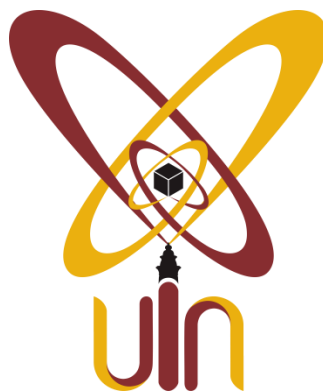


**THE USE OF DIGITAL STORYTELLING IN
TEACHING WRITING (NARRATIVE TEXT)**

**(An Experimental Research at the Second Grade of SMP Negeri 4
Cilegon)**

A PAPER

Submitted to the Department of English Education
The Faculty of Education and Teacher Training As a Partial Fulfillment
of the Requirement for the Sarjana Degree



By:

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**FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY
SULTAN MAULANA HASANUDDIN BANTEN
2017/2018**

STATEMENT OF ORIGINALITY

I here declare that the researcher paper I wrote as a partial fulfillment of requirement for the Sarjana Degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitute my own original scientific writing. As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 01st Juli 2018

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Nufus Apriliani, 2018. The Use of Digital Storytelling in Teaching Writing Narrative Text (An Experimental Research at the Second Grade of SMPN 4 Kota Cilegon), (Undergraduate Research paper. Department of English Education, Faculty of Education and Teacher Training, The State Islamic University, “Sultan Maulana Hasanudin” Banten). Advisers: As’ari, S.S., M.Si and Ila Amalia M.Pd.

ABSTRACT

This research investigates teaching writing (Narrative Text) Using Digital Storytelling. This research used experiment research it was conducted based on the main problem 1. How is the students narrative text writing ability? 2 How is the digital storytelling applied in teaching writing, 3 How is the effectiveness of teaching writing using digital storytelling ? To Investigates of the research, the researcher collects data from 50 students that spared into two classes, one class as experimental class and another one is as the control class. The researcher used true-experimental design with use the instruments were three stages are pre-test, treatment, post-test and observation. Population of the research was the Second Grade of SMPN 4 Kota Cilegon, Academic year 2017/2018. The sample of the research used class VIII G as experimental class and class VIII I as control class. The conclusion of the research is that there is the significant effect of using Digital Storytelling in Teaching Writing (Narrative Text), it can be seen from the result that researcher has gotten the average score of $t_{\text{observation}} = 4.15$ and $t_{\text{table}} = 1.67$ and 2.4 with the level significant of 5% and 1 %. T_o is bigger than t_t . It means significant effective of Digital Storytelling in Teaching Writing (narrative text)

Keywords: Digital Storytelling, Teaching Writing, Narrative Text

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DEDICATION

THIS PAPER DEDICATE TO :
MY BELOVED PARENTS ARE SYAFRUDIN AND MARIA
KATRINA
MY HIDENN ADVISER IS MUCHAMMAD SOLEHUDIN
AMIGOS or SEVEN ICON MUSLIMAH
THANKS FOR YOUR DIRECTION, MOTIVATION AND
ADVICE FOR FINISHING THIS PAPER

MOTTO

“ Everything because of Allah ”

BRIEF BIOGRAPHY

The writer's name Nufus Apriliani. She was born in serang, on April 3th 1996. She is second daughter out of three from the married couple Mr. Syafrudin , and Mrs.Maria Katrina. She lives in Cilegon, Kec. Citangkil Kel. Citangkil Kota Cilegon-Banten

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Secondly peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I realize that an appropriate moment for me to deepest gratitude for:

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10. Tbi C is the second family (nuri dan kawan kawan, geng korea, dll) and my roommate(tawadho) .

Finally, the writer realizes that this paper is being perfect yet, but the writer hopes this paper will be useful especially for the writer and for any readers or any researchers. Therefore, the writer would like to accept some suggestions to correct the weakness of this paper.

Serang, 01st Juli 2018

Nufus Apriliani

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CHAPTER I

INTRODUCTION

A. Background of the study

The world, because of the development technology and communication that sophisticated spread of universe is no separate . Consequence that there is no element of life either individual or collective it escape from literacy media. Furthermore it called information and communication technology¹ Now we explain computer assisted in education. Learning use computer assisted is digital storytelling.

Two brilliant teachers from Berkeley 's Center for Digital Storytelling led a workshop at the Center for Educational Technology in Middlebury, Vermont. That latter center inhabited an old building, the former courthouse for Addison County. There, Joe Lambert and Emily Paulos met with a dozen of us, and we learned to turn new technologies to storytelling purposes between gleaming labs and refurbished court offices.²

Now, a decade later, PCs are much more powerful, and sound and video have become standard computer components, but the outdated model that led these technical developments still stands. Improvements in technology have not led to an

¹Ilzamudin Ma'mur , *Membangun budaya literasi : meretas komunikasi global*. Cet 2 (Jakarta : Diadit Media, 2010)51

²Bryan Alexander , *The New Digital Storytelling Creating Narratives with New Media*.(USA : Greenwood publishing, 2011)93

advanced style but rather a faster, flashier version of the older style, with bullet points that fly and twist and bigger postage stamp boxes for video. Even full-size video will sometimes break up the same representative gradient color backgrounds. Because of this trend, the term multimedia has come to symbolize a business-driven, computer-based standard that consists of a number of textual, aural, and visual elements tossed together in a PowerPoint document, with little sense of design and zero sense of story or experience³. According to Robin the result of Digital storytelling is Multiple Literacy Skills, one of the is writing. Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. As Jerome Bruner in said that in writing, this fundamental structure is *not* one of content but of method.

Students must learn the structure of thinking that leads to writing since there is no other “content” to writing apart from the dynamic of conceptualizing.⁴ Writing as a process means giving students time to prewrite, write, postwrite, proofread, and edit their papers. In the fact, Students are getting difficultness that how to write in English language.

The writer will develop variant method to teaching writing base on digital. It means teaching writing, not just

³ Len Wilson, *Digital Storytellers The Art of Communicating the Gospel in Worship*, (Abingdon : Press Nashville , 2000)114

⁴ Landmar Ks, *Teaching Writing Landmarks and Horizons* (United States of America : Southern Illinois University Press , 2002) 115

assigning it. Teaching writing is the various forms of writing that students think through their meaning, their purpose, and the needs of their audience to determine the most appropriate genre. It means encouraging students to collaborate with peers and to discuss their projects with teachers during the writing. It means permitting students to determine to some extent the schedule for completed papers to be submitted to the teacher and subsequently to be published. (At any level, students should experience the delight of publication.) It means teaching grammar and mechanics *within* the writing process. It means hard work, self-satisfaction, discovery, and making decisions. It means making classrooms joyfully literate places.⁵ We know teenagers can access computer base on internet easily. We should create motivation of students to learn English by computer and I supposed that it will be enjoy and fun. Digital storytelling it can explore their imaginative in writing skills. On the one hand, educators usually use conventional to teaching, one reason which background is because easy and practice.

The conventional teaching ' make some students bored. We need digital media to make the lesson is meaningful and students can memorize their mind without being force. Nowadays, there are variant method to teaching English but as educators we are must update and utilize technology. One of them is digital storytelling. Digital storytelling is media/tools

⁵ Joyce Armstrong Carroll. Wilson, *Acts of Teaching How to Teach Writing* (Teacher Idea Press A Division Of Libraries Unlimited, Inc. Englewood, Colorado, 1993) 89

that use computer and help the children to remember visual memorize and to get experience knowledge. With technology it encourage students 's motivation and writing skills.

The writer will be focused in teaching writing(narrative text). After they see the digital storytelling so they have to make the narrative text by theirselves. The writer teach how to make narrative text with their previous knowledge or their experience. After the students see digital storytelling , they can imagine clearly, what is narrative include plot, actor, point of view.

The beginning to make the short story is prewriting process. According to the process, the writer will give the empower effort to create their brainstorming. The stimulus of digital storytelling that make students understand what is narrative text and generic structure of it such as : grammar, punctuation.

The researcher has observed the problem at the school especially in English learning, the fact that students are still weak in academic writing. The almost problem that make students difficult to write is poor vocabulary. Vocabulary is the important point to write sentence. The second is grammar. Grammar is not escape in academic writing. The serious problem is tense, sometimes students are getting confuse to differ of tense. How to write present tense and past tense. On the other hand, if they are confuse to identify what kind of the tense that it will make them do mistake while writing . They are usually arduous to match the appropriate verb in sentence. Because of the matter above , students think laborious to

arrange the sentence. The last, students can't distinguish of subject, predicate, and explanation.

According to Joe Lambert, Digital Storytelling is narrative entertainment that reaches its audience via digital technology and media microprocessors, wireless, signals, the web, dvd and so on. Joe Lambert has implemented digital storytelling firstly in Middlebury. Joe Lambert and Paulos make innovation to teaching English. They insert picture, sound to convey the story.

One reason the researcher uses digital story in teaching writing is that digital story is increasing literacy to young learners. The result of some research at international education journals explain that narrative can develop intelligence of students to write. Narrative is giving the powerful mind to create text. They can implement the culture of literacy that is helped by computer. Digital storytelling that uses computer to deliver the plot of the story. The students can write vocab and arrange the sentence to narrative text. The sound of digital story is clear. Students can hear how to pronounce the word correctly. Reflecting of the story is recall of what kind of the tense.

As educator / teacher that The need of new method in teaching writing based on internet computer. So the writer will do research the use of digital storytelling in teaching writing. The research entitled "the use of digital storytelling In teaching writing(narrative text)". The object of the research are students

that will be conducted as an experimental research at second grade of SMPN 4 Cilegon.

B. Limitation of The Problem

This researcher chooses personal narrative that uses digital storytelling. The researcher focuses more on characters' stories in teaching writing (narrative text). This research uses digital storytelling so that the students are able to write fable stories.

C. Statements of the Problems

To make this study more focused, the writer intends to formulate the statements of the problems as follows :

1. How is the students' narrative text writing ability?
2. How is the digital storytelling applied in teaching writing?
3. How is the effectiveness of teaching writing using digital storytelling?

D. The Aims of the Study

Based on the statements of the problems above, the objectives of this study are as follows

1. To find out the students' narrative text writing ability at second grade students of Smp Negeri 4 Cilegon .
2. To find out the digital storytelling applied in teaching writing at second grade students of Smp Negeri 4 Cilegon.
3. To find out the effectiveness of teaching writing using digital storytelling?

E. Significance of the Study

According to this an experiment research that the writer can utilize the technology in teaching and learning English. The second point, there is a new tools/ media it can be implemented the teacher to make the English study is fun and enjoyable , teacher should use digital media in teaching writing.

The third point is the digital storytelling can help the students to write narrative text by their self , it can explore their imagination to create narrative text with the structure of grammatical correctly .The last point is digital storytelling has advantages to solve the weakness of students in academic writing.

F. Organization of Writing

This paper divided in five chapters as follow:

Chapter one is an introduction the background ,the statment of the problems, the aims , the signif icance of the study and the organization of writing.

Chapter two is the theoretical framework which elaborates about teaching writing and materials.

Chapter three is the methodology of the research which explains about the method of the research, the place, the research of instrument, the participant, and the technique of analysis data.

Chapter four is result of discussion, consist of the processing of pretest score, the processing of posttest score, hypothesis testing.

Chapter five is the conclusions and suggestion, consist of conclusion and suggestion.

The final part of this paper consist of a list of references, attachments and list biography of the researcher.

CHAPTER II

THEORETICAL FOUNDATION

A. Definition of Digital Storytelling

Teaching English in 21 century isn't escaped from technologies. Educators try to choose media to make the lesson is more effective And appropriate. One of them is digital storytelling. We are explaining more clearly. The first project center's of digital storytelling in Middlebury, Vermont. Joe Lambert and Emily Paulos make new media to convey story by technology. They insert some pictures and voiceover on dvd. Through recorded voiceover, photos snagged through Google Images, audio tracks drawn from podcasts, and frantically typed subtitles,it give students sense to attention when the learning process.⁶

Digital storytelling is narrative entertainment that reaches its audience via digital technology and media—microprocessors, wireless signals, the web,dvds, and so on. Interactivity is one of its hallmarks. Older media, which is supported by analog technology (film, video, lps, audiotape), cannot support back-and-forth communications between the audience and the material

⁶Bryan Alexander , *The New Digital Storytelling Creating Narratives with New Media*. xii

interactivity and this is a radical difference between the older media and the new.

Digital story is giving the readers or listeners easiness to learn language especially in digital story, it can bring us to learn wherever such as : novel read in digital phone, video games is also bring the teenagers visual learning story by inbox email, video clip about daughter and mother is giving moral values to us, story in blog is also digital story that make students smarter to access technology in learning language.⁷

State university, Chico explain digital story has five assessment purpose include : Spelling narration of a story, provide a meaningful context for understanding the story being told, use images to capture and/or expand upon emotions found in the narrative, employ music and other sound effects to reinforce ideas, invite thoughtful reflection from their audience. The spread of digital storytelling interest has inspired variations and experiments. After all, the curriculum is based on powerful concepts that allow different implementations. It also rests on a set of technologies, which change frequently. Pre-digital media can help the listeners/ the readers to understand what the story about and how the story happened. The audiences see the characters, plots, scenes and so on.

On the other hand, the classic sense emphasizes representation of life to an audience. Storytelling is giving the sense of connecting with audience if the story appropriate with

⁷ Bryan Alexander , *The New Digital Storytelling Creating Narratives with New Media*, 3

the culture. According to Simmons sees the skill of storytelling as “the unique capability to tap into complex situation we have all experienced and which we all recognize”.

We get the positive values of the story as audience. Getting experience of the story as if we are in that situations. Charles Baxter, a leading teacher of writing, emphasizes characters as being essential to a story through their desires: “Without a mobilized desire or fear, characters in a story or life won ’ t be willing to do much of anything in the service of their great longings.”

Digital storytelling is used to provide an enormous array of entertainment experiences. It encompasses such things as online role playing games involving hundreds of thousands of players; talking dolls with artificial intelligence; virtual reality simulations involving sword fights with comic book characters; action games on pocket-sized wireless devices; and interactive cinema on full scale theatrical movie screens. These forms of entertainment would seem, at first glance, to be completely unlike, yet a closer investigation will reveal significant similarities.⁸

Story is more positive and productive , its expressing emotion. Story is simply a thing, any media object, which demonstrates this clear sequence. Daniel Pink sees these as definitional: “Story exists where high concept and high touch intersect. McKee said there are three to five steps sequence

⁸ Carolyn Handler Miller , *Digital Storytelling A Creator’s Guide to Interactive Entertainment* , (United States of America : imprint of Elsevier, 2004) Xiii- Xv

inciting incident, progressive complications, crisis, climax, and then resolution. There are media to express the story that through book, movie and documents. In the fact that, the story with document media is difficult to understand especially to young learner. Relate to story that as a vehicle engagement in the foreground. Many people consider that machines as tools of imagination to tell story.

The story use technology is two generation of creativity , culminating in the time and experiencing stories These technologies were not secret in 1979, when was in New York and Michigan sixth grades, but known, and steadily growing in reach. On the one hand ,digital storytelling tempts to consider narrative to be universal one. Every story has different culture. At different level, digital story bring our minds an experience in human condition. If we talk about technology, we can star from internet. Among the teenagers are familiar with games. It called an early storytelling. One of them is spacewa game around . an early storytelling engine that dates back to the 1960s. If we think of world-building as storytelling, the first virtual worlds in the early internet age—all text based!—appeared in the late 1970s, with the first MUDS (Multi-User Dimensions or Multi-User Dungeons.

There is popular digital storytelling around 1980 such as legend, folklore, recipe , horror stories , quizzes, puzzles , prayers , and inspirational text. The key point to understand the power of digital storytelling is transformation the audience feel the sense of media technology , memory, and has been revitalized. The power of digital storytelling is created as daily life culture. We

can write the script that appropriate with our purpose. On the one hand, digital storytelling developed around two decades is world wide web.

Other Web-based digital stories deployed richer, more complex media. A source of good examples is the long-running Dreaming Methods project (1993). That group has produced a series of multi linear stories that partake of the environmental strand of digital storytelling history, portraying.

B. Type of digital storytelling

1. Personal narrative

According to Joe Lambert and CDS (Center of Digital Storytelling) have provided training and assistance to people interested in creating and sharing their personal narratives. CDS describe a variety of personal narrative such as : Character stories, Memorial stories, Stories about event in our lives , Adventure stories, Accomplishment stories, Stories about place in our lives, Stories about what we do, Recovery stories

2. Stories that examine historical event

Digital story can be created from historical material that students might explore their classroom. Digital story is created by using early photographs , as well as paintings and other materials found on internet.

3. Story that inform or instruct.

This story is reflect instructional material in content such as math, science, health education and instructional technology.⁹

The writer choose is the personal narrative. Personal narrative is more focus on character stories. Character stories is familiar especially for teenagers or young learner. Character story has the empower in writing skills. They can imagine easily with character story. Futhermore character story must appropriate with the culture.

C. Purpose of Digital Storytelling

Constructivist learning appears most clearly during the process of making a story, which is, on several levels, the process of making meaningful learning. Further, a constructivist style then embeds that work in a metacognition framework, helping students make connections between their creation and their sense of learning, building a portfolio of learning stories through digital storytelling, of how students approached problems individually or in collaboration, detailing the steps and actions their approaches inspired, and reflecting on the insights that their eventual success, or possibly failure, reveal; this style provides a vivid and enjoyable mechanism for charting the development of their learning skills.

Story assignments, therefore, need to be interconnected with curriculum in many ways. A discipline ' s unique storytelling

⁹” Shaunna smith ‘ type of digital story, <http://uhdigitalstorytellingworkshop.pbworks.com/w/page/457574/TYPES%20O%20DIGITAL%20STORIE>

approaches can be recognized (for example, consider the role of passive voice in science writing). Students can rummage through a subject area 's media world for digital story content; this may involve teachers and librarians in helping guide learners to those online area's .Students can also reflect in a metacognitive way about their learning experience so far, identifying problems and strengths and exploring their individual ways of apprehending a topic.¹⁰

D. Media And Model Digital Storytelling

1. Video games.

The video game is the first form of computer-based fun ever devised, making it the Grand daddy of all digital interactive entertainment. Clearly, games do many things extremely well, but let's take a moment to ponder. Games are all about doing, about action—things that you, the player, do. Games are performance experiences. Beyond that, games are also extremely good at making things life-like and responsive in ways that are not possible in linear entertainment, where everything s locked into place. With AI, computer-controlled characters can behave much more like real humans, altering their responses and behaviors in accordance with how they are treated. Games are also extremely good with “the physics of objects,” .Weakness of many games, “Games are good at how things work,”

¹⁰ Bryan Alexander , *The New Digital Storytelling Creating Narratives with New Media* ,218-221

Waddington said, “but they tend to be all about the ‘how s’ and not about the ‘why’.

2. The Web

In such cases, the online material may be a seamless building out of the core property and my further immerse visitors in the story; in other words, promotions like this are extensions of a fictional universe. They closely reflect the offline property in terms of content, visual style, and tone. One of the first websites to make a major success of this technique. Web shorts gain the most attention when they are built around a strong subject or have an unusual point of view, though they should not be blatantly offensive. Powerful emotional themes are always an important element of stories, on the Web or anywhere else, though handling them well takes significant writing skill. . Web audiences enjoy humor and like being surprised, and these elements, when used skillfully, can add to the effectiveness of a piece.

E. Definition of Teaching Writing

According to Santos and McKay is teaching writing should have ideological. On the other hand, Sarah Benesch said that “all form instruction are ideological”. She illustrates this with an analysis of English for academic purpose (EAP). She point out that in its attempts” to adapt students to status quo” by presenting the demands of literacy as ‘ positive artifacts of normative academic culture. We get the point that as educators must have ideological position to deliver the message and to

know the role play of educators that relate on the subject. Ideological make the teacher understand how to teaching writing , so the students can understand easily with their task.

Closely allied to ideology comes theory and our views of language , the nature of language learning, writing and the nature of learning of composition even if we never articulate our teory to ourselves, they become apparent to other in our syllabus and choice of materials and activities. As a teacher we should choice the material of writing that appropriate with our culture. If there is correlation between the culture and material it will become the meaningful learning. The students get the sense and to able interpret with their own selves. On the one hand process writing is commitment of content, fluency, personal voice and revising.¹¹

Murphy's said that " the strong teacher is reflective teacher and part of necessary background preparation for becoming teacher of writing is to recognize that every teacher brings to the classroom philosophy of teaching and set of beliefs about learning. Teaching writing take place : student produce written text that are expected to exhibit increasingly advanced levels of proficiency as the students writer progress through a curriculum and teachers must make choices about hoe various learning experience will promote the goal.

F. Genre of writing

¹¹ Jack Richard And Willy, *Methodology In Language Teaching* (USA : Cambridge University Press , 2002) 306-308

Genre can be defined in term both of intended form and the intended function of the writing. Form is writing product. The function are term of communicative function , as a traditional language teaching (describing , inviting and apologizing) , terms discourse mode , traditional in writing instruction (narration , exposition, argumentation and description).¹²

1. Academic writing : papers, general subject report essays, compositions academically focused journals, short answer test responses, technical reports, these , dissertations.
2. Job-related writing : messages, letters/emails, reports, schedules, labels, sign advertisements, announcements manual.
3. Personal writing : latters, emails, greeting card , invitations, messages, calendar entries, shopping list, reminders financial documents, medical reports, immigration documents, diaries, personal journal fiction such as short story, poetry.¹³

G. Type of writing performance

1. Imitative : there are some basic learner that the students must have such as basic task of writing letters, words punctuation, and sentences. Two of components most central to any writing course that the writing assignment that students are asked to do and the method of feedback

¹² Sara Cushing Weigle , *Assessing Writing*, (United Kingdom : Cambridge University Press, 2001) 95-96

¹³ H Douglas Brown, *Language Assessment Principle And Classroom Practice* (California : longman.) 219-220

provide to the learner on their evolving writing skills. on the one hand, there are several skills in writing such as handwriting, spelling , punctuation, well formed sentences, paragraph and text it called mechanic.¹⁴

a) Teaching Handwriting

Because of everything use digital media, so some students get difficultness to write by hand .Lately a lot of writing is base on computer. We don't need write with our hand but we attempt to explore handwriting with the media postcard. If students get trouble with aspect of handwriting that the teacher follow two stages such as recognition and production of latter.

b) Teaching spelling

The way of helping students to learn how to spellings are and are not acceptable. Extensive reading(reading longer text, such as simplified reader for pleasure) help students to remember English spelling rules and their exception, although many students may need some encouragement to this kind of reading.

c) Teaching punctuation

Before we write text, we should attention of punctuation such as capital latter and coma.Ex.: Robert, Clara, Thomas. Where writers are using e-

¹⁴ Jeremy Harmer, *How To Teaching Writing*, (Malaysia : Six Impression, 2007) 44-55

mail communication, the need accurate punctuation (spelling) does not seem to be so great. Features such as capital letter and apostrophes are frequently left out.

d) Teaching copying, sentence, paragraph and text.

Copying is activities of students that write the model of word from the teacher. Copying is make students have handwriting skills and punctuation. Next is sentence, it's important in writing academic. Making sentences with grammar correctly is datermine good writer. On the one hand, paragraph is not escape from the text. Students should to know how to construct paragraph. Subtitution drill is one way to produce that encouragment the students to write paragraph with only read the text.

2. Intensive (contrled) : beyond the fundamentals or immitaive writing are skills in producing appropriate vocabulary within context , collocations and idioms and correct grammatical features up the length of a sentence.
3. Responsive : this assessment take to performance discourse level ,connecting sentence into paragraph and creating logically connected sequence. Genre of writing include narrative , descriptions, shorts report and responsive reading, it emphasize on context and meaning.
4. Extensive : extensive implies succesful management of all the processes and strategies of writing all purpose, up to the length of an essay, paper, major reserch project report,

thesis. Writer focus on achieving a purpose organizing, organizing developing idea , using support .

H. Techniques for getting started

1. Brainstorming

Students have previous knowledge or information as a draft to be a topic. Sharing with friend about hot issue or news to be the topic before start to write. Brainstorming is to create creativity that relate reference or source.

2. Listing

Listing can be quite and essentially individual activity. The students is encouraged to produce lengthy list a possible of all the main idea and subcategories that come to mind as he or she think about the topic at hand.

3. Clustering

Clustering is key word to get idea that use words or phrase. Completed clusters can look like spokes on wheel or any other pattern of connected lines depending on how individual association or relate to the other.¹⁵

So the writer choose brainstorming for prewrite in academic writing. Brainstorming is create and exprese the idea. They are creative to construct sentence by sentence be good paragraph. Brainstorming is helpful for students.

¹⁵ Marianne Celce-Muria, *Teaching English As A Second Or Foreign Language third Edition*, .(USA : Dewey Publishing Data 2001) 219-224

I. Goal setting

Responding to students writing has the general goal of fostering students improvement. Teachers need to develop responding methodologies which can foster improvement, they need to know how measure or recognize improvement when it does occur. As with so many aspects of teaching writing , one of them is setting goal. Setting goal is the teacher focus on implementing a variety of response type and training student to maximize the insight of prior feedback on future writing occasions.

Shaping feedback, Students must also be trained to use the feedback in ways that will improve their writing, be it on the next draft of particular paper or on another assignment. In two relate case studies analyzing a very large number of marginal and end comments written by experienced.

J. Narrative

1. Definition of Narrative

Narrative is art that the function of the relationship between two worlds: the fictional world created by the author and the "real" world, the apprehendable universe. In some narratives the author tries to control the reader's response more fully than in others. Narrative art requires a story and a story-teller. In the relationship between the teller and the tale, and that other relationship between the teller and the audience natural basis of narrative art. In any example of narrative art

there are, broadly speaking, three points of view those of the characters, the narrator, and the audience.¹⁶

According to young black Americans, William Labov oral narrative have The six parts or stages of this pattern such as abstract, Orientation, Complicating action, Evaluation, Result or resolution narratives. In written fiction, the ‘abstract’ is usually provided by the title. The orientation is to be found at all it most often found at the start (it is the ‘who, what, where, when’, of the story). The ‘complicating action’ unsettles the initial balance and prepares the ‘resolution’ the ‘coda’, usually placed at the end of the narrative, is where things are rounded off – where the ‘(implied) author’, or the ‘narrator’, parts company with the ‘reader’.¹⁷

Narrative is imaginative story or fiction that aim to entertain people. Narrative is consist of verbal and visual sign. The study of narrative is narratology. According to wales ‘Basically a story, of happenings or events, either real or imaginary, which the narrator considers interesting or important. Narratives are most commonly narrated in words, in speech (as in oral literature and jokes) or (chiefly) in writing; but they can be enacted dramatically on stage, or visualized in the images of film and gestures of mime.¹⁸

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Robert Scholes, *dkk., The Nature of Narrative*, (New York : Oxford University Press , 2006) 82-85

¹⁷ Jane Austen, *Narrative Techniques A Stylistic and Pragmatic Analysis* , (England : Ashgate Publishing Limited A, 2009)13-15

¹⁸ Steven Cohan And Linda M. Shires , *Telling Stories A theoretical analysis of*

There are differences between action of telling story and story. The action of telling story is narration and the person who act to tell the story is narrator. Narrative text is the story to tell the listener or reader that using media include image, sound, or other combinations.¹⁹ The generic structure of narrative text are orientation, complication, resolution and reorientation. The grammar of narrative are usually simple past tense and past perfect tense.

a) Kinds of Narrative

Writing of fiction is easy for students. Furthermore, they are familiar with genre and they have experience before. Jerome Bruner explains in *Acts of Meaning*, "stories make 'reality' a mitigated reality". Children are predisposed naturally and by circumstance to start their narrative careers in that spirit. And we equip them with models and procedural tool kits for perfecting those skills. Without those skills we could never endure the conflicts and contradictions that social life generates". Encourage students to consider the following forms of fiction²⁰

- 1) Legend : legend is one of narrative text that to tell the readers or listener about human life history.

narrative fiction, (Francis : British Library Cataloguing in Publication Data , 2001) 54-56

¹⁹ Dan mcIntyre, *Point of view in plays. A cognitive stylistic approach to viewpoint in drama and other text-types*, (Amsterdam: John Benjamins Publishing Company, 2006) 95

²⁰ joyce Armstrong Carroll And Edward E. Wilson, *Acts Of Teaching .How To Teach Writing* , 111

Legend as same of folktale. It's short history . in Indonesia there are legend such as sangkuriang, malin kundang, danau toba, tangkuban perahu.

- 2) Fable : the short story that the actor is animal like human life. They can speak and action. In fable there is important values as we as audience. Fable such as : story monkey and crocodile, smartest parot, mousedeer and crocodile.
- 3) Fairytale : the story of imagination that the actor is not in the real life. Sometimes fairytale is appropriate to young learner. The example of fairytale are Cinderella, snow white, beauty and the beast, the story of Rapunzel.
- 4) Science fiction : According to Basil Davenport. 1955, Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from the Earth by Jules Ver, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clark

CHAPTER III

RESEARCH METHDODOLOGY

G. Method of Research

The researcher will use quantitative data as an experimental research, According to Nunan ‘the experimental method basically a collection research design guideline for using principle and principle and procedure for determining statistical significance and criteria for determining the quality of study.’²¹ There are four design of experiment research. The first is pre-experiment design, this experiment is not the real experiment because still other variable at the process that influence independent variable. It’s sample no random. The second is true experiment design. This experiment is the real because the researcher can control all other variable that influence when the process of research.

²¹ David Nunan , *Exploring Second Language Classroom Research* ,(Canada : Cengage Learning 2009)83-84

The characteristic this research is taking the sample by random. The third is factorial design. It modifier from true experiment that look at moderator variable influence the treatment (independent variable) to the result(dependent variable). The last is quasi experiment design. It's development of true experiment design that difficult to do. This design has control group but is not control full other variable. Quasi experiment is better than pre-experiment. The researcher take the quasi design because it's rather difficult to get control group.²²

The researcher consider use true experimental research and to know the use of digital storytelling in teaching writing whether it give significant result or not. The researcher take the true experiment design. Which the object of data are students in writing (narrative text) , the true experiment can handle all variable that influence the research. And for the sampling use clustering sampling. Clustering sampling is technique in which clusters of participants that present the population are identified and included the sample. The main cluster sampling can be specified as cost reduction and increasing the levels of efficiency of sampling.

The researcher takes pre-test post control design group. It's one of true experimental design because of the presence of a control group. this is better than post test only control design because the researcher can measure improvement (through the score)²³

²² Sugiyono , *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R D* (Bandung : Alfabeta, 2015) 114-115

²³ David Nunan , *Exploring Second Language Classroom Research*.216

H. The Place Time And Place Of Research

The writer will conduct the research on January until February 2018 at second grade Smp Negeri 4 Cilegon Jl. Sunan Bonang , Kubang Sari, Ciwandan, Kota Cilegon, Banten. The headmaster and committee of curriculum have permitted my own research. That school has provided place and facilities to my own research.

I. Population and sample

1. Population

Population is generalization area that include object or subject has quality and characteristic requirement. It setting by researcher to learn and to get conclusion. Population is quantity/ characteristic.²⁴ The researcher will use quantitative data. Population is more than 100 person. There are 5 classes at second grade of smp N 4 cilegon. One class consist of 35 students. $35 \times 5 = 175$ students. The population at second grade of smp N 4 cilegon are 175 students.

2. Sample

Sample is part of population to research. It called sample if we want to generalize the result of research sample. Generalization is to get the conclusion of the research that give the treatment/ influenced to population. We can do the research of sample if the subject at population is homogeny. The researcher use clustering sample to get the result of

²⁴ Sugiyono , *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R D.* 117

research. Clustering sampling is a complete list of clusters represents the sampling frame then few clusters are chosen randomly.

J. Technique of Data collection

1. Pretest

Before applying digital storytelling in teaching writing ,The researcher will give the test for two classes that control class and experiment class. Kind of test is portfolio. Portfolio is the best method to evaluate individual of students capability. The researcher instruct to students to write fable stories (narrative text). the students are free to choose the title. The function of the test to measure the writing ability of students in narrative text. the scoring of students writing ability such as Ideas, organization ,wording flavor, *mechanics*, usage , punctuation ,spelling , handwriting

2. Post test

The researcher will conduct the post test. During the research , the control class is no treatment and the experimental class is given digital storytelling. Kinds of the test is portfolio. The researcher instruct the students to write fable story (narrative text) . they are free to write the title. They can select the title with their previous knowledge or their experience.

The function of the post test to measure the writing ability in narrative text both of two classes. The researcher will measure is there difference of score between experiment

class and control class. Is there a significance result of two classes after the experiment class give the treatment. the scoring of students writing ability such as Ideas, organization ,wording flavor, *mechanics*, usage , punctuation ,spelling , handwriting. Finally the researcher is collecting the score both the experimental class and control class that will be calculated.

K. Technique of Data Analysis

The researcher will use *t*-Test for analysis of data. *t*-Test is only used if the measurements consist of interval data (such as score) Also *t*-Test are always used to compare only two sets of data.²⁵

To search Mean Variable X_1 with formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

1. To search Mean Variable X_2 with formula :

$$M_2 = \frac{\sum X_2}{N_2}$$

2. To search deviation score variable X_1 with formula :

$$X_1 = X_1 - M_1$$

Note : quantity X_1 or $\sum X_1$ must same with zero

²⁵ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2003) 269.

- To search deviation score X_2 with formula

$$X_2 = X_2 - M_2$$

Note : quantity X_2 or $\sum X_2$ must same with zero

- To quadrate X_1 so summed up, and result
- To quadrate X_2 so summed up, and result
- After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :
- To search t_0 with formula

$$8. t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

M_1 Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 Number of students of control class

2 Constant number

df = Degree of Freedom (df = $N_1 + N_2 - 2$)

L. Assessment Writing

- Assessment writing's Sara Causing Weigle

Content	Score	Level	Criteria
	30-27	excellent to very good	knowledge , substantive , through,through development of thesis , relevant assigned topic.
	26-22	good to average	some knowledge of subject, adequate range, limited development of thesis, mostly relevant topic , but lacks of detail.
	21-17	fair to poor :	limited knowledge of subject, little substance, inadequate development of topic. ²⁶
	16-13	very poor	does not show knowledge, of subject, non substantive, , not enough to evaluate

Organization	Score	Level	Criteria
	20-18	excellent to very good	Fluent expression, ideas clearly stated supported, succinct, well organized, logical sequencing

²⁶ Sara Cushing Weigle , *Assessing Writing*, 116

			,cohesive.
	17-14	good to average	Somewhat choppy, loosely organized but main idea stand out , limited support, logical but sequencing in complete.
	13-10	fair to poor :	Non fluent , idea confused or disconnected, lacks logical sequencing and development
	9-7	very poor	does not communicate, no organize,not enough to evaluate

Vocabulary	Score	Level	Criteria
	20-18	excellent to very good	Sophisticated range, effective word/idiom use and usage, word form mastery, appropriate register
	27-14	good to average	Adequate range, occasional errors word/

			idiom form, usage but meaning not obscured
	13-10	fair to poor	Limited range, frequent error of word /idiom, choice, usage, meaning confused or obscured.
	9-7	very poor	Essentially translation, little knowledge of English vocabulary, idiom , word form, not enough to evaluate

Language use	Score	Level	Criteria
	25-22	excellent to very good	Effective complex construction, few errors of agreement, tense, number, word

			number/function, articles, pronoun, preposition, but meaning seldom obscured.
	21-18	good to average	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, pronouns, preposition but meaning seldom obscured.
	17-11	fair to poor	Major problems in simple or complex construction, frequent error of negation, agreement, tense,

			number, word order, pronouns, preposition runs ons.
	10-5	very poor	Virtually, mastery of sentence, construction rule, does not communicate, not enough to evaluate.

Mechanic	Score	Level	Criteria
	5	excellent to very good	Demonstrate mastery of convention, few errors spelling, capitalization, paragraphing
	4	good to average	Occasional of errors spelling, capitalization, paragraphing but meaning not obscured

	3	fair to poor :	Frequent of error of spelling, capitalization, paragraphing, poor handwriting, meaning confused, or obscured
	2	very poor	No mastery of conventions, dominated by error spelling , punctuation, capitalization, paragraphing, handwriting eligible, not enough to evaluate.

2. Assessment Writing's Jacob

According to Jacob from Douglas's book, there are five point to assess writing. Its above maximum score such as content ,organization, vocabulary, syntax, mechanics. This analytical scoring is suitable for narrative writing skills. The Calculation of the score is 100.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter the researcher would like to present the description of the data obtained. As the researcher explained in the previous chapter that the population in the research were students

No		Maximum Score
1	Content	30
2	Organization	25
3	Vocabulary	25
4	Syntax	20
5	Mechanics	5
		100

of eight grade in SMP N 4 Cilegon and the sample were 25 students of VIII G as experimental class and 25 students of VIII I as control class. In this research, the researcher identified some result to find out the use of digital storytelling as media . The score of students before treatment, the score students after

treatment, the differences between pre-test and post-test score of students and the differences of students' condition between who are taught by digital story and who are not in the learning process. The researcher also gave test to students in experimental class and control class. The test divided two types are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. On the test, students should speak in front of the class according the theme prepared by the researcher. The researcher describes the data in experimental and control class as below :

1. Experimental Class

The researcher describes the result of pre-test in the experimental class by the table as follow :

The reseacher is combine two raters to make the data valid. The First reseacher use Sara Caushing Wagle to assess the values from assessing writing book and the second use Jacob from Douglas book. Reseacher combine the total of score and divided by two.

Table 4.1

The students' score of pre-test at the experimental class

No	Respondent	Criteria					Score
		C	O	V	L	M	
1	DW	13	9	8	11	2	43
2	YG PR	13	7	7	5	2	34
3	NM DW	17	17	9	8	2	53
4	NB AF	18	16	10	7	3	54
5	ST KM	17	11	13	5	3	49

6	MS	13	11	8	5	3	40
7	MY	15	12	9	9	2	47
8	KN	13	11	7	5	3	39
9	NA	13	10	11	12	2	48
10	R.A	13	7	7	5	2	34
11	IR	14	7	7	5	2	35
12	GJ	14	7	7	5	2	35
13	RJ	13	7	7	5	2	34
14	FT	14	7	7	5	2	35
15	IZA	15	7	9	5	3	44
16	MWS	14	7	7	6	2	36
17	AMD	19	12	12	8	2	53
18	IN	15	7	9	6	3	45
19	AS	15	10	7	8	2	42
20	NF	15	12	7	8	2	44
21	AAW	16	12	6	8	3	45
22	EN	13	7	9	9	2	40
23	IF	15	9	7	8	3	42
24	HY	18	15	10	9	2	54
25	MY	17	7	8	5	2	39
N = 25	TOTAL						$\sum X =$ 1064
	AVERAGE						M = 42.56

Note :

C : Content

O : Organization

V : Vocabulary

L : Language use

M : Mechanic

Mean of Pre-test :

$$X = \frac{\sum X}{N} = \frac{1064}{25} = 42.56 \text{ (the mean of pre-test experimental class is 42, 56)}$$

From the table 4.1 above showed that the result of students' pre-test score at the experimental class. The data showed the maximum score was 54 and the minimum score was 34. There were two students who got maximum score and there were three students who got minimum score. The average score of pre-test in experimental class was 42,56. While the result of post-test in experimental class got better score. The result of post-test in experimental class described by table bellow

Table 4.2

The students' score of post-test at the experimental class

		Criteria					
No	Respondent	C	O	V	L	M	Score
1	DW	23	20	18	17	3	81
2	YG PR	21	19	19	18	2	79
3	NM DW	17	17	16	25	3	78
4	NB AF	20	19	20	18	3	80

5	ST KM	23	19	19	15	3	78
6	MS	19	18	14	14	3	68
7	MY	22	18	16	15	4	76
8	KN	23	19	15	13	4	74
9	NA	25	19	16	20	4	84
10	R. A	23	19	19	18	3	82
11	IR	20	15	17	12	2	66
12	GJ	23	18	12	15	2	70
13	RJ	22	19	14	13	2	71
14	FT	17	14	11	9	3	54
15	IZA	22	20	18	13	3	76
16	MWS	21	18	20	18	4	81
17	AMD	23	20	18	10	4	75
18	IN	23	20	13	12	3	71
19	AS	21	20	14	18	2	75
20	NF	22	18	19	16	2	77
21	AAW	25	20	20	22	4	91
22	EN	20	14	10	10	3	57
23	IF	23	20	12	18	3	76
24	HY	22	16	20	18	3	79
25	MY	15	20	20	23	4	82
N = 25	TOTAL						$\sum X=1$ 881
	AVERAGE						M =75.2

		4
--	--	---

Mean of Post-test :

$$X = \frac{\sum X}{N} = \frac{1881}{25} = 75.24 \text{ (the mean of post-test experimental class is 75,}$$

24) From the table 4.2 above showed that the result of students' post-test score at the experimental class. The data showed the maximum score was 91 and the minimum score was 54. There was one student who got maximum score and there was student who got minimum score.

Table 4.3
The difference score between pre-test and post-test at
experimental class

No	Respondent	Pre-test	Post-test
1	DW	43	81
2	YG PR	34	79
3	NM DW	53	78
4	NB AF	54	80
5	ST KM	49	78

6	MS	40	68
7	MY	47	76
8	KN	39	74
9	NA	48	84
10	R. A	34	82
11	IR	35	66
12	GJ	35	70
13	RJ	34	71
14	FT	35	54
15	IZA	44	76
16	MWS	36	81
17	AMD	53	75
18	IN	45	71
19	AS	42	75
20	NF	44	77
21	AAW	45	91
22	EN	40	57
23	IF	42	76
24	HY	54	79
25	MY	39	82
	TOTAL	$\sum X = 1064$	$\sum X = 1881$
	AVERAGE	$M = 42.56$	$M = 75.24$

2. Control Class

The researcher describes the result of pre-test in the control class by the table as follow :

Table 4.4

The students' score of pre-test in the control class

No	Respondent	Criteria					Score
		C	O	V	L	M	
1	SNS	21	15	13	10	2	61
2	NSN	15	12	13	11	2	53
3	WN	21	18	18	20	4	81
4	AK	21	16	15	10	2	64
5	AH	15	13	11	9	3	51
6	FFS	21	9	13	16	2	61
7	NRF	18	15	11	12	2	58
8	NZ	15	14	12	10	3	54
9	AM	14	12	10	10	2	48
10	AF	17	12	11	10	2	52
11	MT	15	12	10	8	2	47
12	MSS	15	15	13	10	3	56
13	HW	15	15	12	9	2	53
14	EA	15	9	9	5	4	42
15	MD	15	13	14	13	2	57
16	NM	19	17	15	18	3	72

17	A S	15	13	13	8	3	52
18	EPH	17	18	13	13	2	63
19	NM	12	13	13	10	3	51
20	DAA	15	15	12	10	2	54
21	KH	17	18	10	12	2	59
22	RRS	22	18	19	18	4	81
23	RDM	20	13	11	10	4	58
24	LJ	20	12	13	13	4	62
25	DAS	17	15	13	9	3	57
N = 25	TOTAL						$\Sigma X =$ 1447
	AVERAGE						57,88

Mean of pre-test :

$$X = \frac{\Sigma X}{N} = \frac{1447}{25} = 57.88 \text{ (the mean of post-test control class is 57,88)}$$

From the table 4.4 above showed that the result of students' pre-test score at the control class. The data showed the maximum score was 81 and the minimum score was 42. There was one student who got maximum score and there was student who got minimum score.

Table 4.5

The students' score of post-test in the control class

No	Respondent	Criteria					Score
		C	O	V	L	M	
1	SNS	21	18	19	15	3	76
2	NSN	15	16	15	15	2	63
3	WN	23	20	18	22	4	84
4	AK	21	15	12	16	2	66
5	AH	19	17	17	12	3	68
6	FFS	21	13	13	16	2	65
7	NRF	18	15	13	12	2	60
8	NZ	18	17	15	16	3	69
9	AM	19	16	15	13	2	65
10	AF	17	15	15	17	2	66
11	MT	17	15	13	13	2	60
12	MSS	10	17	16	17	3	63
13	HW	19	15	18	16	2	70
14	EA	15	11	9	5	4	44
15	MD	18	13	14	13	2	60
16	NM	17	17	19	18	3	74
17	A S	15	15	13	8	3	54
18	EPH	16	18	13	20	2	69
19	NM	15	13	13	12	3	56
20	DAA	15	15	12	13	2	57

21	KH	19	18	10	12	2	61
22	RRS	24	18	19	18	4	83
23	RDM	20	18	15	12	4	69
24	LJ	22	13	16	15	4	70
25	DAS	17	17	13	17	4	68
N = 25	TOTAL						$\Sigma X =$ 1640
	AVERAGE						65.60

Mean of post-test :

$$X = \frac{\Sigma X}{N} = \frac{1640}{25} = 65,60 \text{ (the mean of post-test control class is 65,60)}$$

From the table 4.5 above showed that the result of students' post-test score at the control class. The data showed the maximum score was 84 and the minimum score was 44. There was one student who got maximum score and there was student who got minimum score.

Table 4.6

The difference score between pre-test and post-test at control class

No	Respondent	Pre-test (X_1)	Post-test (X_2)
1	SNS	61	76
2	NSN	53	63
3	WN	81	84

4	AK	64	66
5	AH	51	68
6	FFS	61	65
7	NRF	58	60
8	NZ	54	69
9	AM	48	65
10	AF	52	66
11	MT	47	60
12	MSS	56	63
13	HW	53	70
14	EA	42	44
15	MD	57	60
16	NM	72	74
17	A S	52	54
18	EPH	63	69
19	NM	51	56
20	DAA	54	57
21	KH	59	61
22	RRS	81	83
23	RDM	58	69
24	LJ	62	70
25	DAS	57	68
	TOTAL	$\sum X = 1447$	$\sum X = 1640$
	AVERAGE	M= 57,88	M= 65,60

B. Data Analysis

1. Experimental Class

The researcher analysis the data by comparing students' score in pre-test and post-test in the experimental class. The students' improvement score caused the researcher used digital storytelling in teaching writing. If seen from the students improvement score, it means that used digital storytelling as media was success in improving students' writing skill. The researcher describes the students' improvement score of pre-test and post-test at the experimental class by the table below:

Table 4.7

The difference score between pre-test and post-test result of experimental class

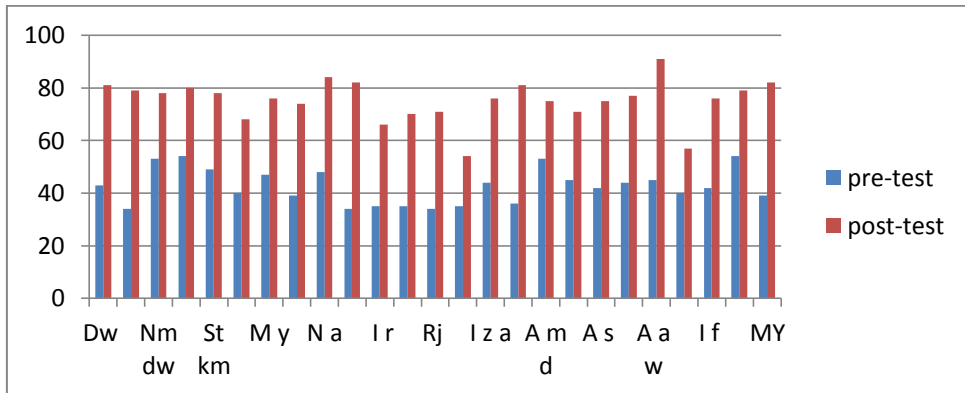
No	Respondent	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	DW	43	81	38
2	YG PR	34	79	45
3	NM DW	53	78	25
4	NB AF	54	80	26
5	ST KM	49	78	29
6	M S	40	68	28

7	M Y	47	76	29
8	K N	39	74	35
9	N A	48	84	36
10	R. A	34	82	48
11	I R	35	66	31
12	GJ	35	70	35
13	RJ	34	71	37
14	FT	35	54	19
15	I Z A	44	76	32
16	M W S	36	81	45
17	A M D	53	75	22
18	I N	45	71	26
19	A S	42	75	33
20	NF	44	77	33
21	A A W	45	91	46
22	E N	40	57	17
23	I F	42	76	34

24	H Y	54	79	25
25	MY	39	82	43
N= 25	TOTAL	$\sum X = 1064$	$\sum X = 1881$	817
	AVERAGE	$M = 42.56$	$M = 75.24$	

Table 4.6 above showed that the difference score between pre-test and post-test at the experimental class. The difference score was the result from the post-test scores reduced pre-test score. There was significant difference score between pre-test and post-test at the experimental class by the highest score was 48 and the lowest was 17 The graphic describes the table as follow.

Graphic 4.1
The different score between pre-test and post-test of experimental class



From graphic 4.1 above showed the results of the students' pre-test and post-test scores on the criteria in writing at the experimental class. Data showed that the maximum score in pre-test was 54 and the minimum score was 34. While in post-test the maximum score was 91 and the minimum score was 54.

Table 4.8

The difference score between pre-test and post-test result of control class

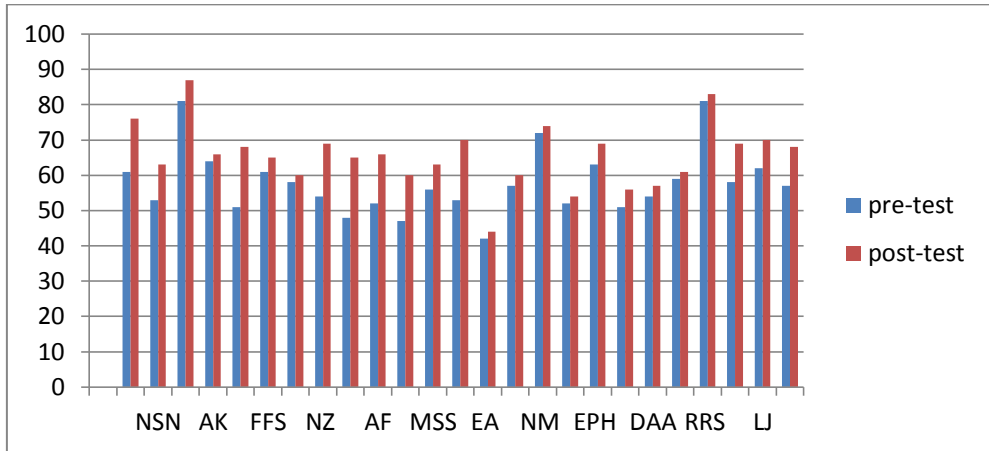
No	Respondent	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	SNS	61	76	15
2	NSN	53	63	10
3	WN	81	84	3
4	AK	64	66	2
5	AH	51	68	17
6	FFS	61	65	4
7	NRF	58	60	2

8	NZ	54	69	15
9	AM	48	65	17
10	AF	52	66	14
11	MT	47	60	13
12	MSS	56	63	7
13	HW	53	70	17
14	EA	42	44	2
15	MD	57	60	3
16	NM	72	74	2
17	A S	52	54	2
18	EPH	63	69	6
19	NM	51	56	5
20	DAA	54	57	3
21	KH	59	61	2
22	RRS	81	83	2
23	RDM	58	69	11
24	LJ	62	70	8
25	DAS	57	68	11
		$\Sigma X =$ 1447	$\Sigma X =$ 1640	193
		57,88	65,60	

Table 4.7 above showed that the difference score between pre-test and post-test at the control class. The difference score was the result from the post-test scores reduced pre-test score. There was difference score between pre-test and post-test at the

control class by the highest score was 17 and the lowest was 2
 The graphic describes the table as follow:

Graphic 4.2
The different score between pre-test and post-test of control class



From graphic 4.2 above showed the results of the students' pre-test and post-test scores on the criteria in writing at the experimental class. Data showed that the maximum score in pre-test was 81 and the minimum score was 42. While in post-test the maximum score was 87 and the minimum score was 44.

Table 4.9
The result calculation of post-test at the experimental class (X_1^2) and the control class (X_2^2)

NO	X_1	X_2	x_1	x_2	x_1^2	x_2^2
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1	81	76	5.76	10.4	33.1776	108.16
2	79	63	3.76	-2.6	14.1376	6.76
3	78	84	2.76	18.4	7.6176	338.56
4	80	66	4.76	0.4	22.6576	0.16
5	78	68	2.76	2.4	7.6176	5.76
6	68	65	-7.24	-0.6	52.4176	0.36
7	76	60	0.76	-5.6	0.5776	31.36
8	74	69	-1.24	3.4	1.5376	11.56
9	84	65	8.76	-0.6	76.7376	0.36
10	82	66	6.76	0.4	45.6976	0.16
11	66	60	-9.24	-5.6	85.3776	31.36
12	70	63	-5.24	-2.6	27.4576	6.76
13	71	70	-4.24	4.4	17.9776	19.36
14	54	44	-21.24	-21.6	451.1376	466.56
15	76	60	0.76	-5.6	0.5776	31.36
16	81	74	5.76	8.4	33.1776	70.56
17	75	54	-0.24	-11.6	0.0576	134.56
18	71	69	-4.24	3.4	17.9776	11.56
19	75	56	-0.24	-9.6	0.0576	92.16
20	77	57	1.76	-8.6	3.0976	73.96
21	91	61	15.76	-4.6	248.3776	21.16
22	57	83	-18.24	17.4	332.6976	302.76
23	76	69	0.76	3.4	0.5776	11.56
24	79	70	3.76	4.4	14.1376	19.36
25	82	68	6.76	2.4	45.6976	5.76
Σ	1881	1640			1540.56	1693.84

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Note :

X_1 = Score Post-test (Experimental Class)

X_2 = Score Post-test (Control Class)

$x_1 = X_1 - M_1$ (Mean X_1)

$x_2 = X_2 - M_2$ (Mean X_2)

x_1^2 = The Squared Value of x_1

x_2^2 = The Squared Value of x_2

From the table above, the researcher got the data $\sum X_1 = 1881$, $\sum X_2 = 1640$, $\sum x_1^2 = 1540.56$ $\sum x_2^2 = 1693.84$ where as $N_1 = 25$ and $N_2 = 25$. After that the researcher calculated them based on the t-test formula, the steps as follow :

1. Determine mean of variable X_1 and X_2

$$\text{Variable } X_1 \quad M_1 = \frac{\sum x_1}{N_1} = \frac{1881}{25} = 75.24$$

$$\text{Variable } X_2 \quad M_2 = \frac{\sum x_2}{N_2} = \frac{1640}{25} = 65.60$$

2. Determine t-test

$$\sum x_1^2 = 1540.56 \quad \sum x_2^2 = 1693.84$$

$$df = N_1 + N_2 - 2 = 25 + 25 - 2 = 48$$

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$\begin{aligned}
&= \frac{75.24 - 65.60}{\sqrt{\left(\frac{1540.56 + 1693.84}{25 + 25 - 2}\right)\left(\frac{25 + 25}{25 \cdot 25}\right)}} = \frac{9.64}{\sqrt{\left(\frac{3234.4}{48}\right)\left(\frac{50}{625}\right)}} \\
&= \frac{9.64}{\sqrt{67.38 \times 0,08}} = \frac{9.64}{\sqrt{5.39}} = \frac{9.64}{2.32} = 4.15
\end{aligned}$$

So after the researcher calculates this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 4.15

C. Hypothesis Testing

The data obtained from experiment class and control class were calculated with the assumption as follow :

If $t_o > t_t$: the alternative hypothesis was accepted. It means there was significant effect of teaching writing using digital storytelling as media than without using digital storytelling . If $t_o < t_t$: null hypothesis was rejected. It means there was no significant effect of teaching writing using digital storytelling as media than without it.

From the result of calculation above, it is obtained that the value of t_o ($t_{observation}$) was 4,15 the degree of freedom (df) = 48. In the degree significance 5% = 1,67 in degree of significance 1% = 2,40. After that the researcher compared the data with t_t (t table) both in degree significance 5% and 1%. Therefore $t_o : t_t = 4,02 > 1,67$ in degree of significance 5% and $t_o : t_t = 4,15 > 2,40$ in degree significance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and

H_0 (null hypothesis) is rejected. It means that there was an effect of teaching writing using digital storytelling as media.

D. Interpretation Data

Based on the finding data of the research, the implementation of teaching writing by digital storytelling was found that the students taught by this media has been improved in writing skill than the students taught without using digital storytelling. The students who taught by this media can write easily and because they studied by visual media. they must write the story after see the short video. Then, it can explore the imagination such as plot, actor and moral values.

Digital storytelling is one of the model English learning 21 century by technology. In other country the digital storytelling has used to teaching that more effective than use the conventional teaching. In this experiment, digital storytelling makes the students fun and enjoy.

The important point that the digital media has power in teaching writing. They like writing when the digital media include in their process of learning. They get the sense to write a story and be able to re arrange the sentence by the sentence until be the complete paragraph in narrative text. From the result of the research that the mean of pre-test score obtained by students of SMP N 4 CILEGON in the class VIII G (experimental class) 42,56 was smaller than class VIII I (control class) 57,88 . The highest score of pre-test in VIII G (experimental class) was 54 and in the class VIII I (control class) was 81. The lowest score of pre-test in class VIII G

(experimental class) was 54 and in the class VIII I (control class) was 42. It means that the distribution of score in experimental score was smaller than control class. The mean of post-test score in experimental class was 75,24 was greater than in control class was 65, 60. The highest score in experimental class was 91 and in control class was 84. The lowest score in experimental class was 54 and in control class was 44. It can be seen in teaching process as follow :

1. In the experimental class

When the teacher taught writing using digital storytelling as media, it made students easy to create the brainstorming in writing especially for beginner, because they forced to write the narrative. There is digital media that influence their mind to write easily. The students work individual project. They expressing the idea after see short video in the classroom. The teacher gives 45 minutes to write the complete paragraph. They write the actor , plot , moral values. They can describe the plot of the story and identify each actor.

2. In the control class

When the teacher taught in control class, the teacher only explain the material without using digital storytelling, the students less interested. They got bored and they fell confused when the teacher asked them write the narrative text.

CHAPTER V

CLOSING

A. Conclusions

Based on the writer research about the use of digital storytelling in teaching writing the writer can take the conclusion;

1. The students' ability in writing at the second grade of SMPN 4 Cilegon was under the standard before the researcher conducting the research. It can be seen before the writer gave treatment both experimental class (VIII G) and control class (VIII I), the writer got mean score from experimental class 42.56 and control class 57.88. It means that the students' writing ability in the second grade of SMPN 4 Cilegon have same relatively both experimental class and control class. After the writer giving treatment for experimental class by using digital storytelling as media and without giving treatment for control class that using lecture method, the writer got mean score from experimental class 75.24 and control class 65.60. It can be seen that the students' writing ability got different score. The experimental class got higher score after giving treatment than control class.
2. By using digital storytelling, the students will know how the application of digital storytelling in teaching writing at SMPN 4 Cilegon and more participating and active in learning and teaching process and helps them to write

especially for pre-writing it. Digital storytelling as media that gave the stimulus to write the text and explained the plot of the story. Students were understand the parts of narrative (fable). After saw the digital story they made the narrative by their own experience. Then choose the animal to write text.

3. The use of digital storytelling in teaching writing has been showed that means score from experimental class after giving treatment 75.24 got higher from control class 65.60. In addition, the writer got the result from the calculation that the value of the t_0 is 4.15 and df is 48. According to t-table at significant level of 5% and 1% with d.f = 48 is 1.67 and 2.40. If the writer got t_0 is higher than $t_t = 1.67 < 4.15 > 2.40$. It means that H_a (alternative hypothesis) of research is accepted. It showed that there was significant improvement of students' writing skill by using digital storytelling.

B. Suggestion

After doing the research and collecting the data, the writer gives suggestion for improving students writing skill;

1. Suggestion for the students
 - a. The students should be more practice to write English, practice with fun and interesting way can help study English easily.
 - b. The students should not be afraid of doing mistake grammar, verb , and punctuation when they are learning and practicing the language especially in learning speaking.

- c. The students expected to improve such basic aspects of English, as reading, and writing.

2. Suggestion for the teachers

- a. The teachers have to harness of technology when teaching and the learning English in the class.
- b. The teachers have to be creative in order to make teaching and learning process become more interesting, and effective for students.
- c. The teachers should be learn more how to enhance their abilities in teaching English and establish a good atmosphere in the class, so that the students feel happy and enthusiastic in learning English.
- d. The teachers should be try to teach writing by digital story, it can make the students imagine how the construct the sentences until paragraphs.

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APPENDICES.