CHAPTER I

INTRODUCTION

This chapter presents general information about the topic of the study. It discusses the background, identification of the issue, limitation and focus of the research, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, research method, and research timeline.

1.1 Background of the Research

Indonesia faces significant challenges in literacy. According to the 2018 PISA (Programme for International Student Assessment), Indonesia ranks 74th out of 79 participating nations. Similarly, in English First (EF) Education's November 2023 report on the English Proficiency Index, Indonesia was placed 79th out of 113 countries. Both the PISA and EF EPI ranks for Indonesia have been declining over the years. Literacy is crucial for understanding any field of study (Alwasilah, 2014). Literacy serves as a fundamental skill that individuals must master before accessing other forms of knowledge. On the other hand, learning English is essential in the 21st century. However, many people still perceive studying English as difficult and monotonous. Writing, in particular, is identified as a challenging English skill to master (Maharani, 2018). Writing is not only about expressing ideas in written form but is more complex requiring more concise planning (Yavani, 2018).

The above problems occur because education in Indonesia continues to rely on traditional pedagogy that focuses on memorization. English language learning in Indonesia is still fixated on the basics such as grammar and vocabulary. Students are still instructed to memorize material (including grammar) even though English is more than just grammar. The process of memorization happens in the left brain (left hemisphere), however, the beginning of learning is in the right brain (right hemisphere). As stated by Lian (2018) cited in Sudimantara (2021), the process of learning involves the

student's right hemisphere. This triggers a sequence of steps, including hypothesis building, pattern generation, evaluation of those patterns, key pattern formation, and mastery. Once these patterns are ready, the final pattern is transferred to the left hemisphere for use. Therefore, when we focus on the right brain, grammar and vocabulary will come along on their own.

In traditional pedagogy, the teacher holds full power in the classroom. The teaching and learning process often revolves around conforming to the grammatical list or linguistic description made by linguists (pedagogical grammar). However, learning does not always come from textbooks, students can learn from a variety of sources. In the 21st century, students possess the ability to learn autonomously and independently. The teacher's role has evolved into that of a facilitator, guiding and directing students through their learning journey. Therefore, Indonesia needs to rethink language learning and teaching needs to include new pedagogical approaches compatible with the nature of human learning mechanisms (Bumela, 2020).

Indonesia has a vision and goals that need to be achieved in 21st-century learning. To realize one of the visions of *Indonesia Emas* (Golden Indonesia) 2045, which is human development and technological mastery, Indonesia needs to adopt innovative teaching and learning. These considerations call for new learning/teaching approaches that go beyond the conventional classroom and curriculum (Lian & Sussex, 2018). These innovative teaching and learning methods should promote creativity, collaboration, critical thinking, and communication skills among learners and teachers, as well as foster respect for diversity and intercultural understanding.

Now, schools in Indonesia adopted the Emancipated Curriculum where the aim is to create enjoyable education by emphasizing the development of aspects of skills and character according to Indonesian values. In the Emancipated Curriculum, students will be more involved in active and creative learning processes. They will explore more their interests, develop activity-based projects, and learn through real-world experiences. The curriculum emphasizes the importance of problem-solving, critical thinking skills, and collaboration

between disciplines. Apart from that, the use of technology is also included in the Emancipated Curriculum where in this digital era, students need to develop digital literacy and the ability to adapt to technology. Pazilah, et. al. (2019) suggested that integrating technology offers additional advantages for English as a Foreign Language (EFL) learners. It allows them to engage with the language in a real-world context, access authentic learning materials, and learn outside the classroom. In addition, teachers can use different digital learning strategies, such as exploration, discussion, experiments, and feedback to keep learners engaged and actively learning in digital environments (Ellen & Sudimantara, 2023).

Considering the issues mentioned, it can be concluded that there is a requirement for accessible and cost-free digital learning resources. These resources should facilitate students' autonomous learning and allow them to self-assess their progress. Focusing on improving student skills, particularly writing, is essential. To make writing learning enjoyable and effective, it's crucial to create a positive learning environment where students don't feel intimidated. One effective approach is through animated videos, which can engage students and enhance the learning process. Animated videos offer a dynamic way to teach writing and improve the student's writing skills (Setiyawan, et. al., 2019). By incorporating visual elements, storytelling, and interactive features, animated videos can effectively teach writing and help students improve their writing skills.

Besides, digital storytelling serves as a valuable digital learning resource to teach writing, particularly when aligned with *Projek Penguatan Profil Pelajar Pancasila (P5)* within an Emancipated Curriculum. Through activity-based projects, students engage in producing work using digital storytelling. This multimedia approach combines various elements, including text, pictures, recorded audio narration, music, and video, to enhance teaching and learning (Aliismail, 2015; Robin, 2016). *P5* in Emancipated Curriculum promotes the students to become creative and critical thinkers. The statement is supported by Prasetyawati (2021) who describes digital storytelling as an innovative teaching

and learning tool that fosters creativity and sharpens critical thinking. Digital storytelling can take the form of animated videos, which serve as effective learning media. These animations not only increase interest during the teaching and learning process but also enhance understanding (Sirait, et. al., 2023). Therefore, this research utilizes the Animation-Based Digital Storytelling as a medium to teach writing, especially in descriptive report text.

On the other hand, traditional cakes are becoming less common in our modern world. It has even begun to be difficult to find in traditional markets. Traditional cakes need to be used as content in learning because combining local wisdom materials into learning contains national values that are important to instill in students. According to Asrial, et.al. (2022), integrating local wisdom materials into education enhances the value derived from cultural-based learning resources. These materials not only transmit knowledge but also instill character values, contributing to the development of a resilient and character-driven nation.

Based on the case study above, this research has the title "The Use of Animation-Based Digital Storytelling for EFL Writing at MTs Negeri 2 Cirebon". This research discusses how Animation-Based Digital Storytelling is used in a middle school and how the impacts students' writing skills, highlighting its significant effect.

1.2 Identification of the Issue

Indonesia faces significant challenges in education, particularly related to literacy. The English Proficiency Index (EPI) reveals that Indonesia remains at low proficiency levels over the past decade. One contributing factor is the persistence of outdated pedagogy approaches in English language learning. Students often find the learning materials uninteresting, with an excessive focus on grammar structure. Consequently, students perceive English as a difficult and intimidating subject, leading to disinterest. Particularly writing which is identified as a challenging English skill to master (Maharani, 2018). According to Sudimantara (2021), students' underperformance in English can be attributed

to several issues such as not having enough resources or good materials, overcrowded classes, teachers who need better training or English skills, and restrictions that limit teachers from teaching English in different ways. Traditional learning, which centers around memorization and grammar-based instruction, no longer aligns with the global challenges of 21st-century education. Despite the ongoing digital revolution, its impact on schools and classroom outcomes remains limited (Sudimantara, 2023).

In response, teachers can use Animation-Based Digital Storytelling as media to teach writing. As stated by Setiyawan, et. al., (2019), animated video is one of the teaching ways to improve students' writing skills by incorporating visual elements and interactive features to teach writing more effectively. On the other hand, digital storytelling can make learning more enjoyable and fun, and make students interested in learning English. Storytelling is a powerful tool to influence, teach, and inspire to enhance learning (Ellen & Sudimantara, 2023). Digital storytelling combines various digital media, including text, pictures, recorded audio narration, music, and video to support teaching and learning (Alismail, 2015; Robin, 2016). By integrating digital storytelling, several benefits can be gained, such as; fun learning, meaningful multimedia, creating and exploring new ideas, and fostering curiosity and interest in learning. This media aligns with the natural human learning process theory, which emphasizes the importance of focusing right hemisphere where one of the specialties is visuospatial. As stated by Peterson (2017) the right hemisphere is specialized for visuospatial and holistic thinking abilities. Therefore, Animation-Based Digital Storytelling for learning makes it an effective medium for teaching writing and enhancing overall learning outcomes.

Furthermore, the researcher utilizes Reading for Emotion (RfE) by Lian, A.B. (2017) as a learning tool that activates brain compatibility and CEFR for learning that suits students' levels. To affect students' critical thinking learning outcomes in reading, writing, and literary studies students must be emotionally engaged to do something (learn) (Immordino-Yang & Damasio, 2007). This indicates that people are constantly trying to accomplish something and that

each person will decide what to do based on what they believe to be the most pertinent and reasonable. Learning will only take place if students want to make a decision and consent to the action, which is closely tied to each person's feelings (heart) and thoughts (brain).

In addition, digital storytelling can incorporate traditional cakes as compelling content. These cakes are now increasingly rare in our modern world and are even challenging to find in traditional markets. By featuring them in digital storytelling, it can be one of the efforts to preserve traditional cakes. The researcher wants to make the learning process a unique experience. Through digital storytelling, students can explore traditional cakes, get new experiences, and new insights, and develop their creativity. Furthermore, it also corresponds to three transformative competencies by OECD (2019), which can create new value, reconcile tensions and dilemmas, and take responsibility.

1.3 Limitations and Focus of the Research

The focus of the research is to describe the use of Animation-Based Digital Storytelling for EFL writing at MTs Negeri 2 Cirebon. Through Animation-Based Digital Storytelling, it is hoped that it can help improve students' writing skills. Moreover, the learning process can be more enjoyable. Digital storytelling as an innovative teaching and learning tool has the potential to make students more creative and sharpen their critical thinking (Prasetyawati, 2021). However, the researcher chose report text to help students understand and describe things in more detail with the use of Animation-Based Digital Storytelling. The limitation of the research is the traditional cakes used as content which are famous and can still be found in West Cirebon, especially Ciwaringin and Susukan sub-districts. The traditional cakes are *Klepon, Geblog, and Awug*.

1.4 Research Questions

Following the identification of issues stated previously, the researcher formulated the following research question:

1. Does the use of Animation-Based Digital Storytelling have a significant effect on students' writing skills?
2. How did students and teacher perceive the utility of the Animation-Based Digital Storytelling?

1.5 Aims of the Research

The study has several objectives:

1. Finding out whether the use of Animation-Based Digital Storytelling has a significant effect on students' writing skills.
2. Describing the students' and teacher's perceptions of utilizing Animation-Based Digital Storytelling.

1.6 Significances of the Research

The research analysis aims to offer theoretical and practical insights to readers, as outlined in the subsequent section.

1.6.1 Theoretical Significance

Theoretically, the findings of this research are expected to provide innovation in English learning, where learning is carried out through emotion regulation so that it is no longer based on grammar. This research also seeks to help improve the quality and quantity of English language learning in Indonesia. In addition, this research can be a source of writing for and as a reference for teachers to develop teaching information, and for researchers or developers who want to develop learning media that integrate technology.

1.6.2 Practically Significance

The findings of this research hold significance for the field of education, serving as both an informative resource and a guide for future research. This research aims to make students interested in learning English by using digital storytelling. For teachers, it offers insights into

facilitating English teaching, particularly in writing, and guides in creating engaging learning materials like digital storytelling. Additionally, readers and further researchers can utilize this study as an information source. In addition, this research can provide an understanding related to how to make interesting learning media that integrate technology.

1.7 Theoretical Foundation

1.7.1 International Outlook Indonesian Education Quality

The quality of education in Indonesia can be accessed through academic quality data across countries, including the Common European Framework of Reference for Languages (CEFR), the English Proficiency Index (EPI), and the Program for International Student Assessment (PISA). CEFR, an international standard, categorizes language proficiency on a six-point scale from beginning (A1), elementary (A2), intermediate (B1), advanced (C1), and proficient (C2) being the highest level. It aims to ensure quality education for European citizens and to promote plurilingual and pluricultural education across European countries (Council of Europe, 2020). This makes it possible for everyone involved in language learning and assessment, such as teachers and students, to rapidly evaluate the level of different qualifications.

The EPI ranks countries based on English language skills among adults who took the English First (EF) test. Unfortunately, the Indonesian English Proficiency Index Result indicates a low literacy level over the past decade, which can be seen in Table 1.1 below.

Table 1.1 Indonesian EPI Results

Year	Rank	Score	Number of Participants
2011	34	447	44
2012	27	498	54
2013	25	513	60
2014	28	506	63

2015	32	503	70
2016	32	505	72
2017	39	495	80
2018	51	490	88
2019	61	476	70
2020	74	453	100
2021	80	466	112
2022	81	649	111
2023	79	473	113

The Organization for Economic Cooperation and Development (OECD) employs the Program for International Student Assessment (PISA) to evaluate educational outcomes worldwide in reading, math, and science exams. The 2018 PISA results, released on December 3, 2019, placed Indonesia at the 73rd position out of 77 participating countries.

Based on the data provided, it is evident that Indonesia faces significant challenges in terms of literacy. The country's literacy levels are currently in a crisis. Several factors contribute to this situation, such as developing countries, transformative pedagogy, and multisensory during the process of receiving information (Jayanti & Sudimantara, 2023). Digital skills play a significant role in information reception for developing countries. Early technology literacy contributes to the overall development of such nations (Helyanti, et al., 2022). Transformative pedagogy involves changing the way that education is delivered by focusing on using the arts. It encourages students to take their studies more seriously while still having fun. Finally, multisensory learning is important because it makes the literacy process easier to complete when all of the body's sensors function together. Additionally, leveraging tools like Reading for Emotions (RfE) with ICT Tools (Lian, A: 2017) can further support literacy efforts.

1.7.2 The Nature of Human Learning

The learning process must be experienced by every human being in their life, both in the context of the educational environment and society. Humans are born with brains inherently capable of learning. Smilkstein (2011) describes the human brain as a powerful natural learning organ, equipped with innate logic, problem-solving abilities, and pattern-seeking capabilities. Interestingly, our brains don't directly perceive reality; rather, we process information through a multitude of multisensory connections before experiencing hearing or sight (Damasio, 2014; Peterson, 2011, cited in Helyanti, et al., 2022). These are natural resources that when educators integrate them into curriculum and pedagogy can help students to learn.

The human brain which is constructed of right hemispheres (right brain) and left hemispheres (left brain) has certain functions. McGilchrist (2019) explains that the left hemisphere is rational and linguistic, while the right hemisphere is associated with emotions, creativity, and obscurity. Peterson's (2017) study on brain function further supports this distinction: the left hemisphere excels in language and analytical thinking, whereas the right hemisphere specializes in visuospatial and holistic processing. Consequently, the left hemisphere handles detailed and propositional information, while the right hemisphere deals with comprehensive and appositional aspects.

In the natural learning stage, the right hemisphere appears to exhibit a more diffuse organization compared to the left. According to Lian (2018), cited in Sudimantara (2021) described that to obtain learning, activities it is necessary to involve the student's right hemisphere to trigger a process of hypothesis building, pattern generation, evaluation of those patterns, key pattern formation, and mastery. When these patterns are ready, the final pattern is then transferred to the left hemisphere for use (Sudimantara, 2021). Therefore, the beginning of learning is in the

right brain (right hemisphere) so when we focus on the right hemisphere, grammar, and vocabulary will come along on their own.

1.7.3 Principles of the Multisensory Approach

The concept of multisensory pedagogy is rooted in the understanding that learning involves engaging multiple senses, including visualization, touch, movement, and hearing (Nahdiyah & Sudimantara 2022). Morgan (2019) emphasizes that multisensory teaching necessitates a multimodal approach, incorporating visual, aural, kinesthetic, and tactile components. This approach helps students to process the information more effectively and comprehensively by activating different sensory channels (Rains, Kelly, and Durham, 2008). Baines (2008) argues that multisensory learning also increases students' interest and retention of the material. Importantly, this approach benefits students of all ages and abilities, accommodating diverse learning styles and preferences. They can benefit from the elements that match their strengths and needs. Therefore, the multisensory approach is a powerful and flexible way of enhancing students' learning outcomes.

1.7.4 Transformative Pedagogy

Transformative pedagogy aims to create conditions that support participants in developing their potential as 'beings-in-relation' and 'beings-in-becoming' (Farren, 2016). It goes beyond mere cognitive learning, connecting hearts and actions to transform knowledge, attitudes, and skills (UNESCO, 2017). Education must be transformative, empowering individuals by fostering connections with the world, introducing new opportunities, and enhancing critical thinking, dialogue, knowledge creation, and action (UNESCO, 2021a, as cited in Sudimantara, 2023).

The ongoing technology-driven revolution, largely fueled by the internet, affects us all, regardless of social class, and is irreversible (Lian, A-P., 2017). Innovations in technology play a crucial role in education, particularly in supporting cyberlearning. Educators must approach computer-assisted learning innovatively, addressing challenges students face during the learning process using digital tools. Computer-Assisted Language Learning (CALL) can effectively enhance language teaching and learning, but successful implementation requires considering factors like teacher training, technology access, and cultural context (Lian et al., 2023).

Technological development has transformed communication, knowledge creation, and representation (Lian, A.B., 2017). Teachers can adapt by creating digital learning resources that encourage exploration and reflection. Multimedia, interactive materials, and adaptive content enhance student learning experiences. Technology also facilitates collaboration among students and teachers, allowing them to share ideas and perspectives. Moreover, technology fosters creativity and innovation, enabling students to create digital products such as blogs, e-books, animations, and games. Yavani (2023) clarifies that technology could help students improve their English skills while encouraging them to enjoy learning. Therefore, teachers must have the sense that integrating technology in the classroom must be a focus and priority in 21st-century learning (Khomarudin, 2020).

1.7.5 Reading for Emotions

Reading for Emotions (RfE) was developed by A-B Lian (2017), and serves as a powerful learning tool to enhance students' academic reading and writing skills by analyzing and manipulating the emotions of the texts (Bumela, 2020). RfE enables critical and reflective learning without relying solely on pedagogic grammar (A-B Lian, 2020; 2017). The RfE replaces the outdated teacher-centered pedagogy and rote memorization of grammar and vocabulary. Instead, RfE encourages

students to think critically across different English proficiency levels, fostering satisfactory learning outcomes without the need for memorization.

The emotional foundation of RfE aligns with research by Damasio and Immordino-Yang (2007) and Immordino-Yang (2009), emphasizing that emotions are fundamental processes for making sense of our environment. As Damasio eloquently puts it, 'I feel, therefore I am.' Lian (2017) asserts that students should comprehend not just grammar and vocabulary, but also the emotional significance of text structures—how emotions are woven into language to provoke specific effects in interlocutors. Thus, learning involves not only acquiring knowledge but also eliciting emotional reactions.

When using RfE, students analyze text sequencing and how authors strategically manipulate sequences for impact (Lian, 2021). It is used to attract readers' attention and signal that the text will be provoking and interesting. RfE captures the dynamics of the text using its canonical structure, which consists of six (6) stages: Focus, Disturbance (problem), Dialogue, Development, Resolution, and Moral.

According to Sudimantara (2021), the six structures can be interpreted as follows:

1. Focus: Identifies the key point of the text, which may not always appear first.
2. Disturbance: Introduces a complication or event that shifts emotions; it need not be negative.
3. Dialogue: Provides perspectives related to the disturbance.
4. Development: Explores the consequences of the disturbance.
5. Resolution: Addresses how the problem is resolved.
6. Moral: Conveys a take-home message, contrasting the focus and disturbance.

1.7.6 Digital Storytelling

Storytelling serves as a powerful pedagogical approach, enhancing learning outcomes across general, scientific, and technical education (Sharda 2007). According to Ellen & Sudimantara (2023), storytelling has a fascinating impact on the brain. When we engage with stories, our cerebral activity intensifies, involving motor cortexes, emotion centers, and visual image processing areas (Helyanti, et al., 2022). This means that if we use our brains more, we will be more engaged in the story and more likely to remember it. Smeda, et al. (2014) highlight that storytelling's pedagogical power has been acknowledged throughout human history and, more recently, in the e-learning context. It is a powerful multimedia technology that offers collaborative opportunities, encourages personal reflection, and ensures technical precision when transforming traditional stories into digital form.

Digital storytelling is a powerful multimedia tool that combines the art of telling stories with various digital elements, including text, pictures, recorded audio narration, music, and video that can support teaching and learning (Alismail, 2015; Robin, 2016). This approach supports teaching and learning by actively engaging students in language skills development. Through reading, plotting, writing, revising, and narrating their stories, students participate in a creative process. Moreover, digital storytelling, as highlighted by Castillo et al. (2021), leverages software tools to promote EFL (English as a Foreign Language) writing. As a result, using a digital storytelling tool that requires imagination and language proficiency can enhance language learning, which is an art in and of itself.

1.7.7 Animation

During the teaching and learning process, teacher's innovations and creative use of instructional media play a crucial role in achieving learning objectives. Exploring diverse media options for teaching and learning is essential. Animated video is one medium that can help students become more interested in learning because it provides not only the sound of fire but also visual pictures (Tusssoleha, 2022). Animation is a technique that uses an analog or digital system to create moving images that move sequentially and come to life (Baglama et al., 2018a).

Webster, as cited by Mardianti (2018), defines animation as a sequence of drawings, computer graphics, or photographs featuring inanimate objects (such as puppets) transformed into a motion picture. Mayer, cited by Sholihah (2022), characterizes animation as a simulated motion picture depicting the movement of drawn or simulated objects. In essence, an animation video is an engaging medium created from a series of images combined with audio. Haryanto (2014) highlights several advantages of using animated videos in language classrooms: 1) enhancing student engagement and interest, 2) providing insights into conversational interactions and practical advice, 3) enriching knowledge, vocabulary, grammar, and pronunciation, and 4) making learning enjoyable for students.

1.7.8 Writing

Writing, as one of the productive language skills alongside speaking, plays a crucial role in communication. Tarigan (2008) defines writing as the ability to convey messages through text, even without face-to-face interaction. It is an active and productive ability to deliver messages to other people using text. Tiwari (2005) stated that writing is a process of transforming thought into written language. In other words, writing is the act of expressing ideas and emotions on paper. Harmer (2004) emphasizes that writing is a way of producing language, allowing individuals to express their thoughts and opinions. Writing provides a

special chance to learn and explore concepts. However, writing is more complex. Galbraith (2009) in Yavani (2018) clarify writing complexity extends beyond linguistic features such as grammar, vocabulary, and mechanics; it involves the transition from abstract concepts, thoughts, and ideas to coherent written text.

Harmer (2004) outlines a four-step process for writing: planning, drafting, editing (reflecting and revising), and creating the final version. Let's delve into each step:

1. Planning: Before writing, authors classify their intended message and decide what to convey. Having a clear plan regarding ideas and purpose is essential.

2. Drafting: The initial version of a piece emerges during drafting. Writers organize their thoughts, which can be refined later. As the process advances, multiple drafts may be produced en route to the final version. Drafting allows writers to imagine and design their content.

3. Editing (Reflecting and Revising): During editing, writers review their drafts, identifying errors and areas for improvement. Reflecting and revising involves incorporating feedback and making appropriate changes.

4. Final Version: This marks the culmination of the writing process. Writers refine their drafts, polishing them for publication. The final version is ready to be shared with the intended audience.

Seeing writing as a process benefits future performance in writing activity (Yavani, 2018). Understanding the writing process can help students to better organize their thoughts, develop ideas, and proofread their work before submitting it. It also helps them to become more conscious of their mistakes and learn from them.

When teaching writing in the classroom, one crucial aspect to consider is how to assess students' writing. One of the methods is analytic scoring or analytic assessment (Brown, 2004). Among the various assessment methods, analytic scoring stands out as the most appropriate approach. Classroom evaluation of learning is effectively served through analytic scoring. By using this method, learners gain insight into both their weaknesses and strengths. In the context of this research, the researcher will employ the analytical scoring method to assess students' writing across five key categories: content, organization, vocabulary, language use, and mechanics by Jacobs et al., (1981) in Hughes (2003). A content assessment looks at the writing substance and quality; an organization assessment looks at the structure and sequence of the writing; a vocabulary assessment looks at words used within sentences; a language use assessment focuses on grammar, sentence structure, and overall linguistic fluency; and mechanics examine pronunciation, spelling, and punctuation.

1.7.9   Report Text (Descriptive Report)

1.7.9.1 Definition

The descriptive text serves as a detailed description of a person, animal, place, or physical object (Purwanti, 2013). It provides specific characteristics and vivid details about various subjects. Emilia (2016), defines descriptive text as a genre aimed at conveying information about something. When writers create descriptive texts, they evoke impressions and offer a clear mental image of the object being described. Moreover, readers may see an object that is described clearly and accurately by using description activities, which make objects easier to understand.

Descriptive can take the form of a Descriptive Report, which is a text that aims to identify several characteristics of an object or phenomenon and describes each characteristic in turn (Emilia, 2016). Report text, a subset of descriptive text, serves to describe

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objects, living organisms, or general phenomena. Its purpose is to present comprehensive information about the topic (Hasibin, et. al., 2022). It generally describes the way things are regarding a range of subjects, including natural phenomena, man-made objects, and social aspects within our environment, such as; mammals, planets, rocks, plants, countries, cultures, transportation, and so on. Report text is different from descriptive text. Report text describes something in general, while descriptive text describes something specifically.

1.7.9.2 Generic Structure

The report text consists of:

1) Opening general statement/general classification

In this stage, the author explains what will be described. This section usually states the general category of what will be told and usually explains the classification (Emilia, 2016). The function of a general statement, such as introduce the topic, provide general information about what will be described, and show what will be described.

2) Description

This section describes the topics that will be explored in depth, covering aspects such as individual parts and their functions, qualities, habits, and behavior (Hasibin, et. al., 2022). Emilia (2016) states that this section usually describes several things regarding what is being described, such as physical characteristics, behavior, color, place of living, way of eating, etc. All aspects are presented in order from the most important to the least important.

1.7.9.3 Linguistic Features

Report text typically introduces a group or general aspect and emphasizes broad nouns, such as Platypus, Bees, etc. (Hasibin, et. al., 2022). According to Derewianka (1990) cited in Emilia (2016), the report text has several linguistic characteristics, as follows:

1. What is depicted is general (a specific group of objects or people, such as volcanoes, newspapers, and the royal family).
2. When describing the behavior of a thing or animal, report texts use action verbs to convey specific actions or activities.
3. Report texts incorporate linking verbs (such as is, are, has, have, and belongs to) to connect characteristics or attributes.
4. The timeless present tense (e.g., is, exist, grow) is used to describe enduring qualities or features.
5. Report texts employ descriptive language that is factual, precise, and avoids imaginative details. They convey information about appearance (color, shape, size, etc.), physical components (body parts, components, etc.), and functions (habits, behavior, functions, uses, etc.).
6. Many languages are used to define, classify, compare and contrast.
7. Technical words related to the subject matter are commonly found in report texts.
8. Report texts are written in a formal and objective style. Authors typically avoid using pronouns like *I* and *We,* and personal opinions are not usually expressed.

1.7.10 Characteristics of Middle School Students

Middle school students are in a transitional stage of development, where they face many physical, emotional, and cognitive changes (Hashmi & Fayyaz, 2022). They are curious and eager to learn, but also sensitive to peer pressure and social norms. They may challenge adult

authority and assert their independence, but also seek guidance and support. They are beginning to think critically and abstractly, but also tend to exaggerate and overreact. Stanley (2021) mentioned some of the characteristics of middle school students as follows:

1. They have a strong need for belonging and acceptance from their peers and adults.

2. They are interested in exploring their own identity and values, as well as learning about different cultures and perspectives.

3. They are motivated by intrinsic rewards, such as curiosity, creativity, and mastery, rather than extrinsic rewards, such as grades and praise.

4. They are capable of utilizing higher-order thinking skills, such as analysis, synthesis, and evaluation to solve real-world problems.

5. They are influenced by their emotions and mood swings, which can affect their academic performance and behavior.

1.8 Previous Research

First, the previous research conducted by Sudimantara in 2021 was entitled "Transformative Learning and Student Agency in Academic Writing in Undergraduate English Language Teacher Education Degree Programs in Indonesia". This research aims to develop a new pedagogy (multisensorial load reduction strategies) that activates nonverbal language components (such as rhythm, intonation, movement, emotion, and aesthetics), which are initially processed in the right hemisphere of the brain. This research uses three tools, which are verbal, reading for emotion, and aesthetics. The use of these three tools is to construct learning as assembled which is seen as a multisensory learning experience. The finding is the experimental group demonstrated significant advantages over the control group. From this research, can be seen that in the 21st century, there is a need for a pedagogy that can encourage students' critical thinking and writing skills.

Second, the research by Ellen & Sudimantara (2023) with the title "Examining Emancipated Curriculum Development in Middle Schools: A Case Study". This study explores the Emancipated Curriculum, school perceptions regarding its meaning, and its implementation in secondary schools. The result showed that in planning an Emancipated Curriculum, from the results of the analysis, it is stated that teachers are ready with an Emancipated Curriculum. In planning the Emancipated Curriculum, teachers are already at the ethical understanding stage. In the analysis of implementing the Emancipated Curriculum, the results show that teachers have implemented the Emancipated Curriculum in class. However, teachers still have little difficulty in determining content limits in learning outcomes (CP). Overall, it can be concluded that there is no transformative learning yet because teachers tend to still use all types of learning like the old curriculum.

The third study was conducted by Ayuningtyas (2023) who talked about "Developing a CEFR-Based Animation for Holistic English Literacy Learning for Middle School Students in Cirebon." The study was conducted in SMPN 1 Plumbon. The researcher creates a CEFR-based animation to promote differentiated learning. With a CEFR-based animation, students became more interested in learning English and teachers recognized the digital learning resources' potential to improve student literacy levels more flexibly. Teachers are starting to recognize that building pedagogy is the most important factor to pay attention to when teaching English, which leads to a better understanding of how to encourage students to learn. The use of CEFR-based animation can be an effective learning tool and can increase students' literacy.

Fourth, the study was conducted by Jayanti & Sudimantara (2023) entitled "Developing Digital Storytelling Resources for Critical Listening that Align with the CEFR for Middle Schoolers". The study focuses on improving students' listening abilities by utilizing digital storytelling resources within a pedagogical context. By aligning with the CEFR standards and employing differentiated learning strategies, the research aims to create a personalized

and effective language learning experience that enhances motivation and fosters student autonomy and creativity. The researcher expects that this project will contribute to the transformation of language teaching from the teacher-centered to the student-centered approach, where digital storytelling resources play a key role in engaging and empowering students.

Fifth, the previous study by Tussoleha (2022) with the title "The Use of Animated Short Film in Learning Writing Descriptive Text (A Descriptive Qualitative Research at the 10th-grade MA Islamiyah Ciputat)". The objective was to explore how animated short films impact students' ability to write descriptive texts and their overall learning experience. This study employed a qualitative descriptive research method, utilizing observation, questionnaire, and interview for the instruments. The findings revealed that incorporating animated short films into the learning process for descriptive writing was successful, especially in terms of creating a learning atmosphere that students favor. The use of animated short films could help students describe in more detail. Using animated short films could help teachers and students teach and learn to write descriptive text.

Sixth, the researcher also found a previous study investigating "The Use of Animation Movies to Develop Students' Writing Skills on Descriptive Text (A Pre-Experimental Study in the Eighth Grade of SMP SombaOpu) by Fitriana (2018). The purpose was to suggest that the language and substance offered to students in animated films had a substantial influence on their capacity to write descriptive writing. This study employed a pre-experimental strategy to teach descriptive prose through the use of animated movies. The study was done in six sessions, with the first meeting serving as the pre-test, the next four meetings as the treatment, and the final meeting serving as the post-test. For the 2016-2017 school year, the population comprised SMP SombaOpu eighth graders. There were 54 students in class VIII in all. Sample A was collected using the purposive sampling method. To examine the data quantitatively, the author utilized the t-test.

Seven, in a study conducted by Nurrahmah (2018), entitled "The Effect of Digital Storytelling in Improving 8th Graders' Narrative Writing," the primary objective was to assess the effectiveness of digital storytelling in enhancing students' narrative writing skills. The research employed a quantitative approach with a quasi-experimental design, utilizing pre-test and post-test assessments. The experimental group consisted of eighth-grade students (VIII grade) from a single class, totaling 43 participants. The findings revealed that the mean scores of the pre-test and post-test indicated a significant difference. Specifically, the t-observation (to) value exceeded the critical t-table (tt) value (with degrees of freedom, df, equal to 42). Consequently, the use of digital storytelling demonstrated a positive impact on narrative writing skills among the students. This study highlights the potential of digital storytelling as an effective pedagogical tool for enhancing writing abilities in middle school students at SMPN 14 South Tangerang.

Eighth, the study was conducted by Pujiyani (2022), entitled "Students' Perception on The Use of Animation Video in Teaching Writing Procedure Text". The primary objectives were twofold: first, to describe both students' and the teacher's perception of using animation videos for teaching writing procedure text; and second, to identify any obstacles faced by students when utilizing animation videos in this context. The study took place at SMPN 16 Semarang. The findings revealed a positive perception among both students and the teacher regarding the use of animation videos. Specifically, the animated content sparked enthusiasm and motivation among students to learn English. Additionally, it contributed to improvements in comprehension, writing skills, and vocabulary. Overall, the study highlights the potential benefits of integrating animation videos as an effective pedagogical tool in language education.

Ninth, the previous study was conducted by Fitri (2021), entitled "Developing Animation Videos as Learning Media for Students Speaking Ability in Description Text on Junior High School 2 Metro". The research focused on utilizing animation videos as a pedagogical tool. The study
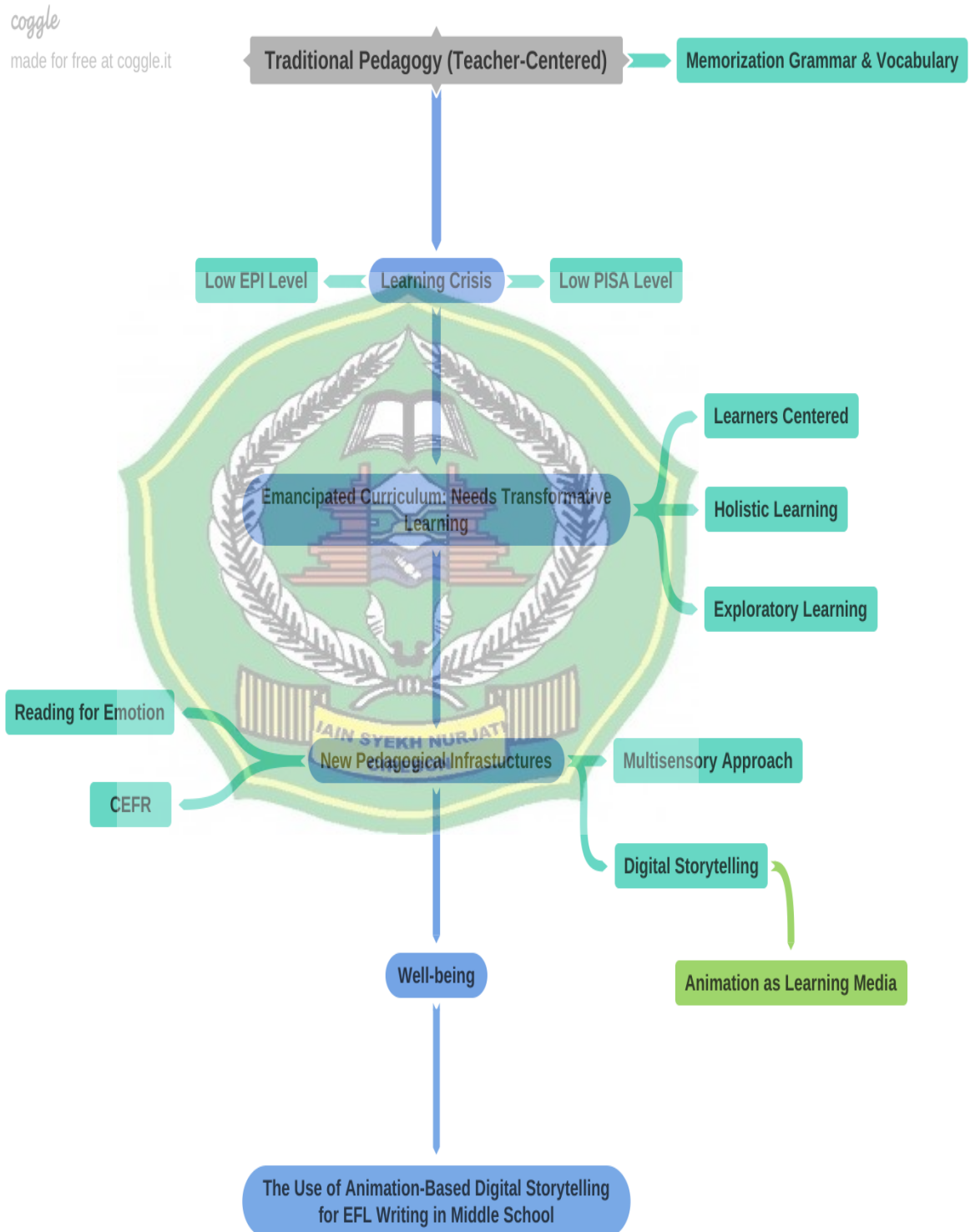
followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) commonly used in instructional design and research. The primary objective was to enhance students' speaking abilities specifically in the context of description text. The findings indicated that video animations served as an engaging and attractive learning medium for students. Additionally, the use of animation videos contributed to reducing student dependence on teachers, promoting independent learning. Overall, this research highlights the potential of multimedia resources in language education.

Another previous study was conducted by Sujarwo (2022) entitled "Developing Digital Storytelling in Retelling Narrative Text to Improve Students' Speaking Ability and Motivation in Ten Graders of Senior High School." The goal of this research is to improve students' speaking ability and motivation by utilizing instructional media that is appropriate to the students' need to overcome their problems by developing digital storytelling in retelling a narrative text. The results show that the digital media developed is eligible to be used as instructional media and has influences to improve the students' speaking ability and their motivation.

1.9 Frame of Thought

Figure 1.1 Frame of Thought

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Traditional Pedagogy (Teacher-Centered) → Memorization Grammar & Vocabulary

Low EPI Level ← Learning Crisis → Low PISA Level

Learners Centered

Emancipated Curriculum: Needs Transformative Learning

Holistic Learning

Exploratory Learning

Reading for Emotion

New Pedagogical Infrastuctures

Multisensory Approach

CEFR

Digital Storytelling

Well-being

Animation as Learning Media

The Use of Animation-Based Digital Storytelling for EFL Writing in Middle School

1.10 Research Method

1.10.1 Research Design and Steps of the Research

The researcher conducted a mixed-method study, combining both qualitative and quantitative research approaches (Creswell, 2012). Sugiyono (2008) defines mixed methods as a research approach that simultaneously employs qualitative and quantitative methods to obtain comprehensive, objective, valid, and reliable data. The mixed-method approach was used for this study due to its main advantages, which include: a) gathering and evaluating both quantitative and qualitative data, b) combining data in various ways, c) ranking the types of data, and d) being contained in a single study or series (Creswell & Plano Clark, 2018). By combining quantitative and qualitative approaches, this research aimed to achieve a comprehensive understanding of the issues under investigation.

The specific design used in this research was an explanatory sequential mixed method. Creswell and Plano Clark (2018) state that this design entails gathering and analyzing quantitative data first, then using qualitative techniques to explain the quantitative findings. Quantitative research aims to test objective theories by examining relationships among variables, while qualitative research aims to investigate and comprehend the significance that individuals or groups give to social or human issues (Creswell, 2014). This design involved gathering and evaluating quantitative data first, then interpreting qualitative data in light of the quantitative results (Creswell, 2012). A One-Group Pretest-Posttest Design was used to compare before and after treatment conditions. This study did not include a control group for comparison with the experimental group.

1.10.2 Source and Type of Data

9. Source of Data

In qualitative research, data can be derived from various sources, including interviews, observations, documents, and audiovisual materials, rather than relying solely on a single data type (Creswell & Creswell, 2018). Data were collected from primary and secondary sources. Primary data is collected directly by researchers, while secondary data comes from existing sources. Data in this research will be obtained from conducting tests, interviews, and questionnaires. The participants in this research are ninth-grade students at MTs Negeri 2 Cirebon.

10. Type of Data

The types of data in this study are quantitative and qualitative data. Quantitative data were chosen to know the effect of using digital learning media, while qualitative data was chosen because the researcher wanted to explain the utility of digital learning media. Quantitative data were obtained from tests (pre-test and post-test), while qualitative data were obtained from interviews and questionnaires.

1.10.3 Data Collection Techniques and Instruments

In this mixed-method research, the researcher employed both quantitative and qualitative data. Firstly, the researcher collected the quantitative data using tests to obtain numerical information. Then, the researcher collected the qualitative data to complement and support the quantitative data. Qualitative data were obtained through interviews and questionnaires. Three data collection techniques were used in this study, and these will be discussed in more detail below.

1.10.3.1 Test

To assess the significant effect of using Animation-Based Digital Storytelling in teaching students' writing skills, the researcher employed both pre-tests and post-tests. The pre-test was administered during the initial meeting with the participants. Its purpose was to evaluate students' writing abilities before receiving a treatment The post-test occurred after the participants had received the treatment. It aimed to assess any changes or improvements in students' writing skills. The researcher used an analytical scoring method to evaluate the students' writing. The five indicators used are content, organization, vocabulary, language use, and mechanics by Jacobs et al. (1981) in Hughes (2003) *(see Appendix 2)*. Content focuses on the substance and quality of the writing, including the depth of ideas and relevance to the topic. The organization assesses the organization of materials within the writing. Vocabulary deals with using appropriate words within sentences and paragraphs. Language use in this research concerns the appropriate use of grammar and sentence structure. Mechanic deals with pronunciation, spelling, and punctuation.

1.10.3.2 Interview

Interviews are one type of data collection technique used by researchers that involves verbal communication between researchers and respondents. The informants for the interview in this research are teachers and students. The interview aimed to know how teachers' and students' perceptions when utilizing digital storytelling of traditional cakes. Interview questions in this study are designed as semi-structured interviews. The choice of semi-structured interviews allows researchers to obtain the proper answers and no longer deviate, leading to a deeper understanding of the study. By using this approach, interviewers maintain better control over the types of information they receive, as they can ask specific questions

to elicit relevant details (Creswell, 2012). The data collection instrument employed is an interview guide. The interview guide serves as a tool to keep researchers on track during the interview. An interview guide is a document created by the researcher that includes guidelines for conducting the interview, suggested questions, and space for taking notes on the interviewee's responses (Creswell, 2012).

1.10.3.3 Questionnaire

The questionnaire is a research tool that consists of a set of inquiries intended to gather information from participants (McLeod, 2018). In this study, data were obtained through the completion of a questionnaire provided by the author. The specific focus was on understanding both teachers' and students' perceptions when utilizing Animation-Based Digital Storytelling. The questionnaire conducted by the researcher is closed-ended questions to collect the numeric data. Respondents were asked to rate their agreement or disagreement on a 5-point Likert scale (ranging from 1=strongly disagree to 5=strongly agree) within 14 questions related to student's perceptions.

1.10.4 The Technique of Data Analysis

This section presents the data analysis procedures employed to address the research questions. The technique for data analysis is done by processing the results from various sources, including tests, interviews, and questionnaires. The integration of data occurs simultaneously, incorporating both quantitative and qualitative analysis; identifying similar and dissimilar results; joint display tables; comparison of tables and themes; and confirmation, disconfirmation, or expansion of results (Creswell & Plano Clark, 2018).

1.10.4.1 Quantitative Data Analysis

In this study, descriptive statistics were employed for the quantitative data analysis using SPSS 25.0. The students' pre-test and post-test scores were calculated by using writing rubric scores and then summing the scores. The assessment followed a writing rubric scale developed by Jacobs et al., allowing for a comprehensive evaluation of students' writing abilities.

1.10.4.2 Qualitative Data Analysis

According to Creswell (2012), qualitative data analysis involves making sense of text and images to address research questions. Therefore, the data from the questionnaire are expressed in percentages, and the interviews are expressed in documentation with an audio recorder. These data will be transcribed into written form for analysis. The qualitative data will be analyzed using the thematic analysis technique. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun and Clarke, 2006). Dawadi (2020) describes thematic analysis as a systematic approach to organizing and understanding complex data sets. It aims to uncover the underlying meanings within text, audio recordings, and other types of data. By emphasizing the meaning of data, thematic analysis allows researchers to identify shared meanings and experiences. Therefore, this method is a way to find commonalities in how people discuss and write about specific topics and understand their similarities (Neuendorf, 2018).

The data analyzed by thematic analysis is taken from interviews and questionnaires. The process of thematic analysis typically involves several steps: familiarization of data, initial coding, generating themes, validity and reliability of themes, defining and naming themes, and interpretation and reporting (Braun & Clarke, 2006). The themes are then discussed and

conclusions are drawn. Finally, the results are interpreted and reported.

1.10.4.3 Statistical Hypothesis

Hypothesis testing using a sample t-test. The hypothesis tested is as follows:

H_0: There is no significant difference in students learning outcomes before and after being given treatment.

H_1: There is a significant difference in students learning outcomes before and after being given treatment.

The basis for decision-making in the t-test can be done through the probability approach. The significance used is $\alpha=0.05$. The basis for decision-making is to look at the statistical significance decision rule by Creswell (2008) with the following conditions:

If the Sig. > 0.05 then H_0 is accepted.

If the Sig. < 0.05 then H_0 is rejected.
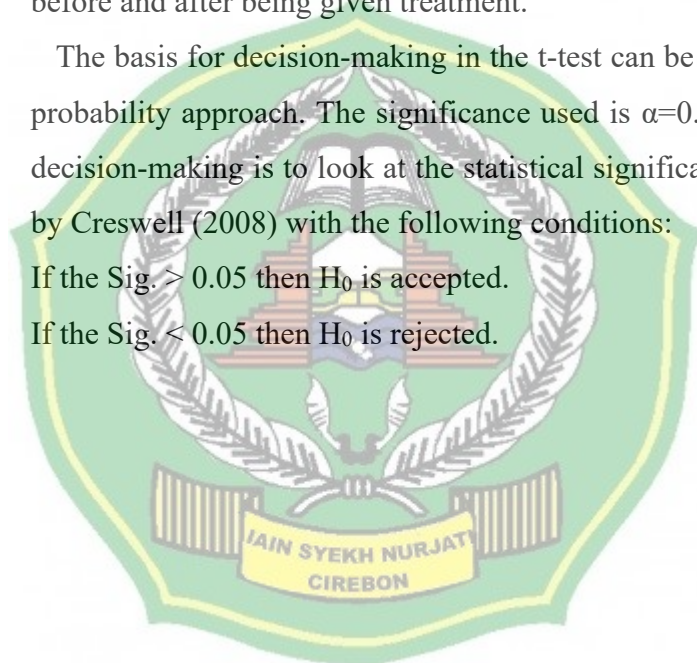
1.11 Research Timeline

Table 1.2 Research Timeline

No	Activities	Time Allocation																							
		October				November				December				January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposal Preparation	�	▢	▢	▢	▢	▢																		
2	Applying Proposal							▢	▢																
3	Proposal Seminar									▢															
4	Conducting Research											▢	▢												
5	Collecting Data															▢	▢								
6	Analyzing Data																	▢	▢	▢					
7	Finishing Thesis Writing																						▢	▢	▢