Students | X_1 | X_1^2 |
|-----|------------|-------|---------|
| 1 | Student 1 | 65 | 4225 |
| 2 | Student 2 | 70 | 4900 |
| 3 | Student 3 | 55 | 3025 |
| 4 | Student 4 | 70 | 4900 |
| 5 | Student 5 | 70 | 4900 |
| 6 | Student 6 | 65 | 4225 |
| 7 | Student 7 | 80 | 6400 |
| 8 | Student 8 | 80 | 6400 |
| 9 | Student 9 | 65 | 4225 |
| 10 | Student 10 | 65 | 4225 |
| 11 | Student 11 | 55 | 3025 |
| 12 | Student 12 | 55 | 3025 |
| 13 | Student 13 | 70 | 4900 |
| 14 | Student 14 | 70 | 4900 |
| 15 | Student 15 | 55 | 3025 |
| 16 | Student 16 | 65 | 4225 |
| 17 | Student 17 | 55 | 3025 |

| | | | |
|----|------------|----|------|
| 18 | Student 18 | 70 | 4900 |
| 19 | Student 19 | 55 | 3025 |
| 20 | Student 20 | 75 | 5625 |
| 21 | Student 21 | 55 | 3025 |
| 22 | Student 22 | 65 | 4225 |
| 23 | Student 23 | 70 | 4900 |
| 24 | Student 24 | 65 | 4225 |
| 25 | Student 25 | 65 | 4225 |
| 26 | Student 26 | 65 | 4225 |
| 27 | Student 27 | 70 | 4900 |
| 28 | Student 28 | 65 | 4225 |
| 29 | Student 29 | 70 | 4900 |
| 30 | Student 30 | 70 | 4900 |
| 31 | Student 31 | 80 | 6400 |
| 32 | Student 32 | 65 | 4225 |
| 33 | Student 33 | 55 | 3025 |
| 34 | Student 34 | 65 | 4225 |
| 35 | Student 35 | 70 | 4900 |
| 36 | Student 36 | 75 | 5625 |
| 37 | Student 37 | 55 | 3025 |
| 38 | Student 38 | 70 | 4900 |
| 39 | Student 39 | 55 | 3025 |
| 40 | Student 40 | 80 | 6400 |

| | | | |
|-------------------------|--------------|-------------------------------|-----------------------------------|
| 41 | Student 41 | 65 | 4225 |
| 42 | Student 42 | 65 | 4225 |
| 43 | Student 43 | 80 | 6400 |
| N = 43 | Total | $\Sigma X_1 =$ 2850 | $\Sigma X_1^2 =$ 191450 |

Table 4.5 above shows that the result of $\Sigma X_1 = 2850$ and $\Sigma X_1^2 = 191450$.

The analysis of the pre-test (X_1) variable is as follows:

a. Determining mean of X_1 variables

- $\bar{x}_1 = \frac{\Sigma x_1}{n_1}$

$$\bar{x}_1 = \frac{2850}{43}$$

$$\bar{x}_1 = 66.28$$

b. Determining of standard deviation score of X_1 variables

- $SD_1 = \sqrt{\frac{SS_1}{n_1 - 1}}$

- $SS_1 = \Sigma x_1^2 - \left(\frac{\Sigma x_1}{n_1}\right)^2$

$$SS_1 = 191450 - \left(\frac{2850}{43}\right)^2$$

$$SS_1 = 191450 - \frac{8122500}{43}$$

$$SS_1 = 191450 - 188895.35$$

$$SS_1 = 2554.65$$

- $SD_1 = \sqrt{\frac{SS_1}{n_1 - 1}}$

$$SD_1 = \sqrt{\frac{2554.65}{43 - 1}}$$

$$SD_1 = \sqrt{\frac{2554.65}{42}}$$

$$SD_1 = \sqrt{60.825}$$

$$SD_1 = 7.799$$

2. Post-test Analysis

Table 4.6

Post-Test Analysis

| No. | Students | X ₂ | X ₂ ² |
|-----|------------|----------------|-----------------------------|
| 1 | Student 1 | 75 | 5625 |
| 2 | Student 2 | 80 | 6400 |
| 3 | Student 3 | 65 | 4225 |
| 4 | Student 4 | 75 | 5625 |
| 5 | Student 5 | 80 | 6400 |
| 6 | Student 6 | 65 | 4225 |
| 7 | Student 7 | 85 | 7225 |
| 8 | Student 8 | 85 | 7225 |
| 9 | Student 9 | 75 | 5625 |
| 10 | Student 10 | 70 | 4900 |

| | | | |
|----|------------|----|------|
| 11 | Student 11 | 70 | 4900 |
| 12 | Student 12 | 65 | 4225 |
| 13 | Student 13 | 75 | 5625 |
| 14 | Student 14 | 75 | 5625 |
| 15 | Student 15 | 60 | 3600 |
| 16 | Student 16 | 70 | 4900 |
| 17 | Student 17 | 65 | 4225 |
| 18 | Student 18 | 80 | 6400 |
| 19 | Student 19 | 65 | 4225 |
| 20 | Student 20 | 85 | 7225 |
| 21 | Student 21 | 70 | 4900 |
| 22 | Student 22 | 75 | 5625 |
| 23 | Student 23 | 75 | 5625 |
| 24 | Student 24 | 75 | 5625 |
| 25 | Student 25 | 80 | 6400 |
| 26 | Student 26 | 75 | 5625 |
| 27 | Student 27 | 85 | 7225 |
| 28 | Student 28 | 70 | 4900 |
| 29 | Student 29 | 75 | 5625 |
| 30 | Student 30 | 85 | 7225 |
| 31 | Student 31 | 90 | 8100 |
| 32 | Student 32 | 70 | 4900 |
| 33 | Student 33 | 60 | 3600 |

| | | | |
|-------------------------|--------------|-------------------------------|-----------------------------------|
| 34 | Student 34 | 75 | 5625 |
| 35 | Student 35 | 60 | 3600 |
| 36 | Student 36 | 85 | 7225 |
| 37 | Student 37 | 65 | 4225 |
| 38 | Student 38 | 75 | 5625 |
| 39 | Student 39 | 65 | 4225 |
| 40 | Student 40 | 95 | 9025 |
| 41 | Student 41 | 75 | 5625 |
| 42 | Student 42 | 80 | 6400 |
| 43 | Student 43 | 95 | 9025 |
| N = 43 | Total | $\Sigma X_2 =$ 3220 | $\Sigma X_2^2 =$ 244400 |

Table 4.6 above shows that the result of $\Sigma X_2 = 3220$ and $\Sigma X_2^2 = 244400$.

The analysis of the post-test (X_2) variable as follows:

a. Determining mean of X_2 variables

- $\bar{x}_2 = \frac{\Sigma x_2}{n_2}$

$$\bar{x}_2 = \frac{3220}{43}$$

$$\bar{x}_2 = 74.88$$

b. Determining of standard deviation score of X_2 variables

- $SD_2 = \sqrt{\frac{SS_2}{n_2-1}}$

- $SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{n_2}\right)^2$

$$SS_2 = 244000 - \left(\frac{3220}{43}\right)^2$$

$$SS_2 = 244000 - \left(\frac{10368400}{43}\right)$$

$$SS_2 = 242000 - 241125.58$$

$$SS_2 = 2874.42$$

- $SD_2 = \sqrt{\frac{SS_2}{n_2-1}}$

$$SD_2 = \sqrt{\frac{2874.42}{43-1}}$$

$$SD_2 = \sqrt{\frac{2874.42}{42}}$$

$$SD_2 = \sqrt{68.44}$$

$$SD_2 = 8.27$$

3. Determining t Test

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{66.28 - 74.88}{\sqrt{\left(\frac{2554.65 + 2874.42}{43 + 43 - 2}\right) \left(\frac{1}{43} + \frac{1}{43}\right)}}$$

$$t = \frac{-8.6}{\sqrt{\left(\frac{5429.07}{84}\right)\left(\frac{2}{43}\right)}}$$

$$t = \frac{-8.6}{\sqrt{(64.63)(0.046)}}$$

$$t = \frac{-8.6}{\sqrt{2.97}}$$

t

t

The result -5 indicated that there was a difference of degree as much as -5. Regardless the minus, it does indicated negative score.

4. Determining degrees of freedom

$$df = n - 1$$

$$df = 43 - 1$$

$$df = 42$$

5. t – table → degree at significance 5% = 1.681

The result is $5 > 1.681$

C. Interpretation of the Data

Based on the result of calculation above that the mean of pre-test and post-test it is obtained the t-observation (t_o) is 5 then the t-table (t_t) of df is 42 ($43-1 = 42$) in significance 5% is 1.681. That's means t-observation (t_o) is higher than t-table (t_t). The alternative hypothesis (H_a) is accepted and the

null hypothesis (H_0) is rejected, because $t_o > t_t$ ($5 > 1.681$). So, there is difference significant between students score in learning narrative writing skill by using digital storytelling and the students score in learning narrative writing skill without using digital storytelling at the eighth grade students of SMPN 14 South Tangerang.

The mean of pre-test before using digital storytelling in learning narrative writing skill is 66.28 with the lowest score of pre-test is 55 and the highest score of pre-test is 80. Then, the mean of post-test after giving the treatment using digital storytelling in learning narrative writing skill is 74.88 with the lowest score of post-test is 60 and the highest score of post-test is 95. Their scores shows that the increased by using digital storytelling between pre-test and post-test scores and it can be conclude that the method was effective.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the resume of data analysis in data description, the writer concluded that Digital Storytelling Method improved students' narrative writing skill. Its improvement can be viewed at the research analysis in one class; experimental class. The value of $df = 42$ at the degree of significance 5% or t-table was 1.681. The result $5 > 1.681$. The results of the data analysis showed that by using of t-test formula, t_o (t-observation) was higher than t_t (t-table). It means that Digital Storytelling Method to improve students' narrative writing skill is effective.

Thus, the alternative hypothesis (H_i) was accepted while the null hypothesis (H_o) was rejected. There was also a significant difference between post-test results of students' narrative writing in experimental class. By using Digital Storytelling Method at 8th grade students' of SMPN 14 South Tangerang is improved.

B. Suggestions

The writer would like to give some suggestions related to research conclusion. The suggestions are as follows;

- 1) For Teachers

- The use of Digital Storytelling Method to improve students' narrative writing skill can be implemented as an alternative method since it was proven effective.

2) For Students

- The students can practice writing narrative using Digital Storytelling Method in implementing in learning process. It could help the students to more understand about content, organization, vocabulary, language use, and mechanics.

3) For Researchers

- Further researcher should do research on the new way of Digital Storytelling Method in various subject.

REFERENCES

- Agusta, D. (2015). *Improving Students' Ability in Writing Narrative Text Using short Animated Stories at Class VII C of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2014*. Faculty languages and arts. State University of Yogyakarta. Yogyakarta.
- [Ansari, J. M. 2013.](#) "Pragmatics Effect on English Writing Ability among High School Students". *Journal of English Language Teaching and Learning* (hlm 32-35).
- Asrifan, A. (2015, Juni). "The Use of Pictures Story in Improving Students' Ability to Write Narrative Composition". *International Journal of Language and Linguistics* (hlm 224-245). South Sulawesi: Science Publishing Group.
- [Bartan, S. O. \(2017, April\).](#) "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills". *The Reading Matrix: An International Online Journal* (hlm 59-62).
- Dani, S. L. 2014. *Improving Writing Skill through Guided Writing of the Eighth Grade Students of SMPN 2 Selat in Academic Year 2013/2014*. Faculty of teacher training education. Mahasaraswati Denpasar University. Denpasar
- Defrioka, A. (2014, Juni). *Retelling: An alternative Strategy in Teaching Reading Narrative Text*. ISBN: 978-602-17017-3-7.
- [Fasya, M. D \(2015\).](#) *Improving the Grade VIII Students' Writing Skill of Narrative Text through Dictogloss at SMPN 1 Mungkid, Magelang in the Academic Year of 2014/2015*. Faculty of languages and arts. Yogyakarta State University. Yogyakarta.
- Hariadi, A. A. (2016). *The Use of Digital Storytelling to Improve Narrative Writing Skill for 8th Grade Students of SMP Negeri 1 Yogyakarta*. Faculty of the teachers training and education. Sanata Dharma University. Yogyakarta.
- Irwan., Fitriana. F., Yandri. (2014). *Teaching Writing Texts through Compare-Diagnose-Operate Strategy for Senior High School Students*.
- Meer, H. S. (2016, May). *Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative*. Owlcation.
- Teaching English 4 All. (July, 2 2010). "Narrative Text in Teaching English". <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>. Diakses pada 2 Oktober 2017 pukul 19.00.
- [Setiadi, A. \(2014\).](#) *Improving Students' Writing Skill through the Genre-Based Approach in Grade XI/S3 of SMAN 1 Pleret*. Language and art faculty. Yogyakarta State University. Yogyakarta.

- Widiastuti, J. (2017). *Assessing Students' Writing Skill (A Comparative Study of the Tenth Grade Students' in SMA Negeri 4 Purwokerto and SMA Muhammadiyah 1 Purwokerto in the Academic year 2016/2017)*. Teacher training and education faculty. Muhammadiyah University of Purwokerto. Purwokerto.
- Xu, Y., Park, H., & Baek, Y. (2011). "A New Approach Toward Digital Storytelling: An Activity Focused on Writing Self-efficacy in a Virtual Learning Environment". *Educational Technology and Society* (hlm 181-184). South Korea.
- Yamac, A. (2016, September). "The Effect of Digital Storytelling in Improving the Third Graders' Writing Skills". *International Electronic Journal of Elementary Education*.

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 14 TANGSEL

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Alokasi Waktu : 2 x 40 menit

Topik Pembelajaran : Narrative Text

Skill : Narrative writing

A. Standar Kompetensi

12.1 Memahami makna dalam teks tulis dan esai pendek sederhana berbentuk teks narasi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Merespon makna dan langkah-langkah retorika dalam menulis esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat dan lancar dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

12.2.1

- Mengidentifikasi berbagai informasi dalam teks narasi.
- Mengidentifikasi berbagai makna dan contoh teks narasi.
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks narasi.
- Menulis teks pendek dan sederhana dalam bentuk narasi dengan langkah-langkah dan teknik yang benar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

12.2.1.1

- Siswa mampu mengetahui jenis dan contoh cerita dalam bentuk narasi.
- Siswa mampu menceritakan kembali teks narasi dalam bentuk tulisan.
- Siswa mampu mengetahui *generic structure* dalam teks narasi.
- Siswa mampu mengetahui kebahasaan yang digunakan dalam teks narasi.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (*trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

E. Materi Pokok

Materi pokok yang akan digunakan dalam pembelajaran adalah:

- Sebuah video *narrative* dengan durasi 05:23 menit. Video ini berjudul “Digital Storytelling: Narrative Text (Definition, Generic Structure, Language Feature, and Example” yang berbentuk animasi guna membantu peserta didik untuk memahami penjelasan tentang *narrative* beserta contohnya.

Sumber video: <https://www.youtube.com/watch?v=BvtG-myN8Lo>

- Beberapa Video dengan durasi 2:07 menit. Video ini berjudul “The Lion and the Mouse – ABCmouse.com Aesop’s Fables Series ” yang berbentuk animasi guna membantu peserta didik untuk mengetahui contoh cerita narasi.

Sumber video: https://www.youtube.com/watch?v=iPybpc-xuG0&list=PLShNW5KUrpdquH6LBgiuxngmovP_qlaa0

- Contoh video storytelling dengan durasi 7:01 menit. Video ini berjudul “Story Telling Competition First Prize winner” guna memperkenalkan siswa *digital storytelling*.

Sumber video: <https://www.youtube.com/watch?v=ysOfcFr9JU8>

- Contoh video storytelling dengan durasi 2:03 menit. Video ini berjudul “Narrative text- PutriNurul9B – SMP YPS Singkole” guna memperkenalkan siswa *digital storytelling*.

Sumber video: https://www.youtube.com/watch?v=7o_gf9duJso

- Contoh video storytelling dengan durasi 2:27 menit. Video ini berjudul “Narrative Text about Malin Kundang” guna memperkenalkan siswa *digital storytelling*.

Sumber video: <https://www.youtube.com/watch?v=ltN0t3ld-AM>

- Video kartun dongeng dengan durasi 19:52 menit. Video ini berjudul “Cinderella story for children | Bedtime Stories for Kids | Cinderella Songs for Kids” guna mengetahui kemampuan siswa dalam menulis cerita narasi.

Sumber video: <https://www.youtube.com/watch?v=GYnd3IVpUU>

F. Media atau Alat Pembelajaran

Media:

- Laptop, papan tulis, spidol, dan LCD.

G. Metode: *Three-phase technique* (awal, inti, akhir).

H. Kegiatan Pembelajaran

Pertemuan ke-1

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKTU |
|----|--|--|----------|
| 1 | Kegiatan awal <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian (administrasi kelas). • Pemanasan. | <ul style="list-style-type: none"> ➤ Keagamaan ➤ Bersahabat | 10 Menit |
| 2 | Kegiatan inti <p>-Eksplorasi</p> <ul style="list-style-type: none"> • Tanya jawab tentang <i>narrative text</i> yang mereka ketahui. • Guru menanyakan beberapa contoh <i>narrative text</i> yang mereka ketahui. • Guru menanyakan <i>past tense</i> yang mereka ketahui. <p>-Elaborasi</p> <ul style="list-style-type: none"> • Guru menjelaskan <i>narrative text</i> dan <i>past tense</i> secara singkat. • Guru memberikan <i>pre-test</i> untuk membuat <i>narrative text</i> dengan potongan-potongan gambar yang telah disediakan dengan tema cerita <i>Cinderella</i>. <p>-Konfirmasi</p> <ul style="list-style-type: none"> • Guru mengulas penjelasan tentang <i>narrative text</i> dan <i>past tense</i> dengan memilih | <ul style="list-style-type: none"> ➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli | 60 Menit |

beberapa siswa di kelas.

- Guru mengulas isi dan penyusunan cerita *Cinderella*.

| | | | |
|---|---|---|----------|
| 3 | Kegiatan akhir | ➤ Rasa ingin tahu ➤ Komunikatif ➤ Bersahabat ➤ Toleransi | 10 Menit |
| | <ul style="list-style-type: none"> • Guru menyimpulkan materi yang telah disampaikan secara singkat. | | |

Pertemuan ke-2.

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKTU |
|----|---|--|-------------|
| 1 | Kegiatan awal: <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian (administrasi kelas). • Pemanasan. | ➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat | 10 menit |
| 2 | Kegiatan inti: <ul style="list-style-type: none"> -Eksplorasi <ul style="list-style-type: none"> • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya tentang <i>narrative text</i> dan contoh yang pernah diketahui. -Elaborasi <ul style="list-style-type: none"> • Guru menjelaskan tentang <i>narrative text</i> dan memberikan beberapa contoh dalam bentuk video dengan durasi 05:23 menit. | ➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli | 60 menit |

Vidio *narrative* ini berjudul “Digital Storytelling: Narrative Text (Definition, Generic Structure, Language Feature, and Example”.

- Guru menampilkan suatu vidio *narrative text* dengan judul *Cinderella* dan siswa menulis cerita tersebut berdasarkan vidio yang ditayangkan.
- Siswa diharapkan mencatat rangkuman tentang pengertian *narrative text* dengan bahasa mereka.

-Konfirmasi

- Guru menyebutkan nomor absen secara acak lalu menyuruh siswa untuk membacakan rangkuman yang telah dibuat dengan suara yang lantang.

| | | | |
|---|----------------|---|-------------|
| 3 | Kegiatan akhir | <ul style="list-style-type: none"> ➤ Rasa ingin tahu ➤ Komunikatif ➤ Bersahabat ➤ Toleransi | 10 menit |
|---|----------------|---|-------------|

Pertemuan ke-3 dan 4

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKT U |
|----|--|---|-------------|
| 1 | Kegiatan awal: <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian | <ul style="list-style-type: none"> ➤ Keagamaan ➤ Lebih percaya diri | 10 Menit |

| | | | |
|---|---|------------------|-------|
| | (administrasi kelas. | ➤ Bersahabat | |
| | • Pemanasan. | | |
| | Kegiatan inti: | ➤ Tanggung jawab | 60 |
| | -Eksplorasi | ➤ Berani | Menit |
| | • Guru mengulas materi sebelumnya tentang <i>generic structure</i> dan <i>language features</i> . | ➤ Komunikatif | |
| | • Guru menanyakan materi yang sudah diajarkan sebelumnya. | ➤ Jujur | |
| | -Elaborasi | ➤ Peduli | |
| | • Guru menjelaskan <i>generic structure dan language feature narrative text</i> secara singkat. | | |
| 2 | • Guru menyuruh anak untuk mencari 50 kata kerja pertama, kedua (verb 2) beserta artinya di kamus. | | |
| | • Guru menyuruh anak untuk membuat 15 kalimat menggunakan <i>past tense</i> dengan pola yang berbeda (positif, negatif, dan interogatif). | | |
| | -Konfirmasi | | |
| | • Guru memilih beberapa anak untuk menjelaskan tentang <i>generic structure</i> , penggunaan <i>past tense</i> , dan contoh kalimat <i>past tense</i> . | | |

- 3 Kegiatan akhir:
- Guru menyimpulkan materi yang telah dipelajari
- Rasa ingin tahu 10
 - Komunikatif Menit
 - Bersahabat
 - Toleransi

Pertemuan ke-5 dan 6

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKTU |
|----|--|--|-------------|
| | | | U |
| 1 | Kegiatan inti: <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian (administrasi kelas) • Pemanasan | <ul style="list-style-type: none"> ➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat | 10 Menit |
| 2 | Kegiatan inti: <ul style="list-style-type: none"> -Eksplorasi <ul style="list-style-type: none"> • Guru mengulas materi sebelumnya tentang <i>narrative text</i> • Guru menanyakan tentang materi sebelumnya kepada beberapa siswa secara acak. -Elaborasi <ul style="list-style-type: none"> • Guru menayangkan beberapa contoh video tentang <i>digital storytelling</i> • Guru membuat kelompok siswa untuk membuat <i>narrative text</i> dan <i>storytelling</i> • Siswa membuat <i>narrative text</i>, mengidentifikasi <i>generic structure</i>, dan <i>storytelling</i> di depan kelas • Guru mengevaluasi <i>narrative text</i> yang dibuat. -Konfirmasi <ul style="list-style-type: none"> • Guru memilih beberapa anak untuk menjelaskan tentang <i>narrative text</i> dan isi beberapa cerita yang telah | <ul style="list-style-type: none"> ➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli | 60 Menit |

diceritakan

- 3 Kegiatan akhir:
- Guru menyimpulkan materi yang telah dipelajari
- Rasa ingin tahu 10
 - Komunikatif menit
 - Bersahabat
 - Toleransi

Pertemuan ke-7 dan 8

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKT U |
|----|--|--|---------------------|
| 1 | <p>Kegiatan inti:</p> <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian (administrasi kelas) • Pemanasan | <ul style="list-style-type: none"> ➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat | <p>10 Menit</p> |
| 2 | <p>Kegiatan inti:</p> <p>-Eksplorasi</p> <ul style="list-style-type: none"> • Guru mengulas materi sebelumnya tentang <i>narrative text</i> • Guru menanyakan tentang materi sebelumnya kepada bebetapa siswa secara acak. <p>-Elaborasi</p> <ul style="list-style-type: none"> • Guru membuat kelompok siswa untuk membuat <i>narrative text</i> dan <i>digital storytelling</i> • Siswa membuat <i>narrative text</i> dalam bentuk kelompok dengan judul yang berbeda-beda. • Guru mengoreksi <i>narrative text</i> yang dibuat. • Siswa membuat <i>digital storytelling</i> dengan <i>narrative text</i> yang telay dibuat dan dikoreksi. | <ul style="list-style-type: none"> ➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli | <p>60 Menit</p> |

-Konfirmasi

- Guru memilih beberapa anak untuk menjelaskan tentang isi beberapa cerita yang telah diceritakan
- 3 Kegiatan akhir:
- Guru menyimpulkan materi yang telah dipelajari
- Rasa ingin tahu 10
 - Komunikatif menit
 - Bersahabat
 - Toleransi

Pertemuan ke-9 dan 10

| NO | LANGKAH PEMBELAJARAN | NILAI | WAKT U |
|----|---|--|---------------------|
| 1 | <p>Kegiatan inti:</p> <ul style="list-style-type: none"> • Sapa, salam, doa, pengkondisian (administrasi kelas) • Pemanasan | <ul style="list-style-type: none"> ➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat | <p>10 Menit</p> |
| 2 | <p>Kegiatan inti:</p> <p>-Eksplorasi</p> <ul style="list-style-type: none"> • Guru mengulas materi sebelumnya tentang <i>narrative text, generic structure, dan language feature</i> • Guru menanyakan tentang materi sebelumnya kepada bebetapa siswa secara acak. <p>-Elaborasi</p> <ul style="list-style-type: none"> • Guru menayangkan hasil <i>digital storytelling</i> buatan | <ul style="list-style-type: none"> ➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli | <p>60 Menit</p> |

siswa.

- Guru memberikan *post-test* untuk membuat *narrative text* dengan potongan-potongan gambar yang telah disediakan dengan tema cerita Malin Kundang.

-Konfirmasi

- Guru memilih beberapa anak untuk menceritakan isi cerita Malin Kundang

3 Kegiatan akhir:

- Guru menyimpulkan materi yang telah dipelajari

- Rasa ingin tahu 10
- Komunikatif menit
- Bersahabat
- Toleransi

I. Rubrik Penilaian

Writing Assessment Rubric
Adapted from Jacob et al.'s (1981)

| Aspects | Criteria | Score |
|--------------|--|-------|
| Content | • Relevant to topic. | 4 |
| | • Mostly relevant to topic but lacks detail. | 3 |
| | • Inadequate development of topic. | 2 |
| | • Not relevant to topic. | 1 |
| Organization | • Ideas clearly stated and supported, well organized, cohesive. | 4 |
| | • Loosely organized but main ideas stand out, not well organized. | 3 |
| | • Ideas confused or even no main ideas, bad organization. | 2 |
| | • Does not communicate, no organization. | 1 |
| Vocabulary | • Effective word /idiom choice and usage. | 4 |
| | • Occasional errors of word /idiom form, choice and usage. | 3 |
| | • Frequent errors of word /idiom form, choice and usage. | 2 |
| | • Little knowledge of English vocabulary, idioms and word form. | 1 |
| Language Use | • Few errors of agreement, tense, number, word order, articles, pronouns or prepositions. | 4 |
| | • Several errors of agreement, tense, number, word order, articles, pronouns or prepositions. | 3 |
| | • Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions. | 2 |
| | • Dominated by errors. | 1 |
| Mechanics | • Few errors of spelling, punctuation, capitalization and paragraphing. | 4 |
| | • Occasional errors of spelling, punctuation, capitalization and paragraphing. | 3 |
| | • Frequent errors of spelling, punctuation, capitalization and paragraphing. | 2 |
| | • Dominated by errors. | 1 |

$$\text{Nilai} = \frac{(\text{content} + \text{organization} + \text{vocabulary} + \text{language use} + \text{mechanics})}{20} \times 100$$

Mengetahui,
Guru Mapel Bahasa Inggris,

Peneliti

(Suhaeti, S.Pd)

(Putri Nurrahmah)

Appendix 2

RESEARCH SCHEDULE IN SMPN 14 SOUTH TANGERANG

| Day/Date | Meeting | Class | Time | Material |
|--------------------------------------|---------|---------------------------------|-------------|---|
| Tuesday, January 30th, 2018. | 1 | VIII.9 /Experiment Class | 12.30-13.50 | Self- Introduction and pre-test |
| Wednesday, January 31th, 2018. | 2 | VIII.9 / Experiment Class | 07.00-08.20 | Narrative text (watch video) |
| Tuesday, February 6th, 2018. | 3 | VIII.9 /Experiment Class | 12.30-13.50 | Generic structure and language |

| | | | | |
|---------------------------------------|---|---------------------------------|-------------|---|
| | | | | features |
| Wednesday, February 7th, 2018. | 4 | VIII.9 / Experiment Class | 07.00-08.20 | Generic structure and language features |
| Tuesday, February 13th, 2018. | 5 | VIII.9 /Experiment Class | 12.30-13.50 | Digital storytelling (watch video) |
| Wednesday, February 14th, 2018. | 6 | VIII.9 / Experiment Class | 07.00-08.20 | Digital storytelling (watch video) |
| Tuesday, February 20th, 2018. | 7 | VIII.9 /Experiment Class | 12.30-13.50 | Making narrative text and digital storytelling video |
| Wednesday, February 21th, 2018. | 8 | VIII.9 / Experiment Class | 07.00-08.20 | Making narrative text and digital storytelling video |
| Tuesday, February 27th, 2018. | 9 | VIII.9 /Experiment Class | 12.30-13.50 | Watch students' digital storytelling video and |

| | | | | |
|---------------------------------------|----|---------------------------------|-------------|---|
| | | | | post-test |
| Wednesday, February 28th, 2018. | 10 | VIII.9 / Experiment Class | 07.00-08.20 | Watch students' digital storytelling video and post-test |

Appendix 3



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email: fip@umj.ac.id

Nomor : 57/F.8-UMJI/2018
Lamp : -
Perihal : Permohonan Penelitian

20 Januari 2018

Kepada Yth.,
Bapak/Ibu Kepala SMPN 14 Tangerang Selatan
di
Tempat

Assalamu 'alaikum wr. wb.
Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Putri Nurrahmah
Nomor Pokok : 2014850035
Program Studi : Pendidikan Bahasa Inggris

saat ini sedang melaksanakan observasi dalam rangka penulisan tugas akhir (skripsi) dengan judul "The Effect of Digital Storytelling in Improving The Eight Graders' Narrative Writing". Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin. Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu 'alaikum wr. wb.


Dekan,

Dr. Iswan, M.Si.

Tembusan:

1. Sekolah ybs
2. Arsip untuk lampiran skripsi

Appendix 4



**PEMERINTAH KOTA TANGERANG SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 14**

Jl. AMD 15/16 Pondok Kacang Barat, Kec. Pondok Aren, Kota Tangerang Selatan
Telp. 021.7333.917, e-Mail : smpn14tanosel@yahoo.com

SURAT KETERANGAN
No. 421.3/043-SMPN14/III/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 14 Kota Tangerang Selatan :

Nama : Drs. H. MUSLIH, M.Pd.
NIP. : 19660820 199802 1 001
Pangkat, Gol. Ruang : Pembina, IV/a


Menerangkan bahwa :

Nama : PUTRI NURRAHMAH
NIM : 2014850035
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut diatas adalah benar telah melaksanakan Penelitian di SMP Negeri 14 Kota Tangerang Selatan pada tanggal 24 Januari s/d 28 Februari 2018 dengan judul penulisan tugas akhir (skripsi) "*The Effect of Digital Storytelling in Improving The Eight Graders 'Narrative Writing'*" guna memenuhi persyaratan memperoleh gelar S1, Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat digunakan seperlunya.

Tangerang Selatan, 1 Maret 2018


Kepala Sekolah,
Drs. H. MUSLIH, M.Pd
NIP. 19660820 199802 1 001

Appendix 5




**UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI**

Nama / No.Pokok : Putri Nurrahmah / 2014850035
Masa Bimbingan : 18 OKTOBER 2017 – 18 APRIL 2018
Program Studi : PBI
Judul Skripsi : *The Effect Of Digital Storytelling In Improving The Third Graders' Writing Skills*
Pembimbing : Mutiarani, M.Pd.

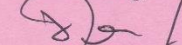
| NO | TANGGAL | URAIAN | PARAF PEMBIMBING |
|----|----------|---|------------------|
| 1 | 18/10-17 | Acc judul | Mt |
| 2 | 25/10-17 | Revisi Bab 1 | Mt |
| 3 | 31/10-17 | Revisi Bab 1 | Mt |
| 4 | 9/11-17 | Revisi Bab 1 | Mt |
| 5 | 16/11-17 | Revisi Bab 2. | Mt |
| 6 | 22/11-17 | Revisi Bab 2 | Mt |
| 7 | 18/12-17 | Revisi Bab 2-3 | Mt |
| 8 | 21/12-17 | Revisi Bab 2-3 (Technique of collecting data) | Mt |
| 9 | 5/1-18 | Bab 3. population and sample | Mt |
| 10 | 16/1-18 | pre test & post test | Mt |
| 11 | 20/1-18 | see bab-1-3. Mohon surat penelitian ke lapangan. | Mt |

| No | Tanggal | Uraian | Paraf Pembimbing |
|-----|---------------|--|------------------|
| 12. | 28/3 - 18 | chapter IV (pembahasan) | Md |
| 13. | 2/4-18 | chapter IV - V (pembahasan dan kesimpulan) | Md |
| 14. | 11/2018 /4 | See chapter 1 - V Abstract and References (Sedang Skripsi) | Md |

Mengetahui :
Ketua Program Studi


Zaitun, M.Pd.

Pembimbing,


Mutiarani, M.Pd.

Appendix 6



FAKULTAS ILMU PENDIDIKAN

Jl. KH. Ahmad Dahlan Cirebonu - Ciputat, 15419. Telp. 7442028 Fax. 7442330
 Website: <http://www.fipumj.ac.id> Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Putri Nurrahmah
 NIM : 2014050035
 Prodi : B. Inggris

| No. | Hari/Tanggal | Nama Peserta Ujian | Judul Skripsi | Paraf Ketua Sidang |
|-----|----------------------|------------------------|---|--------------------|
| 1 | Selasa / 15 / 8 - 17 | Rafno Wardani | Students Team Achievement Division (STAD) in Teaching Speaking. | |
| 2 | Selasa / 15 / 8 - 17 | Riry Hurrinah | The Effectiveness of Dictogloss Method toward Student's Listening Skill | |
| 3 | Selasa / 15 / 8 - 17 | Rifqi Mahdi Saindra | Using Graphic Organizer to Improve Student's speaking skill. | |
| 4 | Selasa / 15 / 8 - 17 | Prapti Anugun Widawati | The effect of News Article to Improve Student's vocabulary mastery. | |
| 5 | Selasa / 15 / 8 - 17 | Akhmad Taufik Muschid | Using Structural Approach: Numbered Head Together (NHT) to Develop Student's speaking skill. | |
| 6 | Rabu / 16 / 8 - 17 | Efendi Nugroho | The Use of Screen cast O-matic to Improve Student's Speaking Skill | |
| 7 | Rabu / 16 / 8 - 17 | Desi Kusuma Wardani | An analysis of Item in English Summative Test | |
| 8 | Rabu / 16 / 8 - 17 | Vivid Surya Almazal | Developing Student's Speaking Skills through talking Stick Model | |
| 9 | Jumat / 18 / 8 - 17 | Meutia Khanza | The Effect of Scaffolding toward student's writing Produce Text. | |
| 10 | Jumat / 18 / 8 - 17 | Mila Ratnasari | The Effectiveness of Using Analytical Rubric for Assessment toward Student's Descriptive writing skill. | |

Mengetahui,
 Ka. Prodi,


(Zaitun, M.Pd.)

Appendix 7





Appendix 8


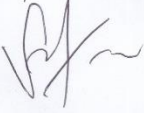


UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

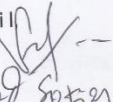
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
 Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa:
Putri Nurrahmah

BIMBINGAN PASCA SIDANG SKRIPSI
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 FAKULTAS ILMU PENDIDIKAN
 UNIVERSITAS MUHAMMADIYAH JAKARTA
 Tanggal 10 Agustus 2018 (R. 303 FIP UMJ)

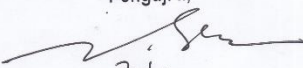
| TANGGAL | KEGIATAN PEMBIMBINGAN | PARAF DOSEN |
|---------|-----------------------|---|
| 23/8/18 | Revisi ok |  |
| 30/8/18 | Revisi ok |  |

Penguji I



Muhammad Sofan Hari

Penguji II,



Zaitun

Appendix 9

CURICULUM VITAE



Name : Putri Nurrahmah
Date and Place of Birth : Tangerang, 04 Mei 1996
Address : Jalan Kavling Rawa Bunga Raya RT 001/02
Nomor 87, Pondok Kacang Barat, Pondok Aren, Tangerang Selatan.
Phone Number : 089623922532

Family Profile

Father : Suriadi
Mother : Lisna Wati

Education

1. (2002-2008) SDN Pondok Kacang Timur V.
2. (2008-2011) SMPN 14 Tangerang Selatan.
3. (2011-2014) SMAN 5 Tangerang Selatan.

Qualification : Computer Literate
Could be work in team, discipline, and responsible.


Job Experience : 1. English teacher in BBM Education Bintaro
2. English teacher in SDN Pondok Kacang Barat 03.


Appendix 10

Sampel pre test dan post test

Pre-test
Cinderella

by Annalita Aulia Jyasmine (8) 24/10/2018

1.  Once upon a time, there lived a beautiful young woman named Cinderella. She lost both of her parents, and she lived with her step mother and her step sisters. Her step sisters treated her like a servant, but Cinderella never questioned her position in the family. She was a kind hearted, and she is a really patient person. She treated her step family like her own family.

2.  Cinderella was told to do every chores. She makes breakfast, wash the clothes, sweep the floor, feed the animals, and she even clean their bedrooms. She will do every thing they told her to do, but she wouldn't get the nice things. Her step mother doesn't even let her to eat on the table.

5.



She was so beautiful the prince asked her
for a dance. The prince fell in love to her.
They danced like nobody was around them.
but it didn't last long.. suddenly... they
are lost in time and then ...

6.



the clock smies it and the spell will be
broken. Cinderella knew this and she ran from
the prince. She lost her glass slippers and
the prince kept it. she ran so fast the
prince couldn't keep up.

7.



On the other day the prince and his bodyguard
was looking for Cinderella. They have found her

because she was the only person who can fit
the shoe. The prince were never succeed because
he knew it was her from the start. We asked
her to marry him, she couldn't decline

because she also fell in love with him. We also
asked her to go to the palace.

8.



and then the prince marry her because of
love. And then they lived happily ever after
in a great palace.

The end

Post-test

Malin Kundang

By Amelia Aulia Jasmine (8)(89)

1.



One day, there lived a poor young boy named Malin. Malin and his family is really poor. he works everyday to feed his family. he wondered, which is like to be rich. Malin is very diligent.

He follows his mother's orders, and he gave his mother all of his love and affection but, he wanted more, he feel like there's more adventure in his life than he didn't go through. he was thinking to travel out of the village, so he asked her mother about this. At first, his mother did not agree, but his mother listens the way for Malin so she can have success.

2.



Malin was planning to come back to his village and meet his mother and his brother Yudin. when he got to the unknown island.

He asked for a job, and then he met the most beautiful woman. at first, they were he said, they both fell in love in the unknown island. Fortunately, fortunately the beautiful woman is also rich.

3.



he married her because of her beauty and her wealth. he didn't tell his mother about this. in fact, he left his mother alone with his brother. he changed, he was really cocky and big headed. he travels to all of the islands, he went planning to go to his own hometown and meet his mother, his number one priority is his wife now and he would do anything to her.

4.



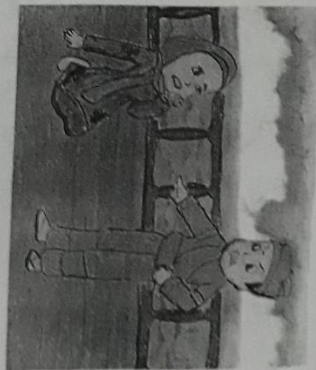
his mother is really worried, she hopes Nalin came back. she waited so long with Maling little brother, as a mother, she would feel worried about her son. she doesn't know what Nalin is really into and what is between wife and her.

5.



Mullin came back to his mother, but he decided like his mother is a spy. he tells his wife that she wasn't her mother. he said that his mother died long ago and Bill of his family too. Mullin's mother was sad because Mullin would kill everyone that she is her real mother.

6.



Mullin got angry to his mother, he realized that she is her mother, but he had to overcome revealing himself. he tells his mother to go away and never touch him again. his mother was really sad and heartbroken, she never knew Mullin would change this way.

7.



Melina's mother prays to god to punish Melina. She felt heartbroken, so she gave it all to god and let god finish it. Everything started to turn cloudy and there was a lot of thunder. Melina was really confused, but he is also scared. he begs to his mother to forgive him. Melina's wife was really scared too, she didn't know that Melina's family is still alive over now. Melina apologised to his mother a couple of times, Melina's mother won't forgive him because Melina has crossed the line.

8.



But, it was too late, he turned into a cold stone and he did not move. His mother still takes the pain in her heart, no son should act like Melina, it is a disgrace and it also dishonored his mother. No wealth can take him to heaven now, he must take his ~~responsibility~~ responsibility with him at the end. So the moral of this story is "you have to love your mother at all cost. she will decide when you have to go now."

Pre-test
Cinderella

by Salma Nurkhalisa (8.9/40)

1.



Long time ago, there was a girl named Cinderella. Her father died so she had to live with her step mother and her step sisters. Her step mother treated her so badly. To be exact, they - her step mother & sisters - treated her like Cinderella was their housekeep-

er.

2.



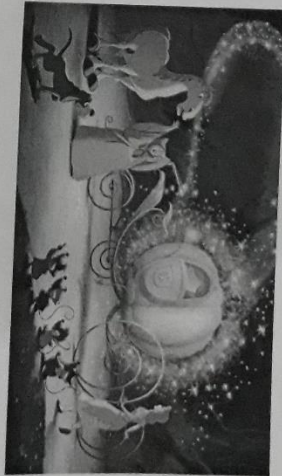
Cinderella had to do so many works. She had to wash the dishes, mop the floor, sweeping the floor, washing the clothes, and hard works like any other housekeeper would do.

3.



Until one day, there was a visitor knocking on the door while Cinderella was sweeping the floor. The visitor bring an invitation. "I'm here to give you this invitation from the Prince," he said. Cinderella received that invitation. She was looking unsure. She wouldn't be available to attend the party, would she?

4.



Cinderella was feeling all-blue. She could not attend the party, because her step mother didn't allow her to. Until the God Mother appeared and told Cinderella to not worry. She was swinging her magical stick when the mouses became beautiful horses, and the pumpkin became a very, very beautiful vehicle. And her dress was so beautiful! Yes, she could attend the party!

5.



In the castle Cinderella was so surprised when the Prince ~~approach~~ approached her. She was getting more surprised when the Prince asked her for a dance. "May I?" asked the Prince, and Cinderella answered with a nod. They were dancing all night. Well, almost all night.

6.



Cinderella wasn't realizing, it's almost 12.00 a.m. Gosh, the power of The God Mother will gone after 12.00 a.m. She hurriedly ended the dance. "Sorry, I gotta go," was all that she said. The Prince told him to not to, but she already ran and the thing she was leaving behind was her glass shoe.

7.



Little did Cinderella know, The Prince was keeping one of her glass ~~his~~ shoes. He decided to find Cinderella. And then, one of his delegation ~~is~~ was finding the girl who has the same feet size to the shoe. Surprisingly, the shoe fits Cinderella perfectly! He immediately brought Cinderella to the castle, to meet the Prince.

8.



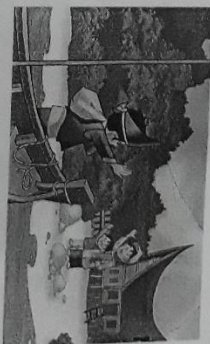
The prince was so happy when he meet Cinderella again. Cinderella was so happy too. Her step sisters was so jealous, but they cant do anything about that. Few days later, the castle held a big party to celebrate Cinderella's and The Prince's wedding. And after that, they live happily ever after :) The end.

1.



Once upon a time, there lived a lady with her son. They lived in the beach. Her son's name is Malin, mean while 'kundang' means 'carrying someone on their back'. Malin often being teased by the bullies with the kundang thing, so he had no friends. Therefore, he always spent his time with helping his mother. He was a kind, good, and hardworking boy.

2.



Until one day, Malin thought his income from working on the beach wasn't enough. He decided to go sailing, searching for another job. His mother was unsure of Malin's decision. But Malin kept begging to go to another land. His mother didn't know what to do. "Don't worry, Mother!" said Malin, and finally his mother allowed him. Malin was so happy, and go to another land.

3.



Malin Kundang became succeed! His live is so much better. After working for a few years, finally he succeed. He became a successful dealer. And he married to his dealer's daughter. So technically, Malin married to a wealthy woman. Let's hope Malin didn't forget his mother whom waiting on the Air Manis beach on West Sumatera, shall we?

4.



Malin's mother was praying all night, all day, or to be exact, everyday. She waited for Malin, waiting there's a ship that will bring back her beloved son. She hoped her son is doing okay, wondered what is he doing right now? Is he okay? Did he know that her mother is waiting for him? Here, in the beach?

5.



Years has gone by, Malin's mother heard a yelling from outside of her house.

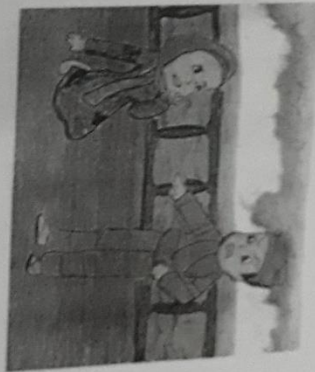
"Mother, mother! Malin.. Malin.. He's coming back!" yelled one of her neighbours.

Malin's mother was so surprised and happy at the same time.

"That big ship... it brings Malin! Come on,

Mother!" said the neighbour again.

6.



Malin's mother couldn't handle her urge to hug Malin. She hugged Malin so tight, but

surprisingly, Malin pushed her, so she fell.

"Who are you, Old Lady?" asked Malin.

"I'm your mother!" said Malin's mother.

"The hell?! My mother died years ago.

You just want my money, right?!"

"Malin.. I'm your mother!"

7.



"Who is that, Malin?" asked his wife.

"Nobody. Let's go back to the city, Dear.

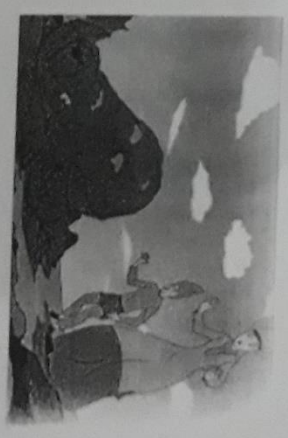
"I'm fed up with this old lady," said Malin, and
he went back to the city.

Malin's mother hurt, the neighbours was trying
to comfort her.

"Malin... how dare you... I'm cursing you

to be a stone!" said Malin's mother.

8.



"No, mother!" Malin felt his feet was going
to be a stone. He tried to bend down. "I'm
sorry...!"

His too late. Malin was already a stone.

A bend-over stone. Malin's mother was so

surprised and crying, didn't think her curse
would come true.

Now, you can see Malin's stone on Air Manis
beach, West Sumatra.

Pre-test

Cinderella

43

by: YOHANA SIHOTANG

CLASS: 8.9

1.



Once upon a time, there is a woman.
Her name is Cinderella. She lived
with her step mother and 2 step
sisters.

2.



Her step mother asked Cinderella
to do many house work. She ~~is~~
~~was~~ swept, washed, etc. She was
like an assistant.

3.



One day, the guest came to Cinderella's house to give an invitation to them. Cinderella talked that invitation and she want came to that's party. But her step mother ~~do~~ didn't give her a permit.

4.



Cinderella was very sad. And then she met a man. That's man helped Cinderella ~~to~~ came to the party. The man changed Cinderella to appoint to Princess. But, she must go from that's party before 12.00 PM.

5.



In the party, cinderella met
a prince. And the prince invited
cinderella to danced with him.

6.



But, when the clock sounded,
cinderella remember she must go now.
When cinderella run, her shoes ~~was~~ leaved.
Prince tooked the shoes and searched
who had this shoes.

7



And then the shoes is Cinderella's shoes. Cinderella brought to the castle.

8



Last story, Cinderella was wedding with prince. And they lived together and always happy.

Post-test

Malin Kundang

By: Yohana Sihotang (8.9)

1.



Once upon a time, there was a good man. He said the seas to payed his mother and his life needs, because his father was dying. And his name is Malin Kundang

2.



Because their life needs ~~are~~ were not enough, so Malin went to the city to searched a job. Malin said, "mother, i want to ~~went~~ ^{go} to the city to searched a job. may i?" His mother said, "Why to the city, Malin?" "Because our life needs are not enough" answered Malin. "Ok, you may go to the city, but you must come back!" said his mother.

3.



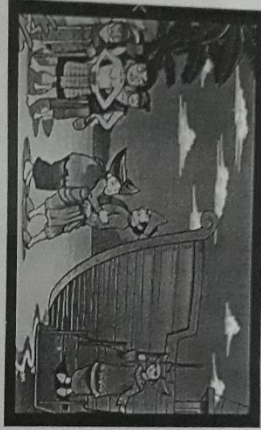
At the city, malin found a
job, and malin found a wife.
They were married and live happily.
He became a wealthy man.

4.



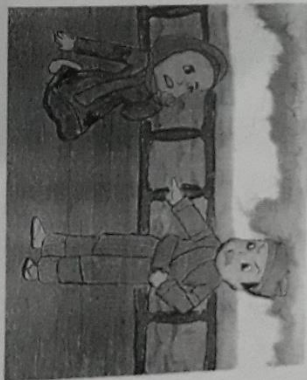
But at the village, his
mother was waiting Malin to
come back.

5.



One day, Malin and his wife
went to the village for job
problems. At that time, Malin
and his wife met Malin's
mother. His mother hugged
Malin and said, "Malin, my son,
you come back!"

6.



Malin loosed his mother's hug, and
he said "Who are you?"
"I am your mother, do you forget?"
answered his mother.
"No! You are not my mother, my
family are dying!" said Malin.

7.



Molin's mother was sad.
She prayed, "Oh, god, why
my son forget me, he say
I am dying!"

8.



Molin's mother, said "Oh, god,
curse this rebel son to become
the stone!" And after that
Molin became the stone. The End.