THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON

A THESIS

Submitted to the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

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ABSTRACT

Roichatul Janah. 2008103051. The Use of Animation-Based Digital Storytelling for EFL Writing at MTs Negeri 2 Cirebon

The results of the PISA show that Indonesian literacy is low, strengthened by the result of the English Proficiency Index 2023 showing that English proficiency in Indonesia is low. This is because of several reasons including uninteresting activities in teaching and learning. Many researches show that digital storytelling could improve and help students learn. Moreover, using animation in digital storytelling could help to engage students' attention. Therefore, the research is objective to investigate whether the use of Animation-Based Digital Storytelling significantly affects students' writing descriptive reports and to describe the students' and teacher's perspectives. Hence, this study employs a mixed-method study. The researcher used a sequential explanatory mixed method that displays a descriptive analysis of quantitative data and an in-depth understanding of qualitative data. The research design used a pre-experimental design with pre-test and post-test for quantitative and used interviews and questionnaires for qualitative. To analyze the data, the researcher used SPSS 25.0 for quantitative data and thematic analysis for qualitative data. The findings revealed an increase from the pre-test mean score of 44.77 to 86.93 in the post-test mean score. The p-value is lower than the significance level (0.000 < 0.05). Moreover, the N-Gain test result was 76% which was categorized as high. It can be concluded that the use of Animation-Based Digital Storytelling significantly affects students' writing skills. The writing aspect that increased significantly from the average pre-test to post-test score was language use with an increase of 52.8%, followed by the vocabulary aspect at 45.6%, organization aspect at 44%, content aspect at 33.9%, and mechanics at 15.4%. Students were able to write descriptive report texts grammatically, used the appropriate words, structured their texts coherently, wrote more detailed information and explored their ideas, and used spelling and punctuation better in writing sentences. The Animation-Based Digital Storytelling created a positive atmosphere in the teaching and learning process in writing class. The students were enjoyable, excited, and interested in the lesson. The use of Animation-Based Digital Storytelling provides benefits: students are motivated to learn, improve their writing skills, develop their creativity, make the material easier to understand, and learn independently. This study expects to contribute to the improvement of student writing and make an enjoyable learning experience.

Keywords: *animation, digital storytelling, writing, descriptive report text*

APPROVAL
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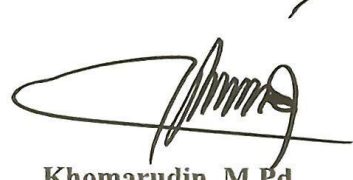
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Roichatul Janah with register number 2008103051 entitled "**THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON**" we have the opinion that her thesis can be offered to be presented to the English Language Teaching Department *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon as a requirement of an undergraduate degree in English Education.

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

I acknowledge that this thesis entitled "**THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON**" is my writing with quotations from various sources using the accepted scientific method of writing. I have written this letter of authenticity according to the truth. I will be sincerely responsible for any risks that will happen in the future if it is proven to offend the ethics of scientific writing.

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RATIFICATION

The thesis which is entitled "**THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON**" written by Roichatul Janah, with register number 2008103051, has been examined on 27th May 2024. It has been accepted by the examiners as one of the requirements for an undergraduate degree in the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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MOTTO

"In your difficult times, let Allah strengthen you, and keep trying so that the distance between you and Allah is never far. Allah does not burden a person more than he is capable of. Indeed, with hardship comes ease."

(al-Qur'an, 2:286 & 94:5)

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In the name of Allah, the Most Gracious, The Most Merciful.

All praises to Allah, Lord of the World, who always gives me blessings and strength and helps to finish the thesis. Invocations and salutations are always given to the prophet Muhammad SAW, his family, and his followers until the end of the world. The thesis entitled "**THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON**" and submitted to the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon as a partial fulfillment of the requirement for an Undergraduate Degree in English Language Teaching Department.

In accomplishing this research, I feel intended to all people for help, guidance, advice, and participation. I would like to express my sincerity and gratitude to:

1. Prof. Dr. H. Aan Jaelani, M.Ag. as the Rector of IAIN *Syekh Nurjati* Cirebon.
2. Dr. H. Saifuddin, M.Ag. as the Dean of *Tarbiyah* and Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon.
3. Dra. Hj. Amroh Umaemah, M.Pd. as the Head of the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon.
4. Hendi Hidayat, M.Pd. as the Secretary of the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon.
5. Zakky Yavani, M.Pd. as the first supervisor who patiently guided me, shaped my ideas, revised my research, and offered comments, suggestions, and critiques in support while conducting this research.
6. Khomarudin, M.Pd. as the second supervisor who patiently guided me, shaped my ideas, revised my research, and offered comments, suggestions, and critiques in support while conducting this research.

Cirebon, 7th May 2024

The Researcher

PREFACE

In the name of Allah, the Most Gracious and Merciful, all praises and thank you belong to Allah SWT, invocations and salutations to the prophet Muhammad SAW, his family, and his followers until the end of the world.

The research is entitled "**THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING AT MTS NEGERI 2 CIREBON**" which is submitted to the English Language Teaching Department of Tarbiyah and Teacher Training Faculty of State Islamic Syekh Nurjati Cirebon as partial fulfillment of the requirement for Undergraduate Degree in English Language Teaching Department.

The researcher is sure that this thesis is still far from being perfect, so all mistakes and errors in this research are the responsibility, and every suggestion or idea of any kind to make it perfect be gladly welcomed. The researcher hopes this thesis could make some contribution to the English Language Teaching Department and all readers in general.
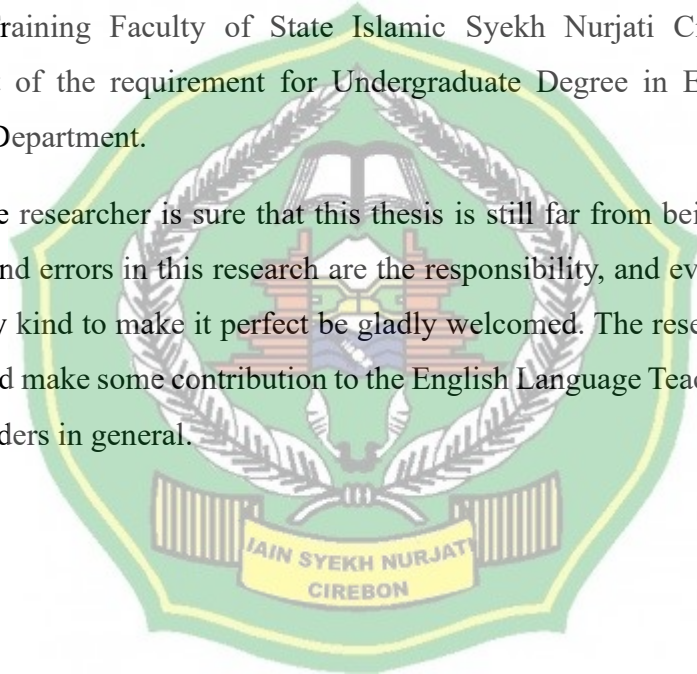
Cirebon, 7th May 2024

The Researcher

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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

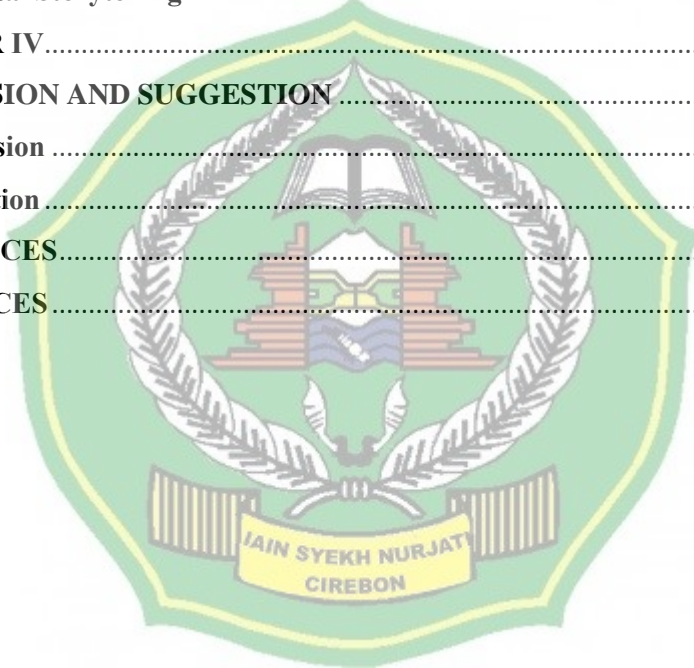Indonesia faces significant challenges in literacy. According to the 2018 PISA (Programme for International Student Assessment), Indonesia ranks 74th out of 79 participating nations. Similarly, in English First (EF) Education's November 2023 report on the English Proficiency Index, Indonesia was placed 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

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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

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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

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.
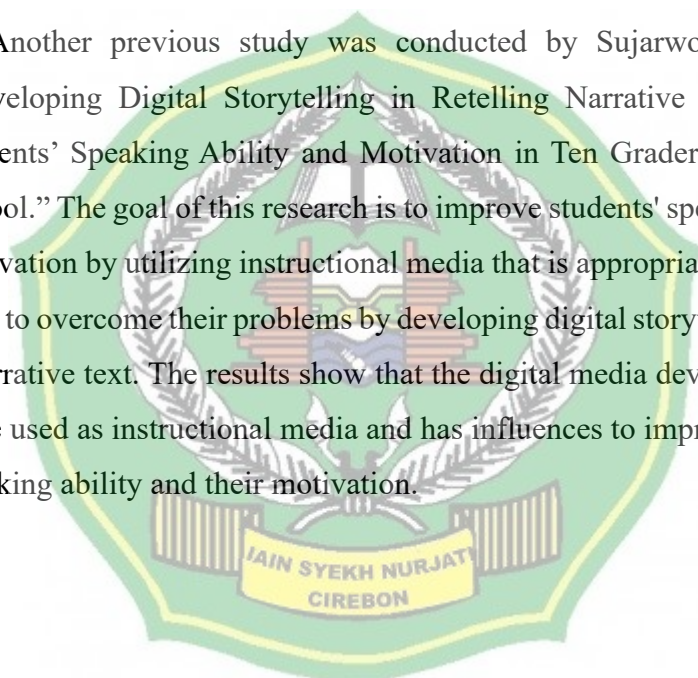
1.9 Frame of Thought

Figure 1.1 Frame of Thought

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

Low EPI Level ← Learning Crisis → Low PISA Level

Emancipated Curriculum: Needs Transformative Learning
- Learners Centered
- Holistic Learning
- Exploratory Learning

Reading for Emotion
CEFR
New Pedagogical Infrastuctures
- Multisensory Approach
- Digital Storytelling → Animation as Learning Media

Well-being

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.
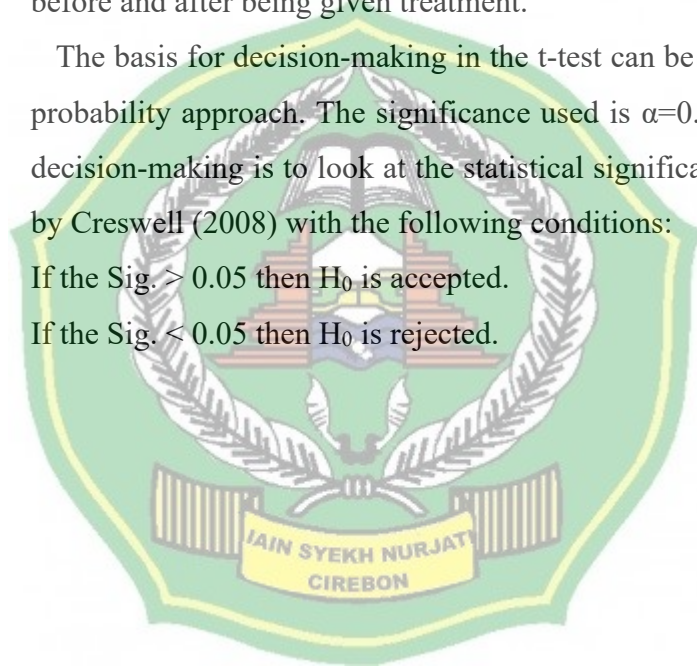
1.11 Research Timeline

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																					■	■	■	■

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CHAPTER II
THE SIGNIFICANT EFFECT OF THE USE OF ANIMATION-BASED DIGITAL STORYTELLING

This chapter describes the significant effect of the use of Animation-Based Digital Storytelling in students' writing. In this process, the researcher conducting this research with the teaching and learning process was carried out in one class, namely IX-C as the pre-experimental class. So, the data obtained from the test.

2.1 Research Findings

The findings of this research deal with the answer to the problem statement which aims to investigate whether the use of Animation-Based Digital Storytelling has a significant effect on students' writing skills. To address this, two tests were conducted: a pre-test and a post-test. The pre-test was given in the first meeting before the lesson began and before the treatment, and the post-test was given in the last meeting after the study was given and after the treatment. The school still uses the 2013 curriculum for grade 9, so the KKM for English lessons is 75.

2.1.1 Students' Ability to Writing Report Text Before Using Animation-Based Digital Storytelling

To analyze the students' ability in writing, a writing assessment rubric was used and covered five components of assessment: content, organization, vocabulary, language use, and mechanics. The results of the students' writing abilities in the pre-test are shown in the table below.

Table 2.1 The Students' Scores and Classification of Pre-test

No	Students' Initial	Aspect of assessment					Score	Classification
		C	O	V	LU	M		
1	AVH	17	10	10	11	4	52	Fair

2	ANN	17	7	8	5	3	40	Poor
3	ARA	17	10	10	8	3	48	Poor
4	AIK	17	7	9	12	3	48	Poor
5	AH	17	7	7	5	3	39	Poor
6	AR	19	15	11	11	4	60	Fair
7	DN	17	7	7	5	4	40	Poor
8	FR	17	10	10	11	4	52	Fair
9	HR	17	10	8	7	3	45	Poor
10	IKM	17	7	7	5	4	40	Poor
11	KM	17	10	10	11	3	51	Fair
12	LNBID	13	10	7	5	3	38	Poor
13	MAAF	13	7	7	5	3	35	Very Poor
14	MHAF	13	7	7	5	3	35	Very Poor
15	N	17	7	9	12	3	48	Poor
16	NZF	17	7	8	5	3	40	Poor
17	NM	17	14	11	11	4	57	Fair
18	NDA	17	10	8	7	3	45	Poor
19	NA	17	7	9	11	3	47	Poor
20	NH	17	14	10	11	4	56	Fair
21	NN	13	7	7	5	3	35	Very Poor
22	NI	17	14	10	12	4	57	Fair
23	NNH	17	7	7	5	3	39	Poor
24	PD	13	7	7	5	3	35	Very Poor
25	RPA	14	7	8	7	4	40	Poor
26	RMP	17	14	10	8	3	52	Fair
27	SS	13	7	7	11	4	42	Poor
28	TNS	17	10	8	6	3	44	Poor
29	VNH	17	10	7	5	2	41	Poor
30	VHT	17	7	8	7	3	42	Poor
Total		485	273	252	234	99	1343	

X Mean	16.17	9.10	8.40	7.80	3.30	44.77	

Table 2.1 shows the mean score for 30 students who participated in the pre-test was approximately 44.77. based on this assessment, the student's performance in the pre-test falls into the "poor" category. The lowest score is 35 and the highest score is 60 on the pre-test showing a fairly wide range of maximum and minimum scores. Overall, the class's pre-test results indicate a low level of writing.

2.1.2 Students' Ability to Writing Report Text After Using Animation-Based Digital Storytelling

The results of the student's writing abilities in the post-test can be described as follows:

Table 2.2 The Students' Scores and Classification of Post-test

No	Students' Initial	Aspect of assessment					Score	Classification
		C	O	V	LU	M		
1	AVH	27	16	15	22	5	85	Very Good
2	ANN	28	19	18	22	5	92	Excellent
3	ARA	29	19	19	22	4	93	Excellent
4	AIK	28	17	18	22	5	90	Excellent
5	AH	29	19	19	24	5	96	Excellent
6	AR	27	19	18	20	4	88	Excellent
7	DN	29	20	19	23	4	95	Excellent
8	FR	25	18	18	21	4	86	Very Good
9	HR	27	19	18	22	3	89	Excellent
10	IKM	30	19	20	23	5	97	Excellent
11	KM	30	20	20	23	4	97	Excellent
12	LNBID	25	17	16	17	3	78	Very Good

13	MAAF	27	18	18	21	4	88	Excellent
14	MHAF	27	17	17	22	3	86	Very Good
15	N	23	17	17	16	4	77	Very Good
16	NZF	23	18	16	22	4	83	Very Good
17	NM	28	20	19	21	5	93	Excellent
18	NDA	25	16	17	22	3	83	Very Good
19	NA	24	17	15	19	4	79	Very Good
20	NH	29	18	18	23	4	92	Excellent
21	NN	27	18	17	22	4	88	Excellent
22	NI	25	19	20	25	5	94	Excellent
23	NNH	25	17	14	17	3	76	Very Good
24	PD	26	17	17	18	4	82	Very Good
25	RPA	25	17	17	21	4	84	Very Good
26	RMP	26	18	18	21	5	88	Excellent
27	SS	26	18	17	21	5	87	Very Good
28	TNS	25	18	18	22	3	86	Very Good
29	VNH	22	18	16	18	4	78	Very Good
30	VHT	23	17	17	18	3	78	Very Good
Total		790	540	526	630	122	2608	
X Mean		26.33	18.00	17.53	21.00	4.07	86.93	

Table 2.2 above shows the mean score of the post-test is 86.93, which is higher than the pre-test score. The lowest score achieved was 76, while the highest score was 97. Based on this assessment, the students' post-test performance can be classified as high. It's evidence that after receiving treatment, students' scores in the post-test show significant improvement.

Table 2.3 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	35	60	44.77	7.257
Posttest	30	76	97	86.93	6.253
Valid N (listwise)	30				

Table 2.3 provides an overview of the pre-test and post-test scores for the class. The lowest pre-test score was 35 and the highest pre-test score reached 60. The mean pre-test score was 44.7, which fell below the KKM (*Kriteria Ketuntasan Minimal*) standard set at 75 for English lessons. On the other side, the lowest post-test score was 76 and the highest post-test score was 97. The mean score was 86.93, exceeding the KKM standard.

Table 2.4 The Frequency and Rate Percentage of the Students' Score

No	Classification	Range	Interpretation	Pre-test F	Pre-test (%)	Post-test F	Post-test (%)
1	Excellent	87.5 - 100				15	50%
2	Very Good	75 - 87.4	Good			15	50%
3	Good	62.5 – 74.9					
4	Fair	50 – 62.4		8	27%		
5	Poor	37.5 – 49.9	Poor	18	60%		
6	Very Poor	25 – 37.4		4	13%		
	Total			30	100%	30	100%

Based on Table 2.3, it shows that in the pre-test there was 8 (27%) students of the 30 students were classified as fair, 18 (60%) students were classified as poor, and 4 (13%) students were classified as very poor. It can be concluded that no students passed the KKM standard in the pre-test. On the other side, in the post-test, there was 15 (50%) students were classified as excellent, and 15 (50%) students were classified as very

good. It can be concluded that all students passed the KKM in the post-test.

Chart 2.1 The Improvement in Writing Aspects
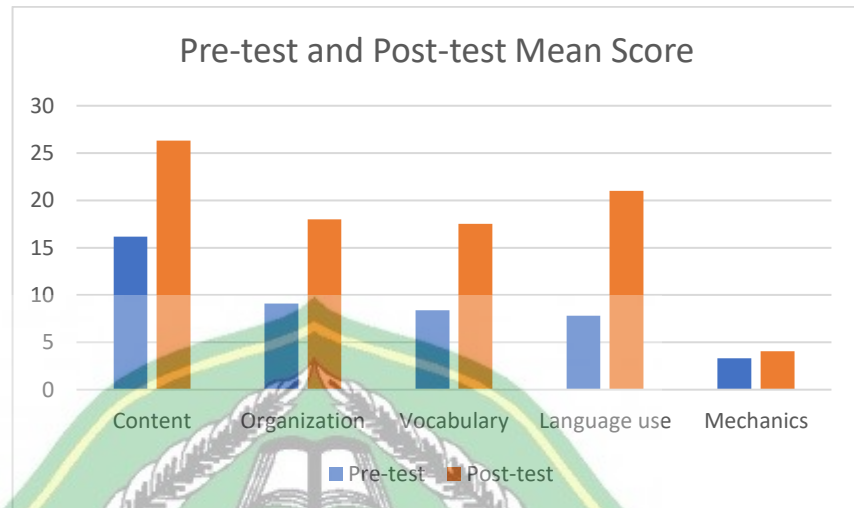
Chart 2.1 above shows the mean score for both the pre-test and post-test in all writing aspects. The improvement from the pre-test to the post-test in the language use aspect was 52.8%, which represents the highest mean score among all aspects. The second is the vocabulary aspect has an improvement of 45.6%. Next, the organization aspect has an improvement of 44%. Then, the content aspect has an improvement of 33.9% and the last mechanics aspect has an improvement of 15.4%.

2.2 Requirements of Hypothesis Testing

2.2.1 Test of Normality

The normality test was conducted to determine whether the data from the sample, collected after students received treatments, followed a normal distribution. The Shapiro-Wilk was employed using SPSS 25.0 with a significance level of $\alpha = 0.05$. The SPSS results of the normality test are represented below:

p-value (Sig.) > 0.05 = the data are in normal distribution.

p-value (Sig.) < 0.05 = the data are not in a normal distribution

Based on the SPSS output, the normality test is shown in the table below:

Table 2.5 The Output of Normality Test by SPSS

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.148	30	.090	.935	30	.065
Posttest	.098	30	.200[*]	.956	30	.246

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality of the data can be seen from the value of Shapiro-Wilk. Based on the output of the test, it was found that the significance value (p-$value$) of the pre-test is 0.65, which is higher than the significance level of 0.05, so the pre-test has a normal distribution. While the significance value of the post-test is 0.246, also higher than the significance level of 0.05, so the post-test has a normal distribution. Consequently, both the pre-test and post-test scores are normally distribution.

2.2.2 Test of Homogeneity

The homogeneity test was conducted to determine whether the data of this research had some variance or not. This test was conducted by using Levene Statistics and also used SPSS 25.0 with α = 0.05. The SPSS results of the homogeneity test were interpreted as follows:

p-$value$ (Sig.) > 0.05 = the data are homogeneous.

p-$value$ (Sig.) < 0.05 = the data are not homogeneous.

The SPSS output of the data homogeneity test can be seen as follows:

Table 2.6 The Output of Homogeneity of Variances Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Scoretest	Based on Mean	1.147	1	58	.289
	Based on Median	.901	1	58	.346
	Based on the Median and with adjusted df	.901	1	56.325	.347
	Based on trimmed mean	1.102	1	58	.298

Data were classified as homogeneous if the significance value was more than 0.05. Based on Table 2.6 above, it can be seen that the value of significance (Sig.) was 0.289. So, the result of homogeneity of variances was more than 0.05 (0.289 > 0.05). Consequently, the data is homogeneous.

2.2.3 T-Test

After obtaining data where the data was normally distributed and homogeneous, the researcher analyzed the data using the t-test to compare the mean scores between the pre-test and the post-test. The t-test is commonly used for analyzing quantitative data and assessing whether there is a significant difference between two related groups. The result of the t-test is provided in the table below:

Table 2.8 Paired Sample Test

Paired Samples Test

		Paired Differences								
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest - Posttest	-42.167	8.217	1.500	-45.235	-39.098	-28.106	29	.000

According to Creswell (2008), for applying the statistical significance decision rule, the p-value was less than the alpha value (0.05). Based on Table 2.8, the data show that the probability value (p-value) is 0.000 < 0.05, so the result is statistically significant because the p-value is lower than the significance level. This means that the use of Animation-Based Digital Storytelling has a significant effect on students' writing skills.

2.2.4 N-Gain Test

The N-Gain test was used to determine the effectiveness of the digital learning media that has been implemented. The scoring category used was the criteria proposed by Hake (2002), which is high if the N-Gain score > 0.7, medium if $0.3 \leq$ the N-Gain score ≤ 0.7, and low if the N-Gain score < 0.3.

Table 2.9 N-Gain Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ngain_score	30	.56	.95	.7636	.10748
ngain_percent	30	55.77	95.00	76.3584	10.74819
Valid N (listwise)	30				

Based on Table 2.3, the N-Gain result is 76% categorized as high. It can be concluded that the effectiveness of using Animation-Based Digital Storytelling is high.

2.3 Hypothesis Testing

This chapter answers the problem statement regarding the significant effect of using Animation-Based Digital Storytelling on students' writing skills. To get the answers, the researcher formulates both an alternative hypothesis (H_1) and a null hypothesis (H_0). These hypotheses serve as the foundation for

investigating whether there is a significant effect resulting from the use of Animation-Based Digital Storytelling. The hypotheses can be seen as follows:

Alternative hypothesis (H₁)

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

Null hypothesis (H₀)

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

For applying the statistical significance decision rule, if the p-value is less than the alpha value (0.05), it indicates a statistically significant result (Creswell, 2008). From the data calculation, the result calculating the data is p-value = 0.000 and significance level = 0.05, the p-value is lower than the significance level in significance 5%. Therefore, the testing of the hypothesis was $H_1 = 0.000 < 0.05$. It means the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, the effect of the use of Animation-Based Digital Storytelling on students' writing skills was significant.

2.4 Research Discussion

2.4.1 Analysis of Students' Ability in Writing Report Text Before Treatment (Pre-test)

In this research, the data source used as a pre-experiment was class IX C. In the pre-test, the student's writing skills were low. The pre-test was carried out before giving a treatment. From the results of the pre-test, it is known that students face many difficulties in writing skills in aspects of content, organization, vocabulary, language use, and mechanics. The student's lowest score is 35 and the highest score is 60. In the aspect of content, the student's score is low. The average value shown in the content

aspect of English subject is also still low, namely 16.17. This means that all of the students in class IX C still have low writing skills. Most students write the text with the content appropriate, however, they have difficulty developing it.

In the aspect of the organization, the student's scores are also low. The average value is 9.10. This shows that students' organization mastery is still lacking. Most of their text does not communicate and has no organization. The aspect of vocabulary obtained an average value of 8.40 which means that students' vocabulary is lacking. Most of them have little knowledge of English vocabulary. Therefore, they have difficulty developing their writing. In the aspect of language use, the average value is 7.80 which means that their ability to use appropriate grammar and structure is still very low. Most of them often make errors in their writing. The aspect of mechanics is poor. This aspect obtained an average value of 3.30. Many of the students' writing occasionally contains errors in spelling, punctuation, and capitalization. The study's results for students' writing skills showed a lower value with an average of 44.77. This shows that students' writing skills are included in poor classification.

2.4.2 Analysis of Students' Ability in Writing Report Text After Treatment (Post-test)

Based on the analysis of students' writing skills, it is known that the skills of students after receiving treatment have increased. Students experience increased writing skills in aspects of content, organization, vocabulary, language use, and mechanics. The student's lowest score is 76 and the highest score is 97. The aspect of contents increased with an average value of 26.33. The average value of the organization aspect has increased to 18.00. Students' vocabulary also increased with an average value of 17.53. The aspect of language use obtained an average value of 21.00 which means students' ability to use appropriate grammar and structure increased. In the aspect of mechanics, the average value has increased to 4.07. The

study's results for students' writing skills showed a higher value with an average of 86.93. This shows that the student's writing skills improved after receiving the treatment. The results show that students' writing skills increased after being given treatment in the form of using Animation-Based Digital Storytelling as a medium for learning English.

2.4.3 Test

In this section, the discussion includes the interpretation of research findings obtained from the results of students' writing skills from the pre-test and the post-test. The results of this study indicate that the writing skills of class IX C students of MTsN 2 Cirebon for the 2023/2024 academic year improved. Based on the result, the mean score in the pre-test was 44.77, while in the post-test score increased to 86.93.

To assess whether the data followed a normal distribution, the researcher conducted a normality test using the Shapiro-Wilk with SPSS 25.0. The result of the normality test is that the significance values are 0.65 in the pre-test and 0.246 in the post-test. Therefore, it can be concluded that H_0 was rejected and H_1 was accepted because the significance value (two-tailed) in the pre-test and post-test was higher than $\alpha = 0.05$ (0.65 > 0.05 and 0.246 > 0.05). This means that the scores from both the pre-test and the post-test followed a normal distribution. In testing the data homogeneity, the researcher conducted by using Levene statistics. The homogeneity test aimed to determine whether there was variance in the data. The result of the homogeneity test is 0.289. The data were categorized as homogeneous data because the significance value was more than 0.05 (0.298 > 0.05). Therefore, H_0 was rejected and H_1 was accepted.

The result of testing the hypothesis above shows that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The probability value (p-value) was 0.000, which is less than the significance level ($\alpha = 0.05$). this indicates statistical significance.

Consequently, there was a significant difference in students' writing skills before and after treatment. Moreover, the N-Gain result is 76% categorized as high based on Hake (2002) that said if the N-Gain score > 0.7 is categorized as high. It can be concluded that there was an increase in students' scores on the post-test. Based on the results, it can be concluded that the use of Animation-Based Digital Storytelling had a significant effect on students' writing skills.

2.4.4 The Significant Improvement of Writing Aspects

Animation-Based Digital Storytelling has a significant effect on students' writing skills in the aspects of content, organization, vocabulary, language use, and mechanics. However, from the data findings, it can be seen that there are aspects that have a significant increase compared to other aspects. The aspect is language use and vocabulary. In language use, there was an increase of 52.8%. The use of Animation-Based Video Storytelling in the teaching and learning process could improve the student's skill to write their descriptive report text in grammatically correct sentences. Almost all of them can minimize their mistake in mentioning certain words and choose the correct preposition in their writing. In vocabulary, there was an increase of 45.6%. By using the Animation-Based Digital Storytelling students can increase their vocabularies. The students obtained various vocabularies from the animation videos and were able to use them correctly because when the students get confused with the text, they will try to find the meaning word difficult words and remember it so they can understand the descriptive report text in the animated video.

There was an increase of 44% in the organization aspect. The use of Animation-Based Video Storytelling in the teaching and learning process could improve the student's skill to develop the text they wrote by visualizing learning media using video animation. The digital learning media inspired them and they could use their imagination when they were given the task to write descriptive report text. In the content aspect, there

was an increase of 33.9%. The use of Animation-Based Video Storytelling in the teaching and learning process could improve the student's skill to develop the text they wrote by visualizing learning media using video animation. The digital learning media inspired them and they could use their imagination when they were given the task to write descriptive report text. Lastly, the aspect of mechanics that have a low increase of 15.4%. With Animation-Based Digital Storytelling, students can write a sentence with correct spelling and punctuation.

CHAPTER III
STUDENTS AND TEACHER VIEW THE UTILIZATION OF
ANIMATION-BASED DIGITAL STORYTELLING

This chapter describes the perceptions of students and teachers on the use of Animation-Based Digital Storytelling. In collecting the data, a questionnaire and interview were conducted. The questionnaire was used for students in one class and was obtained with 30 respondents. Interviews were conducted with 3 students with 14 questions and one teacher who teaches English in IX-C class with 9 questions. Giving questionnaires and conducting interviews were done after students did the post-test. This chapter begins with findings regarding students' diagnostic test results and students' opinions on digital learning resources. The analysis used thematic analysis. The researcher grouped several themes in the thematic analysis which was the core of the interview with the students and the teacher.

3.1 Research Findings of Students and Teacher Views on the Utility of Animation-Based Digital Storytelling

In investigating and analyzing the students' perceptions of the use of Animation-Based Digital Storytelling, the data was found from diagnostic tests, questionnaires, and interviews. Students' opinions were collected using a questionnaire and interview methods to collect research data. The researcher interviewed 3 students, while the questionnaire was administered to 30 students as respondents. The teacher's perception was conducted using interviews to collect research data. A teacher interview was conducted with one teacher who teaches English in the class. The teacher is a 45-year-old English teacher, who graduated from UNSWAGATI Cirebon in 2003. The teacher has 21 years of teaching experience and approximately has experienced 4 curriculum changes. However, the teacher did not know what CEFR was.

From the interview data collection results, the researcher describes the findings by grouping them into four themes: methods of teaching writing, challenges of writing class, experience of using Animation-Based Digital Storytelling, and benefits of using Animation-Based Digital Storytelling. For the thematizing and coding, it can be seen in Table 3.1 below.

Table 3.1 Coding and Thematizing

Theme	Sub-Theme	Code
Methods of Teaching Writing	Grammar-Translation Method	MTW/GTM
	Game-Based Learning	MTW/GBL
Challenges of Writing Class	Lack of Vocabulary	CWC/LV
	Lack of Digital Learning Media	CWC/LDLM
Experience of Using Animation-Based Digital Storytelling	Enjoy	EUABDS/E1
	Exciting	EUABDS/E2
	Interesting	EUABDS/I
Benefits of Using Animation-Based Digital Storytelling	Increase Students' Motivation	BUABDS/ISM
	Increase Students' Writing Abilities	BUABDS/ISWA
	Easy to Understand the Material	BUABDS/EUM
	Develop Creativity	BUABDS/DC
	Become an Independent Learner	BUABDS/BIL

3.1.1 Students' Diagnostic Test Results

This section describes the diagnostic test results from Middle School students. In this test, each student had different abilities. This test was attended by one class where there were 30 students. The purpose of this diagnostic test is to determine their proficiency with the English language. The following is the analysis:

Chart 3.1 The Analysis of Diagnostic Test Result
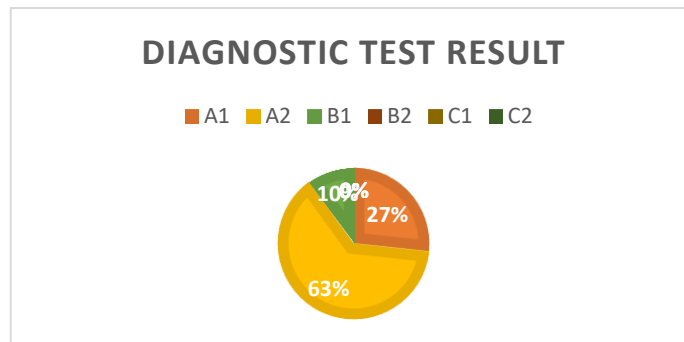
Chart 3.1 displays the results of the Middle School students' diagnostic tests. The diagnostic test was attended by 30 students. Figure 3.1 shows that the A2 level dominates the results of the diagnostic test with a total of 19 students, followed by the A1 level with a total of 8 students, and the last one is the B1 level with a total of 3 students, whereas for level B2, C1, and C2 there are no students who are at that level.

2.1.2 Methods of Teaching Writing

In this section teaching methods used by the teacher will be described. There are some methods used by the teacher when teaching writing, namely the grammar-translation method and game-based learning.

2.1.2.1 Grammar-Translation Method

In the teaching and learning process, especially in writing class focus on translating. The teacher provided dictionaries to the students to help them write. Students comment:

> "Usually translating text in books" (MTW/GTM/S1)

> "The teacher gave dictionaries then we were asked to translate the text together and then asked to make some sentences. (MTW/GTM/S2)

> "Usually monotonous, sometimes we chat with the teacher or focus on translating too." (MTW/GTM/S3)

The activities of translating make the teaching and learning process monotonous. Students are only fixated on books and dictionaries and are less active in learning activities.

2.1.2.2 Game-Based Learning

Besides focusing on translating text, the teacher also provides games for teaching writing. The teacher's comment:

"Usually, I give jumble words and then they arrange the words into a sentence. At the junior high school level, there are five types of texts taught, namely report, recount, procedure, descriptive, and narrative. Usually, for writing practice, I often use recount material because it is a real experience, their own experience." (MTW/GBL/T)

The teacher usually used jumbled words for students to arrange words into a sentence. For writing, the teacher usually used recount text material because students can write a text based on their own experience. However, for descriptive text, the teacher used a game to make students guess the objects based on the characteristics given.

"For descriptive text, I usually use games. For example, I give the characteristics and then the students guess. Usually, they are made into groups first and then told to name the animals one by one and don't let any of them be the same and then write them down in a book. If something is the same, tell him to replace it with another animal. In one group, they each mentioned the characteristics of the animal they wrote about. The way to play is that one group comes forward and then each group member names the characteristics of their respective animal. The group that can guess will get points. If no one can guess, the points go to the group that goes to the front." (MTW/GBL/T)

The result of the interview for the question about teaching methods in writing class shows that the teacher used two teaching methods when teaching writing. She used jumbled words and guess-objects games, especially for teaching descriptive text.

2.1.3 Challenges of Writing Class

This section describes students' and teacher's challenges in writing class. Some of the challenges students and teacher face are a lack of students' vocabulary and a lack of digital learning resources.

3.1.3.1 Lack of Vocabulary

Lack of vocabulary is a major challenge in writing class. All of the students interviewed have similarities in answering the question. Student 1 comment:

> "Yes, it's difficult because I don't know how to write it."
> (CWC/LV//S1)

Students 2 and 3 added:

> "So far, I haven't had any difficulties because I looked at the dictionary. If I know the vocabulary, I can write without looking at the dictionary." (CWC/LV/S2)

> "There is no difficulty because there is a dictionary." CWC/LV/S3)

The interview result shows that students face challenges in writing English due to a limited vocabulary. They believe that if they master the vocabulary, they can write in English without any difficulties. The questionnaire results support the data, revealing that 40% (12 students) perceive learning English as difficult, particularly in the context of writing *(see Appendix 12 question number 1)*. Even the teacher expressed challenges in teaching writing due to the students' limited vocabulary. The teacher's comment:

> "For writing, we have to use a tool, namely a dictionary. The weakness of students here is that they are in boarding school so they have a lot of lessons to learn, then they rarely bring a dictionary while their vocabulary is limited." (CWC/LV/T)

The situation of students living in boarding schools is considered to be a weakness because of the many lessons they have to study and their limited vocabulary.

3.1.3.2 Lack of Digital Learning Media

Learning English becomes monotonous because the learning media still used is traditional learning media such as dictionaries and books. They are rarely used in digital media. All of the students interviewed said that the learning media they used when learning English was a dictionary and a book.

> "Usually, Mrs. K provides a dictionary." (CWC/LDLM/S1)
>
> "Look at the dictionary." (CWC/LDLM/S2)
>
> "Use a book and a dictionary." (CWC/LDLM/S3)

The students said that they have used digital media such as Canva, however, in other lessons.

> "I once learned to use Canva to make posters, in Bahasa Indonesia lessons." (CWC/LDLM/S1)
>
> "I've used videos before but in other lessons." (CWC/LDLM/S3)

It is strengthened by the result of the interview with the teacher. The teacher comments:

> "When I'm teaching, I provide a dictionary. I have several dictionaries that I got from remedial children. I gave them the choice to do the assignment or buy dictionaries for 3 people. If they want to buy a dictionary, that's fine. I also asked them if they were willing to buy the dictionary and they answered that they were willing. The dictionary is also useful for them and their younger classmates. So, when I go to class, bring a dictionary, because if it's not like that, they'll be confused every time they're asked to write." (CWC/LDLM/T)

The teacher said that she always brings dictionaries to class because students will be confused every time they are asked to write. It is because they don't know the vocabulary and how to write it. She has

many dictionaries obtained from students who received remedial training. That is the teacher's way of overcoming challenges when teaching writing.

2.1.4 Experience of Using Animation-Based Digital Storytelling

This section describes students' and teacher's experiences after using Animation-Based Digital Storytelling. There are 3 sub-themes, namely enjoy, exciting, and interesting.

3.1.4.1 Enjoy

The question is about whether students enjoy learning English after using Animation-Based Digital Storytelling. All of the students interviewed answered that they felt enjoyed when learning English after using Animation-Based Digital Storytelling.

"I enjoy it, it's really exciting, there are pictures like that, so it's fun while watching." (EUABDS/E1/S1)

"Enjoy, because I like English." (EUABDS/E1/S2)

"Yes, I enjoyed it because if it's fun like this, it's fun not to mess around, it adds to the learning experience." (EUABDS/E1/S3)

This is supported by the questionnaire data that shows that 56,7% or 17 students agree that they enjoy learning English after using Animation-Based Digital Storytelling *(see Appendix 12 question number 2)*.

3.1.4.2 Exciting

The second sub-theme of the experience of using Animation-Based Digital Storytelling is exciting. The word most frequently mentioned by students is exciting. They consider learning English with Animation-Based Digital Storytelling exciting and different from traditional classroom learning.

"Honestly, it's just more fun to learn like that." (EUABDS/E2/S1)

"Like. Because it's fun." (EUABDS/E2/S2)

"More interesting, more exciting. The point is, it's better than studying as usual." (EUABDS/E2/S3)

Furthermore, they hope to use this digital learning media when studying. Students 1 to 3 had the same comments that they hope to use this digital learning media again in their class. Student 3 added:

"I want the media to be used again because it makes me less sleepy, it's more exciting, and interesting." (EUABDS/E2/S3)

Using Animation-Based Digital Storytelling makes students excited about learning English because it is different from what they usually learn. Therefore, they hope to use digital learning media again when they study to make them enthusiastic to learn and they don't feel sleepy while studying.

3.1.4.3 Interesting

The question is whether Animation-Based Digital Storytelling makes students Interested to learn English. All the students have similarities in answering the question. Students' comments:

"Yeah, I'd rather know more." (EUABDS/I/S1)

"More interested." (EUABDS/I/S2)

Student 3 added:

"Yes, because I also want to learn English." (EUABDS/I/S3)

All of the students interviewed gave positive comments. They felt interested in learning English after they used Animation-Based Digital Storytelling as a learning medium. Their comments were supported by the following questionnaire data that shows that the highest response is 46,7% (14 students) who agree that they are

excited to learn English after using Animation-Based Digital Storytelling *(see Appendix 12 question number 12)*.

The teacher's answer has similarities with the students' answer which she considers that when learning using digital media, can make students interested and enthusiastic.

> "Certainly, it can make students more interested. Moreover, using electronic media, they become more enthusiastic." (EUABDS/I/T)

The use of digital media has a positive effect on students' interest in learning. They can engage with the material more interactively. However, teachers feel this is difficult to implement at this school because it is in an Islamic boarding school environment so students cannot carry handphones.

> "But in other schools where students are allowed to bring handphones, this can be implemented. It's difficult here. For example, using in-focus (projector) once or twice, but when students practice themselves using media such as handphones or computers, that's not possible." (EUADBS/I/T)

3.1.5 Benefits of Using Animation-Based Digital Storytelling

This section describes the benefits of using Animation-Based Digital Storytelling in learning English. There are four sub-themes, namely increase students' motivation, improve students' writing abilities, easy to understand the material, develop creativity, and become an independent learner.

3.1.5.1 Increase Students' Motivation

Motivation plays a crucial role in the teaching and learning process. The question is whether Animation-Based Digital Storytelling influences their motivation to learn English. Based on the interview results, students uniformly expressed that Animation-Based Digital Storytelling makes them motivated to learn English.

"Yes, I become more motivated and want to know more deeply." (BUABDS/ISM/S1)

"It influences because it makes learning not monotonous." (BUABDS/ISM/S2)

"Yes. I also really like English but can't speak it yet. So I'm more motivated because it's better to learn and it's not boring." (BUABDS/ISM/S3)

In their opinion, they felt motivated to learn English because learning becomes more enjoyable, it's not monotonous or boring and they want to know more deeply. Their comments were supported by the following questionnaire data that shows the highest percentage 43,3% (13 students) agree that they can motivate themselves to learn English after using Animation-Based Digital Storytelling *(see Appendix 12 question number 13)*.

The teacher has similarities in answering the question. She added:

"Of course, it makes students motivated. I am sure that if they use this media, students will be more enthusiastic. Moreover, this is an electronic medium, with just pictures, for example, pictures of food for procedural texts, the students are enthusiastic. Not only that, just give them a task and feel free to make whatever they want." (BUABDS/ISM/T)

The result of the interview above, it is shown that Animation-Based Digital Storytelling makes students more motivated. Moreover, the use of this digital learning media makes students more enthusiastic. For students, just learning using visual media makes them enthusiastic even less using this animation video they will be more enthusiastic. Learning media such as Animation-Based Digital Storytelling motivates students to learn, especially when it comes to assignments, they will be enthusiastic and serious about completing them.

3.1.5.2 Increase Students' Writing Abilities

The use of Animation-Based Digital Storytelling affects students' writing abilities. It can help students to write in English more easily. The students think this digital learning media helps them express ideas in writing easily. Their comments:

> "It's really helpful because it's fun learning in that way." (BUABDS /ISWA/S1)

> "It's easy, the animation is interesting, so it's easy to remember." (BUABDS/ISWA/S2)

> "Yes, because it can be developed, there are ideas from the video." (BUABDS/ISWA/S3)

The questionnaire result is the highest percentage 36,7% (11 students) agree that Animation-Based Digital Storytelling helps them express ideas in writing easily *(see Appendix 12 question number 3)*. Moreover, the teacher said that Animation-Based Digital Storytelling helps students to express their ideas in written language easily.

> "It's easier and more interesting, especially they watch the video first, in my opinion, it makes them understand better, so it's easier to create the text." (BUABDS/IWA/T)

From the interview results, it can be concluded that the more students are interested can make they understand the material better and can write the text easily.

Not only that, the use of Animation-Based Digital Storytelling can help them describe things more easily and in detail. The students' comments:

> "Yes, it provides more detail from the pictures and it's also clear." (BUABDS/ISWA/S1)

> "It's quite helpful to understand better." (BUABDS/ISWA/S2)

> "Yes, because it also explains it in detail." (BUABDS/ISWA/S3)

The questionnaire result is the highest percentage 43,3% (13 students) agree that Animation-Based Digital Storytelling helps them describe things in more detail *(see Appendix 12 question number 9)*. The teacher also agrees that Animation-Based Digital Storytelling can help students describe things easily. She comments:

> "It's helpful to describe things easily because they don't just see it but practice it, and they are asked to make it and that makes it easier for them." (BUABDS/IWA/T)

As a result, digital storytelling can become an effective tool for enhancing student's understanding as well as improving their writing skills.

Apart from that, in the aspect of writing, namely content, organization, vocabulary, language use, and mechanics, they felt helped to better writing by using this Animation-Based Digital Storytelling. In the aspect of content, by visualizing learning media using video animation, they can develop the text they write. They admitted that it inspired them and they could use their imagination when they were given the task of writing descriptive report text. Their comments:

> "Helpful. At first, I was confused about what to write so I got an idea from the video." (BUABDS /ISWA/S1)

> "It's helpful because there are pictures so it makes sense when writing." (BUABDS /ISWA/S2)

> "It's quite helpful, it could develop more." (BUABDS/ISWA/S3)

It is supported by the result of the questionnaire that shows 36,7% (11 students) agree that Animation-Based Digital Storytelling helps them increase their content in writing *(see Appendix 12 question number 4)*.

In the aspect of the organization, students felt helped to structure their texts by using the Animation-Based Digital Storytelling. It is supported by the questionnaire data where 46,7% (14 students) agree that Animation-Based Digital Storytelling helps them organize their writing *(see Appendix 12 question number 5)*. In the aspect of vocabulary, students felt this media could help increase their vocabulary by learning new words from the videos. From the questionnaire result, there was 33,3% (10 students) agree that Animation-Based Digital Storytelling helps them increase vocabulary *(see Appendix 12 question number 6)*.

In language use, students felt helped to construct grammatically correct sentences and minimize their mistakes in their descriptive report texts, and there was 43,3% (13 students) agreed that Animation-Based Digital Storytelling helps them in using appropriate grammar and structure *(see Appendix 12 question number 7)*. In the mechanics aspect, students felt helped to use appropriate spelling and punctuation by using this media. It is supported by the questionnaire data where 33,3% (10 students) agree that Animation-Based Digital Storytelling helps them to pronounce, spell, and use punctuation correctly *(see Appendix 12 question number 8)*.

3.1.5.3 Easy to Understand the Material

Learning media is important because it is a powerful way to enhance students learning. The results of the interview show that the use of Animation-Based Digital Storytelling in descriptive report text makes the material easy to understand for students. Students' comments are:

"Yes, it's easier to understand." (BUABDS/EUM/S1)

"Yes, it's easier because uses animation." (BUABDS/EUM/S2)

"Yes, because it's easier." (BUABDS/EUM/S3)

All of the students interviewed agree that the material becomes easy to understand by using Animation-Based Digital Storytelling. The questionnaire data shows that most of the respondents, 50 (15 students) agree that using Animation-Based Digital Storytelling in learning descriptive report text makes the material easy to understand *(see Appendix 12 question number 11)*.

The teacher added:

> "Of course, they understand better because they not only see but also do it." (BUABDS/EUM/T)

The use of Animation-Based Digital Storytelling helps students engage more deeply with the material. The teacher also believes that to understand the material better students need to complete assignments. It is also an effective way of helping students remember the material better. Additionally, it allows teachers to assess students understanding.

3.1.5.4 Develop Creativity

The ability to be creative is an essential skill for 21st-century learners. Moreover, the newest curriculum in Indonesia, the Emancipated Curriculum promotes students to become creative learners. Students' comments:

> "Yes, it helps me to develop creativity." (BUABDS/DC/S1)

> "Yes, because we also use Canva so we can explore and try what's on Canva. The animation is also interesting, inspiring to write text." (BUABDS/DC/S2)

> "Yes, because we can use our imagination too. Studying like that is better than studying in a normal, monotonous way." (BUABDS/DC/S3)

The results of the interview show that through the use of Animation-Based Digital Storytelling, students can develop their creativity because the use of digital learning media is not monotonous, allows students to visualize and imagine to make the text, and students can explore the

features of digital learning media to help them learn new things. The questionnaire results align with the interview findings that show the highest percentage 50% (15 students) agree that Animation-Based Digital Storytelling can help them develop their creativity *(see Appendix 12 question number 10)*.

The teacher agrees that the Animation-Based Digital Storytelling could help students develop creativity. She comments:

> "Very helpful. Moreover, they can use a computer or handphone and create texts in groups which are more developed." (BUABDS/DC/T)

Animation-Based Digital Storytelling allows students to create texts and objects that are meaningful to them. For example, in the teaching and process, they write descriptive report text based on the traditional cakes they want. This encourages them to use their imagination and creativity to express their ideas. It also encourages collaboration and critical thinking, as students need to work together to create a text.

3.1.5.5 Become an Independent Learner

The use of technology allows students to become an independent learner. Students can access the material by themselves and can access more by internet. The question is whether the digital learning resources especially Animation-Based Digital Storytelling allow students to learn independently. All of the students interviewed have similarities in answering these questions. Student 1 comment:

> "I can be more independent because it's easy to access" (BUABDS/BIL/S1)

Students 2 and 3 added:

> "It helps because I can access it myself from the website." (BUABDS/BIL/S2)

> "I can because it has been explained here and makes us more independent." (BUABDS/BIL/S3)

The results of the interview with students show that digital learning resources allow students to learn independently. Learning activities are carried out using digital learning media so that they can learn independently and access it themselves via computers or handphones. The results of the questionnaire show that the highest percentage 43,3% (13 students) agree that they can learn independently through digital learning resources given *(see Appendix 12 question number 14)*.

The teacher agrees that the Animation-Based Digital Storytelling allows students to learn independently. She comments:

> "They can learn independently, they can access what the teacher tells them to do, then they can browse. In modern times, it's easy. It seems like everything they need is on the internet." (BUABDS/BIL/T)

The teacher said that with these digital learning resources, students can learn independently, they can access anything and browse by internet. This allows them to learn at their own pace and become more independent. With technology, they can access a wide range of information, which can help them gain a better understanding of the topic. This eliminates the need for teachers to provide direct instruction, which can save time and resources.

3.2 Research Discussion of Students and Teacher Views on the Utility of Animation-Based Digital Storytelling

The findings in this chapter include five things, namely; 1) the diagnostic test that has been carried out shows that students' English language skills are still low; 2) methods of teaching writing; 3) challenges in writing class; 3) students' experience after using Animation-Based Digital Storytelling; and 4) benefits after using Animation-Based Digital Storytelling.

First, the students at the school had never done a diagnostic test. Before entering into digital learning resources, the researcher explains to students the CEFR and carries out a diagnostic test. Based on the analysis results, the average grade 9 middle school students are at the CEFR beginner level (A2). There are only 3 students who are at Intermediate level (B1). The data highlights variations in students' proficiency levels within the class, yet classroom instruction has not been tailored to these differences. On the other hand, digital learning resources are essential for improving students' English language skills and changing students' mindsets that learning can be interesting, not boring, and many other branches can be learned apart from memorizing vocabulary and grammar.

Second, the methods used by the teacher when teaching writing. In the process of teaching and learning, the teacher still used traditional methods such as the Grammar-Translation Method. Particularly in a writing class that focuses on translating text in the textbook, students are asked to write sentences related to the learning material. Therefore, students felt that learning English was monotonous. The other method is Game-Based Learning. Apart from the Grammar-Translation Method, the teacher also used jumbled words and guess-objects games as methods when teaching writing. The jumbled words are used to the students practice arranging words into a sentence, while guess objects are used to teach descriptive text by guessing what characteristics they will describe, such as animals or people.

Third, students and teachers faced challenges in writing class. Learning English, especially in writing is difficult due to a lack of vocabulary. The students assume that writing in English is not difficult as long as they have a dictionary. It happens because IX-C class still used traditional learning media such as dictionaries and books. The teacher believe that mastering vocabulary is important, and even provided dictionaries to bring to the class. Therefore, students consider learning English to be monotonous. The digital media they have used is Canva, however, it is rarely used and used in other lessons, not in

English lessons. The lack of digital learning media becomes another challenge because learning media is important in the teaching and learning process. To help meet the learning objective in the teaching and learning process, teachers' innovations and creations in the use of instructional media are needed. As stated by Tanggoro (2015) media are essential for teachers, instructors, and students to help students meet their learning objectives. They need to explore more media that can be utilized in teaching and learning. Media must attract students, so they can participate in the learning process.

Fourth, after using Animation-Based Digital Storytelling, students felt enjoy, excited, and interested in learning English. They can engage with the material more interactively. As stated by Haryanto (2014), using video animation in the classroom can make learning highly enjoyable for the students. Usually, they learn English by using books and dictionaries, so they feel bored and sleepy. They also felt that learning English is monotonous and only focuses on vocabulary mastery. After using the Animation-Based Digital Storytelling, students show positive responses to learning English. Even they hope to use these digital learning media again in their class. Moreover, the teacher agreed that learning using digital media makes students more interested in learning. Especially when it comes to the assignments, the students will be more enthusiastic and serious about completing them. Therefore, animation is very good at increasing students' interest in learning. As stated by Tussoleha (2022), animated video can help students become more interested in learning because it provides both sound and visual pictures. This shows that animation as learning media can increase interest in learning, provide a sense of fun during the teaching and learning process, and increase understanding of the learning process (Sirait, et. al., 2023).

Five, the benefits of using Animation-Based Digital Storytelling. It is known that after using Animation-Based Digital Storytelling, students can increase their motivation. Motivation is an essential component of the teaching and learning process. One effective way to foster motivation is through the use

of learning media. As stated by Dewi (2021), motivation can be fostered through the use of learning media. Puspitarini and Hanif (2019) highlighted incorporating various forms of media during instruction can positively influence students' motivation to learn. To enhance student motivation, consider implementing Animation-Based Digital Storytelling as a powerful tool. By incorporating dynamic and visually engaging digital content, students are less likely to feel bored, and their motivation to actively participate in subsequent lessons can significantly increase. With high motivation, students will put in more effort to study harder to get better rankings and scores than before. Besides, the use of Animation-Based Digital Storytelling affects students' writing abilities. This digital learning media helps them visualize their ideas more effectively and express their ideas more clearly. In writing, ideas, feelings, and opinions are expressed in language (Harmer, 2004). It can be concluded that Animation-Based Digital Storytelling helps students to express ideas in written form easily. It can also help them to develop their text.

Apart from that, in the aspect of writing, namely content, organization, vocabulary, language use, and mechanics, they felt helped by using this Animation-Based Digital Storytelling. Especially in the language use aspect, they can write their descriptive report texts in grammatically correct sentences. This media also can guide the students to write the descriptions in good order, obtain various vocabulary, and use them correctly. In the content aspect, they can develop the text they write. They admitted that it inspired them and they could use their imagination when they were given the task of writing descriptive report text so that they could develop the content of their writing. The last, they can use correct spelling and punctuation.

Moreover, the other benefit is students can understand the material easily. If students enjoy the learning process they can understand the material. As stated by Fadeli (2009) the more students enjoy learning English, the more they easily understand the teaching materials. Not only that, through the use of Animation-Based Digital Storytelling students can develop their creativity

because this encourages them to use their imagination and creativity to express their ideas. As stated by Fitri (2024) that explained digital storytelling is an interesting teaching and learning tool that potentially enhances students' creative thinking. This media can be an effective way to teach writing. As stated in Ellen & Sudimantara (2023) one of the most effective ways to influence, teach, and inspire is through storytelling. Moreover, it allows teachers to create a more interactive learning environment, as it allows students to work together and be creative.

The last benefit is that these digital learning media, allow students to become independent learners. It is an important skill that students need to master. According to Egel (2009), engaging in independent learning activities contributes to the growth of individuals as lifelong learners. This allows them to learn at their own pace, they can access learning material easily and explore knowledge. Using technology in the teaching and learning process allows students access to a wide range of information, which can help them gain a better understanding of the topic. As stated by Pazilah, et. al. (2019), utilizing technology will enable EFL learners to use their language more meaningfully, access authentic learning materials, and learn outside of the classroom. Therefore, this eliminates the need for teachers to provide direct instruction, which can save time and resources.

Meanwhile, the questionnaire data with 30 respondents stated that positive responses were dominant, including positive responses where they agree that learning with Animation-Based Digital Storytelling is enjoy, interesting, increases motivation, easy to understand material, become an independent learner, and hope to use these digital learning resources again when studying. For negative comments, students agree that writing English is difficult.

This section shows many findings about students' and teacher perceptions after using Animation-Based Digital Storytelling. The learning media should increase students' interest and motivation to learn so that it can hold students' attention and help them gain a better understanding of the subject matter. The utilization of various media can influence students' interest in studying, particularly in English. This can dispel the thought that English is difficult because learning English is fun. Therefore, Animation-Based Digital Storytelling can be an innovation to support the learning process. However, building pedagogy by complete digital learning resources is still more important and needs more attention. To become more inventive, teachers need to be able to work together with digital learning tools and keep taking part in the learning process. Teachers must be willing to learn various knowledge related to the new pedagogy. In the data that has been taken, it can be concluded that the teacher is ready to make changes to the learning process, however, the teacher did not have many opportunities or support in their environment. In addition, students are ready to make changes to better pedagogy as expressed by positive responses to this Animation-Based Digital Storytelling.

CHAPTER IV
CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this research and some suggestions related to future research. The conclusions consist of the significant effect of the use of Animation-Based Digital Storytelling on students' writing and students' and teacher's perspectives on the utility of Animation-Based Digital Storytelling.

5.1 Conclusion

The use of Animation-Based Digital Storytelling in this research includes 3 things: 1) the significant effect of the use of Animation-Based Digital Storytelling, 2) students' views of the utilizing Animation-Based Digital Storytelling, and 3) teacher's views the utilizing Animation-Based Digital Storytelling.

Based on the results of the research and discussions, it can be concluded that the use of Animation-Based Digital Storytelling has a significant effect on students' writing skills. This shows that before using Animation-Based Digital Storytelling, students' writing skills were classified as low, and after using Animation-Based Digital Storytelling, students' writing skills were classified as high. Based on the results of the hypothesis testing that has been done, it can be concluded that the use of Animation-Based Digital Storytelling influences the English learning outcomes of class IX-C students of MTs Negeri 2 Cirebon after obtaining the probability value (p-value) is lower than the significance level ($0.000 < 0.05$).

It is concluded that class IX-C students at MTs Negeri 2 Cirebon could improve their writing abilities by using Animation-Based Digital Storytelling as a learning media to learn English. The pre-test and post-test results demonstrate improved students' English abilities. Based on the data analysis's findings, Animation-Based Digital Storytelling has been shown to significantly enhance students' writing skills, particularly in the areas of language use and

vocabulary. In the language use aspect, the improvement was 52.8%. This means digital learning media helps students construct grammatically correct sentences and minimize their mistakes in writing. The aspect of vocabulary increased significantly by 45.6%, as students learned new words through context and usage within the animations. In organization increased by 44%, students are better able to structure their texts coherently. The aspect of content also increased by 33.9% due to students could develop their texts with clear descriptions, utilizing the visuals provided by the animations. Lastly, the mechanics of writing showed minimal improvement by 15.4%, however, it can lead to better spelling and punctuation. Thus, it is clear that students may have better writing skills by using Animation-Based Digital Storytelling.

For the students' and teachers' views the utilizing Animation-Based Digital Storytelling, both students and the teachers have positive responses as well that by using this digital learning media they felt new things. They learn using the media that use the Reading for Emotion (RfE) approach, conducting diagnostic tests so that students know their English language skills at which level, the videos of Animation-Based Digital Storytelling they access are varied, and other media to support teaching and learning process more fun. The students and teachers view this digital learning media could help increase students' interest in the lesson, they also feel enjoyment and excitement after learning using this digital learning media.

Using Animation-Based Digital Storytelling in the teaching and learning process has benefits, including increasing students' motivation, and increasing students' writing abilities it also be seen in the improvement of the pre-test and post-test, develop students' creativity, students understanding of material easily, and students can become an independent learner. This digital learning media also allows teachers to create a more interactive learning environment. Furthermore, students hope to use this Animation-Based Digital Storytelling again in their class. However, this digital learning media cannot be implemented at that school because it is in an Islamic boarding school

environment so students cannot carry their handphones. Therefore, it can only be applied by using a projector, however, it cannot be used as an assignment for students to create their animation.

English is one of the languages that must be mastered to maintain oneself in the future, given the current era. The researcher thinks that employing digital learning media to teach English will inspire new studies and serve as an innovation in English education. Animation-Based Digital Storytelling can improve middle school students' writing abilities. This study also demonstrated how interested students are in learning English by using digital learning media such as Animation-Based Digital Storytelling.

5.2 Suggestion

The researcher shared their findings intending to serve as a reference for the English teachers, future researchers, and students. The following are suggestions from the researcher:

5.2.1 English Language Teachers

In the 21st-century, Indonesia has embraced the concept of the Emancipated Curriculum, empowering teachers to create their own assessment, instructional materials, and supportive tools for the teaching and learning process. Notably, the integration of digital learning media makes students interested and not bored. For these reasons, teachers should choose interesting and appropriate learning media or develop digital learning media, especially which can make students practice their writing skills in a better way. The optimal use of technology by educators can enhance the quality of instruction and learning.

5.2.2 Future Researchers

The researcher realizes that this research still has many shortcomings and things need to be perfected. Even though the researcher hopes that other researchers can apply this media in other fields of study. Future researchers also can make digital learning media or digital learning resources with more perfect concepts and features to be used for students. Furthermore, it is proposed that future researchers utilize this research as a guide when doing other studies on the same topic. Future researchers can make comparable studies by using Animation-Based Digital Storytelling to improve English proficiency more inventively.

5.2.3 Students

As part of the learning process, students should not be frightened to make mistakes, because making mistakes is normal. They should practice writing English texts, discuss their difficulties with their friends, and enjoy the writing class. The imagination element in writing will make learning enjoyable.
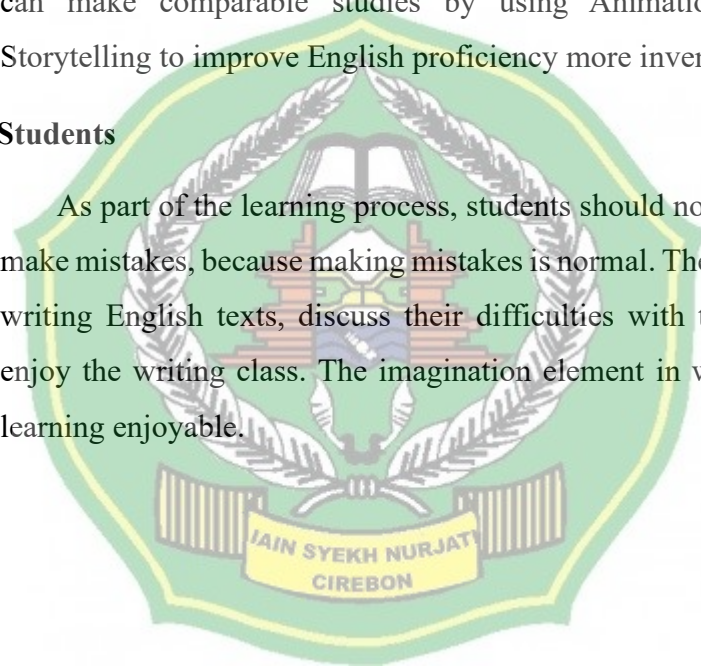
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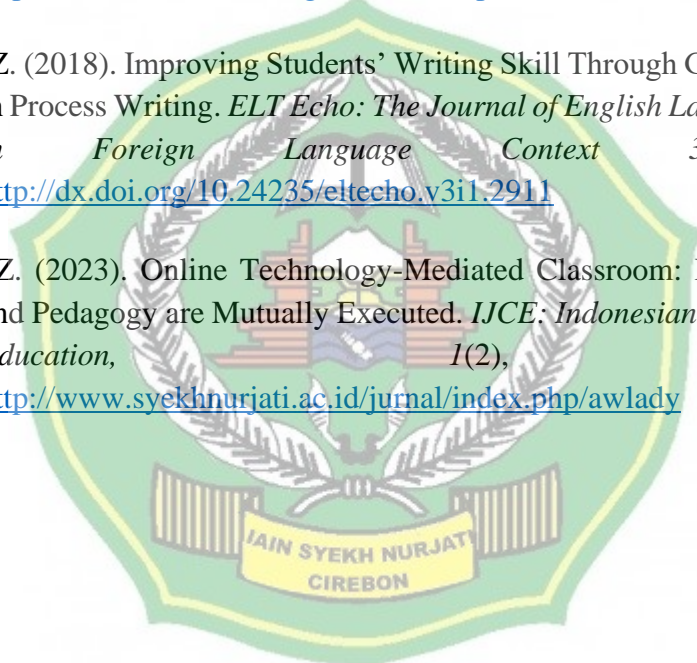
APPENDICES

WRITING TEST

PRE-TEST

School   : MTs Negeri 2 Cirebon

Class   : IX

Semester   : 2

Time Allotment : 80 minutes

Work individually!

Make a report text using the theme below!

Theme: Favorite Food

Do the following steps:

1. Decide the topic that will you write (see the theme above).
2. Write a report text at least 2 paragraphs.
3. Write the text based on your word.
4. Do your best.

_____

_____

_____

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_____

_____

WRITING TEST

POST-TEST

School : MTs Negeri 2 Cirebon

Class : IX

Semester : 2

Time Allotment : 80 minutes

Work individually!

Make a report text using the theme below!

Theme: A Traditional Cake

Do the following steps:

1. Decide the topic that will you write (see the theme above).
2. Set the generic structure:
   a. General statement: identify the object that will be described.
   b. Description: describe parts, qualities, and characteristics.
3. Write the text by considering the language features.
4. Check before submitting.
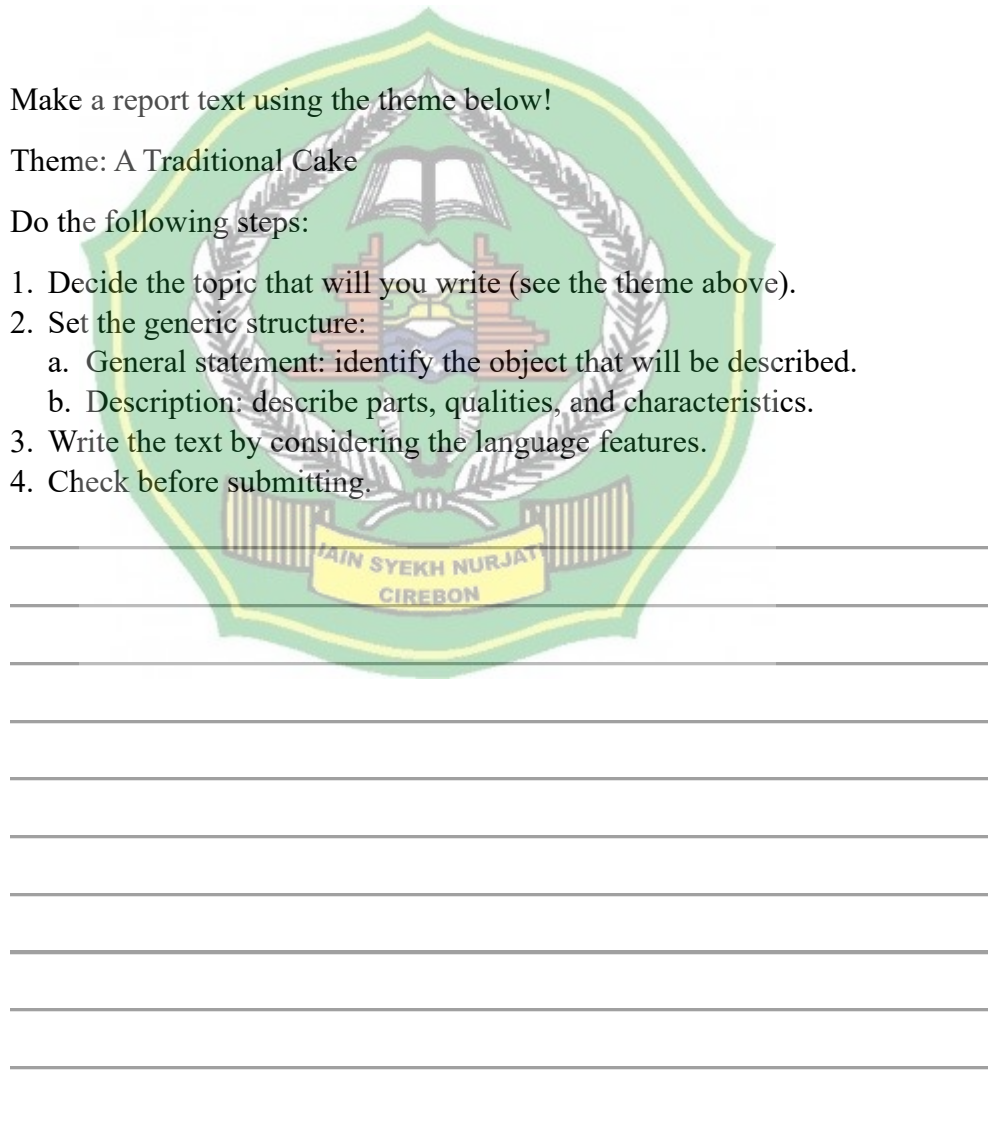
SURVEY QUESTIONNAIRE

Purpose: To measure the students' perception after using Animation-Based Digital Storytelling for writing report text.

The questionnaire has a rating scale of:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

No	Indicator	Statements	Scale				
			1	2	3	4	5
1.	Expressing idea	1. Animation-Based Digital Storytelling helps me express ideas easily.					
2.	Aspects of writing: content, organization, vocabulary, language use, and mechanics	2. Animation-Based Digital Storytelling helps me improve the quality of my written content.					
		3. Animation-Based Digital Storytelling helps me organize my writing.					
		4. Animation-Based Digital Storytelling helps me improve my vocabulary.					
		5. Animation-Based Digital Storytelling helps me in using appropriate grammar and structure.					
		6. Animation-Based Digital Storytelling helps me to pronounce, spell, and use punctuation correctly.					
3.	Describe something	7. Animation-Based Digital Storytelling animation helps me describe things in detail.					
4.	Students' perception	8. Learning English is difficult, especially when it comes to writing because it is difficult to put ideas into writing.					
		9. I enjoy learning English after using Animation-Based Digital Storytelling.					

		10. In my opinion, using Animation-Based Digital Storytelling in studying report text material will make it easier to understand.					
		11. Animation-Based Digital Storytelling helps me develop my creativity.					
		12. Animation-Based Digital Storytelling makes me interested in learning English.					
		13. I was able to motivate myself to improve my writing skills in English through Animation-Based Digital Storytelling.					
		14. I can learn independently through the website and Animation-Based Digital Storytelling.					

Cirebon, 29th January 2024

Validator 1   Validator 2

Zakky Yavani, M.Pd.   Khomarudin, M.Pd.
NIP. 19840607 201503 1 003   NIP. 19830211 201710 3 101

<p style="text-align:center">INTERVIEW GUIDELINES</p>

Introduction

Hello, my name is _____ and I am a researcher from _____. Thank you for agreeing to participate in this interview. The purpose of this study is to explore how students and teachers perceive the use of Animation-Based Digital Storytelling for EFL writing in middle school. This interview will take about 30 minutes and will be recorded for analysis. You can choose to stop the interview at any time or skip any questions that you do not want to answer. Your identity and responses will be kept confidential and anonymous. Do you have any questions before we start?

List of Questions for Students' Perspective

No	Citation	Indicator	Questions for Students
1.	Introduction question	Background information and familiarity with the issue	1. Have you ever written report text? How do you usually write a report text? 2. What are the main challenges or difficulties in writing report text? How do you overcome it?

2.	Writing is a process of transforming thought into written language (Tiwari, 2005).	Expressing idea	3. Can Animation-Based Digital Storytelling help you express ideas in writing easily?
3.	Aspects of writing: content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981 in Huges, 2002).	Content	4. Does Animation-Based Digital Storytelling help you improve the quality of your written content?
		Organization	5. Does Animation-Based Digital Storytelling help you organize your writing?
		Vocabulary	6. Does Animation-Based Digital Storytelling improve your vocabulary?
		Language use	7. Does Animation-Based Digital Storytelling help you in using appropriate grammar and structure?
		Mechanics	8. Does Animation-Based Digital Storytelling help you to pronounce, spell, and use punctuation correctly?
4.	A descriptive Report is a text that aims to identify several characteristics of an	Describe something	9. Can Animation-Based Digital Storytelling help describe something in more detail?

	object or phenomenon and describes each characteristic in turn (Emilia, 2016).		
5.	Perception is the realization of the human brain process and it appears as a view of a phenomenon (Koentjaningrat, 2010).	Students' perception	10. Do you enjoy learning English after using Animation-Based Digital Storytelling? 11. Does Animation-Based Digital Storytelling make you interested in learning English? 12. How do you think Animation-Based Digital Storytelling affects your motivation in learning English? 13. Can Animation-Based Digital Storytelling help you understand the material of report text easily? 14. Does Animation-Based Digital Storytelling help you to develop your creativity in learning English? 15. Can you learn independently by using website and Animation-Based Digital Storytelling?
6.	Reflective Question	Personal experience and opinion relating to the issue	16. Do you have problems when accessing the website and Animation-Based Digital Storytelling?

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			17. How do you feel about using digital storytelling as a medium for learning English?

List of Questions for Teachers' Perspective

No	Citation	Indicator	Questions for Teacher
1.	Introduction question	Background information and familiarity with the issue	1. How long have you been teaching English? 2. How familiar are you with the CEFR (Common European Framework of Reference for Languages) and its levels of proficiency? 3. How do you usually teach writing skills in report text to your students? 4. What are the main challenges or difficulties that you and your students face in teaching and learning writing skills in report text and how to overcome them?
3.	Writing is a process of transforming thought into written language (Tiwari, 2005).	Expressing idea	5. Can Animation-Based Digital Storytelling help your students to express ideas in writing easily?

4.	A descriptive Report is a text that aims to identify several characteristics of an object or phenomenon and describes each characteristic in turn (Emilia, 2016).	Describe something	6. Does Animation-Based Digital Storytelling help students describe things easily and in more detail?
5.	Perception is the realization of the human brain process and it appears as a view of a phenomenon (Koentjaningrat, 2010).	Students' perception	7. Does Animation-Based Digital Storytelling animation make your students interested and motivated in learning English? 8. Does the use of Animation-Based Digital Storytelling help your students understand report text easily? 9. Does Animation-Based Digital Storytelling animation help your students develop their creativity? 10. Can your students learn independently by using website and Animation-Based Digital Storytelling?

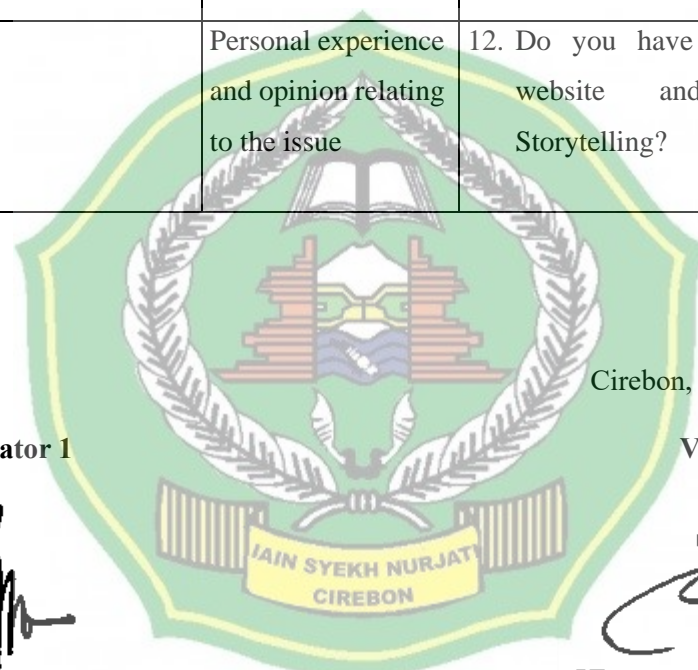| 6.	Learning Media	Effectiveness	11. What is your opinion about Animation-Based Digital Storytelling is it effective for learning English, especially in writing?
8.	Reflective Question	Personal experience and opinion relating to the issue	12. Do you have problems when accessing the website and Animation-Based Digital Storytelling?

Cirebon, 29th January 2024

Validator 1   **Validator 2**

Zakky Yavani, M.Pd.
NIP. 19840607 201503 1 003

Khomarudin, M.Pd.
NIP. 198302 201710 3 101

Appendix 2 Scoring Rubric of Writing Evaluation

Aspect of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	Good to Average	26-22	Some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks of detail.
	Fair to Poor	21-17	Limited knowledge of the subject, little substance, inadequate development of the topic.
	Very Poor	16-13	Does not show knowledge of the subject, non-substantive, not pertinent, not enough to evaluate.
Organization	Excellent to Very Good	20-18	Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to Average	17-14	Somewhat choppy, and loosely organized but the main ideas stand out, with limited support, and logical but incomplete sequencing.
	Fair to Poor	13-10	Ideas are confused or disconnected and lack logical sequencing and development.
	Very Poor	9-7	Does not communicate, has no organization, not enough to evaluate.
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register.
	Good to Average	17-14	Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.
	Fair to Poor	13-10	Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.
	Very Poor	9-7	Essentially translation, little knowledge of English vocabulary, idioms, and word form, not enough to evaluate.
Language Use	Excellent to Very Good	25-22	Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions, but meaning seldom obscured.
	Good to Average	21-18	Effective but simple construction, a minor problem in complex construction, several errors of agreement, tense, number, word order/function,

			articles, pronoun, and preposition, but meaning seldom obscured.
	Fair to Poor	17-11	Major patterns in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-on, deletions.
	Very Poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, with few errors in spelling, punctuation, capitalization, and paragraphing.
	Good to Average	4	Occasional errors in spelling, punctuation, capitalization, and paragraphing but meaning is not obscured.
	Fair to Poor	3	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very Poor	2	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, and handwriting illegible.

Standard of Each Element:

Score	Categorization
87.5 - 100	Excellent
75 - 87.4	Very Good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very Poor

Jacobs et. al. 's Scoring Rubric on Writing

Appendix 3 Research Time Table

No	Date	Time	Activities
1.	7 February 2024	10.10-11.30 am	**Pre-test** Students are asked to write the report text with the theme "favorite food"
2.	11 February 2024	10.10-11.30 am	**Treatment I** The researcher asks students to discuss the material. The researcher explains about report text using Animation-Based Digital Storytelling. The researcher asks students to identify the structure and language features of the report text given. The researcher gives the conclusion about the material.
3.	18 February 2024	10.10-11.30 am	**Treatment II** The researcher asks students to make a report text about one of the famous traditional cakes, namely *Getuk Ubi*. The researcher asks students to have a discussion to make the report text. The researcher asks students to explain the exercise in front of the class.
4.	21 February 2024	10.10-11.30 am	**Post-test** Students are asked to write report text with the theme "a traditional cake"

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MTsN 2 Cirebon**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: IX / II (Genap)**
Materi Pokok	**: What is it? (Descriptive Report Text)**
Alokasi Waktu	**: 8 x 40 Menit (4 Pertemuan)**

A. **Kompetensi Inti**

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
KI 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator**

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.9.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *information report* terkait benda/makanan sesuai dengan konteks penggunaannya. 3.9.2 Menganalisis fungsi sosiial dan struktur teks, dan unsur kebahasaan teks *information report* pendek dan sederhana terkait benda/makanan.
4.9 *Teks Information Report*	

4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata Pelajaran lain di kelas IX.	4.9.1.1 Menjawab beberapa pertanyaan terkait teks yang dibaca tentang kue tradisional.
4.9.2 Menyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.9.2.1 Membuat teks *information report* kue tradisional dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui penyajian teks siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *information report* terkait benda/makanan dengan tepat.
2. Melalui penyajian teks siswa mampu menganalisis fungsi sosiial dan struktur teks, dan unsur kebahasaan teks *information report* pendek dan sederhana terkait benda/makanan dengan benar.
3. Melalui penyajian teks siswa mampu menjawab beberapa pertanyaan terkait teks yang dibaca tentang kue tradisional dengan tepat.
4. Melalui penyajian teks siswa mampu membuat teks *information report* kue tradisional dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.

D. Penguatan Pendidikan Karakter (PPK)

- Religius, kerjasama, dan kreatif.

E. Materi Pembelajaran

1. Definition
   Report text is a type of text in English that describes something in general. Report text is very similar to descriptive text. However, in a report text, we cannot add our personal views and opinions.

2. Fungsi sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif.

3. Struktur teks

a. General classification: jenis, golongan, spesies dari obyek secara umum

b. Description: unsur-unsur rincian deskripsi tentang obyek pada umumnya.

4. Unsur kebahasaan

a. Kalimat dalam bentuk simple present tense.

b. Menggunakan action verb dan linking verb.

c. Bahasa deskriptif namun faktual dan tepat.

d. Banyak bahasa yang digunakan untuk mendefinisikan, mengklasifikasikan, membandingkan dan membedakan.

F. Metode Pembelajaran, Media dan Sumber Belajar

Pendekatan   : Scientific Approach
Metode   : Collaborative learning
Teknik   : Tanya jawab, diskusi, penugasan
Sumber Belajar :

- Buku Bahasa Inggris (Think Globally Act Locally) 2015 dan buku lain yang relevan
- PPT
  https://drive.google.com/file/d/1tbm04cc78b4qJzXxRvrwP1Sk-mtUYvsP/view?usp=sharing
- Website
- YouTube

G. Kegiatan Pembelajaran

Tahap pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Awal		
Persiapan/orientasi	1. Guru melakukan pembukaan dengan salam pembuka, menanyakan kabar dan mengajak siswa berdo'a untuk memulai pembelajaran. 2. Guru mengecek kehadiran siswa. 3. Guru menyiapkan siswa agar siap dalam menerima pelajaran hari ini.	10 menit

Apersepsi & motivasi	4. Guru menjelaskan tentang tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari.	
Kegiatan Inti		
Observation	5. Guru meminta siswa membuka materi tentang teks report pada website yang telah disediakan. http://tinyurl.com/roichatulj 6. Guru meminta siswa memutar video digital storytelling berbasis animasi melalui website tersebut. 7. Guru menjelaskan materi teks report kepada siswa.	
Questioning	8. Dengan bimbingan dan arahan guru, siswa melakukan tanya jawab mengenai struktur dan unsur kebahasaan teks report.	
Experimenting	9. Guru meminta siswa mengidentifikasi struktur dan unsur kebahasaan pada teks report secara berkelompok. http://tinyurl.com/rjnhquiz 10. Siswa secara berkelompok membuat kalimat report (*descriptive report*) dengan templat yang sudah disediakan. http://tinyurl.com/reporttextexercise2	60 menit
Associating	11. Siswa diminta untuk bekerja sama dalam menyelesaikan tugas yang diberikan oleh guru.	
Communicating	12. Guru meminta siswa untuk mempresentasikan hasil kerja kelompoknya dan memberikan penguatan dan jawaban yang benar.	
Kegiatan penutup		
	13. Guru memberikan apresiasi atas usaha yang dilakukan siswa. 14. Guru mengarahkan siswa untuk melakukan refleksi serta menyimpulkan pembelajaran yang telah berlangsung; • What have you learned from today's activity? • Is it easy or difficult? 15. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.	10 menit

	16. Guru mengajak siswa menutup kegiatan pembelajaran dengan berdoa bersama.	

H. Penilaian

1. Teknik Penilaian
   a. Pengetahuan : Tes tulis (menjawab pertanyaan terkait definisi, fungsi sosial, struktur teks dan unsur kebahasaan teks report)
   b. Keterampilan : Unjuk kerja (latihan membuat kalimat deskriptif)
2. Instrument Penilaian
   a. Tes tulis   : Lembar Kerja Siswa
   b. Unjuk kerja : Rubrik penilaian unjuk kerja menulis

Mengetahui,   Cirebon, 7 Februari 2024

Guru Mata Pelajaran   **Mahasiswa**

Kumeriyah, S.Pd   **Roichatul Janah**
NIP. 19790713 200710 2 001   **NIM. 2008103051**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Cirebon

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX / II (Genap)

Materi Pokok : What is it? (Descriptive Report Text)

Alokasi Waktu : 8 x 40 Menit (4 Pertemuan)

A. Kompetensi Inti

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
KI 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.9.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *information report* terkait benda/makanan sesuai dengan konteks penggunaannya. 3.9.2 Menganalisis fungsi sosiial dan struktur teks, dan unsur kebahasaan teks *information report* pendek dan sederhana terkait benda/makanan.
4.9 *Teks Information Report* 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	4.9.1.1 Menjawab beberapa pertanyaan terkait teks yang dibaca tentang kue tradisional.

information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata Pelajaran lain di kelas IX.	
4.9.2 Menyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.9.2.1 Membuat teks *information report* kue tradisional dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui penyajian teks siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *information report* terkait benda/makanan dengan tepat.
2. Melalui penyajian teks siswa mampu menganalisis fungsi sosiial dan struktur teks, dan unsur kebahasaan teks *information report* pendek dan sederhana terkait benda/makanan dengan benar.
3. Melalui penyajian teks siswa mampu menjawab beberapa pertanyaan terkait teks yang dibaca tentang kue tradisional dengan tepat.
4. Melalui penyajian teks siswa mampu membuat teks *information report* kue tradisional dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.

D. Penguatan Pendidikan Karakter (PPK)

- Religius, kerjasama, dan kreatif.

E. Materi Pembelajaran

1. Definition
   Report text is a type of text in English that describes something in general. Report text is very similar to descriptive text. However, in a report text, we cannot add our personal views and opinions.
2. Fungsi sosial
   Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif.
3. Struktur teks

a. General classification: jenis, golongan, spesies dari obyek secara umum

b. Description: unsur-unsur rincian deskripsi tentang obyek pada umumnya.

4. Unsur kebahasaan

a. Kalimat dalam bentuk simple present tense.

b. Menggunakan action verb dan linking verb.

c. Bahasa deskriptif namun faktual dan tepat.

d. Banyak bahasa yang digunakan untuk mendefinisikan, mengklasifikasikan, membandingkan dan membedakan.

F. Metode Pembelajaran, Media dan Sumber Belajar

Pendekatan : Scientific Approach

Metode : Project-based Learning (PJBL)

Teknik : Tanya jawab, diskusi, penugasan

Sumber Belajar :

- Buku Bahasa Inggris (Think Globally Act Locally) 2015 dan buku lain yang relevan
- PPT https://drive.google.com/file/d/1tbm04cc78b4qJzXxRvrwP1Sk-mtUYvsP/view?usp=sharing
- Website
- YouTube

G. Kegiatan Pembelajaran

Tahap pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Awal		
Persiapan/orientasi	1. Guru melakukan pembukaan dengan salam pembuka, menanyakan kabar dan mengajak siswa berdo'a untuk memulai pembelajaran. 2. Guru mengecek kehadiran siswa. 3. Guru menyiapkan siswa agar siap dalam menerima pelajaran hari ini.	10 menit
Apersepsi & motivasi	4. Guru memberikan apersepsi tentang pelajaran sebelumnya dan mengaitkan dengan pengalaman siswa 5. Guru menjelaskan tentang tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari.	

Kegiatan Inti		
Observation	**A. Planning** **1) Pengenalan Masalah** 6. Guru menampilkan contoh dari teks report melalui video digital storytelling berbasis animasi. http://tinyurl.com/roichatulj	
Questioning	7. Dengan arahan guru, siswa melakukan tanya jawab mengenai struktur dan unsur kebahasaan teks report.	
Experimenting	**B. Drafting** **2) Penyusunan Rancangan Proyek** 8. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4 siswa dalam satu kelompok. 9. Guru meminta siswa membuat teks report mengenai salah satu kue tradisional yang terkenal, yaitu *Getuk Ubi*. 10. Siswa diminta untuk berdiskusi dalam membuat teks report.	60 menit
Associating	**C. Editing** **3) Pelaksanaan dan Monitoring Proyek** 11. Dengan bimbingan dan arahan guru, siswa mengkoreksi hasil diskusi kelompok lain. 12. Siswa diminta memperbaiki teks report mereka berdasarkan masukan yang sudah didapat.	
Communicating	**D. Final version** **4) Presentasi** 13. Guru meminta siswa untuk mempresentasikan hasil kerja kelompoknya dengan membacakan teks report yang sudah mereka selesaikan.	
Kegiatan penutup		
	14. Guru memberikan apresiasi atas usaha yang dilakukan siswa. 15. Guru mengarahkan siswa untuk melakukan refleksi serta menyimpulkan pembelajaran yang telah berlangsung; • What have you learned from today's activity? • Is it easy or difficult? 16. Guru mengajak siswa menutup kegiatan pembelajaran dengan berdoa bersama.	10 menit

H. Penilaian

Penilaian diambil berdasarkan:

1. Tugas Kelompok
2. Bentuk Instrument Penilaian: Tes tertulis
3. Rincian Tugas: Membuat teks report
4. Kriteria Penilaian: *Scoring Rubric*

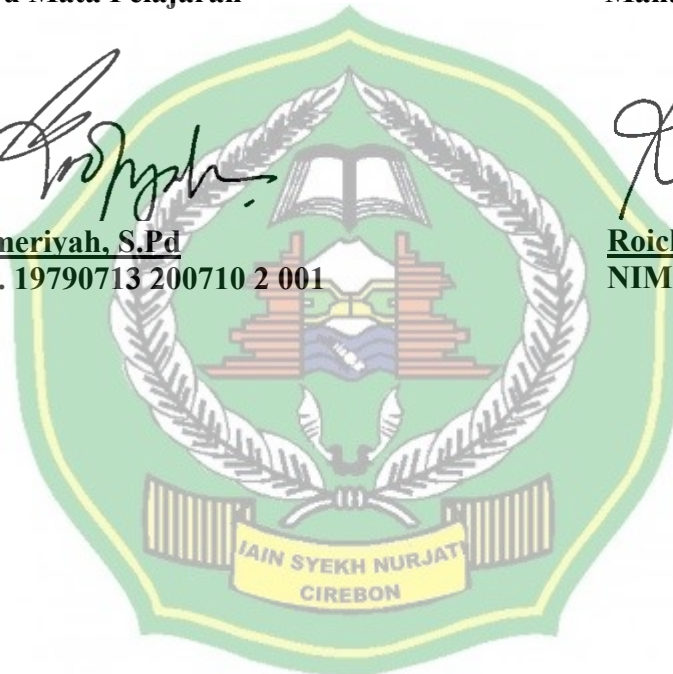|	
Mengetahui,	Cirebon, 7 Februari 2024
Guru Mata Pelajaran	**Mahasiswa**

Kumeriyah, S.Pd
NIP. 19790713 200710 2 001

Roichatul Janah
NIM. 2008103051

Appendix 5 The Animation-Based Digital Storytelling

Appendix 6 The Transcript of Interview with a Student

Narasumber/Status : IKM/Siswa Kelas IX C
Penanya : Peneliti (P)
Hari/Tanggal : 25 Februari 2024
Lokasi : MTs Negeri 2 Cirebon

Inisial		Transkrip
P	:	Sebelum dimulai ada yang mau ditanyain ga?
IKM	:	Ga ada.
P	:	Sebelumnya kamu pernah nulis teks deskriptif report atau mendeskripsikan sesuatu?
IKM	:	Pernah pas waktu di awal tuh disuruh mendeskripsikan, teks deskriptif.
P	:	Itu pas kelas berapa?
IKM	:	Kelas berapa ya lupa.
P	:	Mendeskripsikan temen kamu sendiri gitu, pernah kan? Kaya matanya gimana? Rambutnya gimana?
IKM	:	Oh iya pernah.
P	:	Gimana kamu nulisnya? Pake bantuan ga?
IKM	:	Kamus.
P	:	Selama nulisnya ada kesulitan ga?
IKM	:	Ga ada si karena ada kamus.
P	:	Jadi kalau ga ada kamusnya gimana?
IKM	:	Susah.
P	:	Menurut kamu media digital storytelling berbasis animasi membantu kamu mendeskripsikan ide-ide kamu kedalam tulisan dengan mudah ga?
IKM	:	Iya soalnya tuh bisa lebih berkembang, ada gambaran dari video.
P	:	Menurut kamu media itu membantu meningkatkan isi tulisan kamu ga?
IKM	:	Lumayan si, bisa lebih berkembang gitu.
P	:	Menurut kamu media itu membantu kamu mengorganisasikan tulisan dengan mudah?
IKM	:	Iya soalnya disitunya juga udah ada strukturnya, deskripsinya, apa si namanya bahasa tuh, penggunaan bahasanya.
P	:	Jadi dari gambaran-gambaran itu terutama dari videonya, bikin teksnya jadi lebih terorganisir?
IKM	:	Iya.
P	:	Menurut kamu media itu membantu meningkatkan vocabulary ga?
IKM	:	Iya meningkatkan.
P	:	Dari videonya kan ada teksnya itu bisa dibaca ga? Jelas ga?
IKM	:	Bisa dibaca, jelas.
P	:	Dari situ ada yang nyantol ga?
IKM	:	Ada, jadi untuk mendeskripsikan secara detail gitu.

P	:	Oke. Menurut kamu media itu membantu kamu menggunakan grammar dan struktur teks yang benar dan sesuai ga?
IKM	:	Iya soalnya disitunya juga udah dijelasin jadi pas buat teksnya udah tertata.
P	:	Menurut kamu media itu membantu kamu dalam mengucapkan, mengeja, dan menggunakan tanda baca dengan benar itu ngebantu juga ga?
IKM	:	Iya.
P	:	Audionya jelas ga?
IKM	:	Audionya jelas, gambarnya juga jelas.
P	:	Menurut kamu media itu membantu mendeskripsikan sesuatu dengan mudah dan lebih detail ga?
IKM	:	Iya soalnya disitu juga dijelasinnya detail juga, secara jelas.
P	:	Kalau dari videonya dari animasinya itu menurut kamu bisa mendeskripsikan secara detail ga?
IKM	:	Iya soalnya kalau pake animasi juga jadi enak. Buat lebih tertarik juga si gambarnya.
P	:	Menurut kamu digital storytelling berbasis animasi membantu kamu mengembangkan kreativitas kamu ga?
IKM	:	Iya, soalnya bisa memakai imajinasi juga. Belajar kaya gitu tuh lebih enak dibandingkan belajar secara biasa, monoton.
P	:	Menurut kamu media itu membuat kamu lebih mudah memahami materi?
IKM	:	Iya soalnya lebih gampang si.
P	:	Pembelajaran menggunakan media digital gitu gimana?
IKM	:	Lebih seru.
P	:	Jadi kamu menikmati ga belajar bahasa inggris setelah menggunakan media ini?
IKM	:	Iya menikmati banget soalnya tuh kalau kaya gini tuh seru ga gabut juga, nambah pengalaman belajar.
P	:	Sebelumnya pernah ga belajar kaya gini pakai video?
IKM	:	Pernah si tapi di pelajaran yang lain.
P	:	Kalau bahasa Inggris gimana?
IKM	:	Monoton si, pake buku sama kamus.
P	:	Menurut kamu digital storytelling berbasis animasi membuat kamu tertarik belajar bahasa Inggris ga?
IKM	:	Iya soalnya aku juga pengen bisa bahasa Inggris.
P	:	Pembelajarannya gimana?
IKM	:	Menarik. Lebih enak juga si belajar kaya gitu dibandingkan dengan belajar kaya biasa monoton.
P	:	Terus mempengaruhi motivasi kamu ga jadi lebih semangat belajar bahasa Inggris?
IKM	:	Iya. Aku juga emang suka bahasa Inggris tapi belum bisa. Jadi lebih termotivasi karena lebih enak belajarnya ga boring.
P	:	Biasanya kalau belajar bahasa Inggris gimana?

IKM	:	Biasanya si ya monoton, kadang ngobrol-ngobrol sama gurunya, fokus nerjemahin juga.
P	:	Kalau media kaya gini diterapin lagi pengen ga?
IKM	:	Pengen banget diterapin lagi soalnya biar bikin ga ngantuk juga, lebih seru, menarik.
P	:	Menurut kamu media itu mendukung pembelajaran secara independent ga jadi membuat kamu bisa belajar secara mandiri?
IKM	:	Bisa si karena disini udah dijelasin juga buat kitanya jadi lebih mandiri.
P	:	Gampang diakses ga website dan videonya?
IKM	:	Gampang.
P	:	Kamu ada kendala ga selama mengakses website dan videonya?
IKM	:	Ga ada.
P	:	Secara keseluruhan, gimana pendapat kamu tentang penggunaan digital storytelling berbasis animasi sebagai media untuk belajar bahasa Inggris?
IKM	:	Lebih menarik, lebih seru. Intinya mah lebih enak daripada belajar-belajar yang kaya biasanya.
P	:	Oke makasih ya.

Narasumber/Status	:	K/Guru Bahasa Inggris MTsN 2 Cirebon
Penanya	:	Peneliti (P)
Hari/Tanggal	:	22 Februari 2024
Lokasi	:	MTs Negeri 2 Cirebon

Inisial		**Transkrip**
P	:	Terimakasih Ibu atas kesediaannya untuk diwawancara. Bisa kita mulai bu?
K	:	Iya silakan.
P	:	Sebelumnya sudah berapa lama Ibu mengajar bahasa Inggris?
K	:	Sejak tahun 2003. Tahun 2003 lulus dari Unswagati Juni tapi wisudanya Desember. Kemudian saya mencoba melamar di sini di tahun itu. Awalnya saya honor 6 tahun kemudian ikut tes kesana-kesini. Pada tahun 2007 ada kebijakan pemerintah untuk mendata guru honorer, dapat SK tahun 2009. Jadi dari 2003 sampe sekarang 2024, berarti 11 tahun.
P	:	Ibu ngajarnya dimana aja?
K	:	Awalnya saya ngajar di 4 sekolah, 3 MTs 1 SMP. Kebetulan di sini libur hari jum'at, jadi jum'at itu ibu manfaatkan ngajar di sekolah lain.
P	:	Apakah Ibu familiar dengan CEFR dan tingkat kemahirannya?
K	:	CEFR sendiri itu apa ya, Ibu ga tau. Singkatanyya apa.
P	:	CEFR itu singkatan dari Common European Framework. Itu framework dari Eropa untuk mengetahui kemahiran Bahasa Inggris. Ada 6 level, kalau level A1 sampai A2 tuh Beginner masih level awal, B1 sampai B2 Intermediate, dan C1 sampai C2 level Advanced. Biasanya anak SMP levelnya sampai B bu. Kemaren anak-anak dites levelnya paling tinggi itu ada B1.
P	:	Biasanya Ibu ngajarin writing itu gimana bu?
K	:	Biasanya Ibu kasih jumble words kemudian mereka merangkai kata menjadi sebuah kalimat. Untuk tingkat SMP ada 5 jenis teks yang diajarkan, yaitu report, recount, procedure, descriptive, dan narrative. Biasanya untuk latihan menulis, saya seringnya di materi recount, karena itu berupa pengalaman nyata, pengalaman mereka sendiri.
P	:	Kalau untuk teks deeskriptif itu gimana bu?
K	:	Kalau untuk teks deskriptif aku biasanya menggunakan game. Contohnya, saya memberikan ciri-cirinya lalu ditebak oleh siswa. Biasanya dibuat kelompok dulu kemudian suruh menyebutkan nama hewan satu-satu dan jangan sampai ada yang sama kemudian di tulis di buku. Kalau ada yang sama, suruh ganti dengan hewan lain. Dalam satu kelompok, mereka masing-masing menyebutkan ciri-ciri hewan yang mereka tuliskan. Cara mainnya adalah satu

kelompok maju ke depan kemudian tiap anggota kelompok menyebutkan ciri-ciri hewan masing-masing. Kelompok yang bisa menebak akan dapat poin. Kalau tidak ada yang bisa menebak, poinnya untuk kelompok yang maju ke depan.

P : Ada kesulitan ga bu dalam ngajarin khususnya writing dan gimana cara ngatasinnya?

K : Kalau writing otomatis kita harus menggunakan alat bantu, yaitu kamus. Kelemahan siswa disini adalah mereka di pondok jadi banyak yang harus mereka pelajari, kemudian jarang yang bawa kamus sedangkan kosa kata mereka sedikit. Kalau pembelajaran saya, saya sediakan kamus. Saya punya beberapa kamus yang di dapat dari anak-anak yang remedial. Saya kasih mereka pilihan untuk mengerjakan tugas atau beli kamus untuk 3 orang. Kalau mereka mau beli kamus ya silakan, saya juga tanya apakah mereka Ikhlas beli kamusnya dan mereka jawab mereka Ikhlas. Kamusnya juga bermanfaat untuk mereka dan adik-adik kelas mereka. Jadi kalau ke kelas bawa kamus, karena kalau tidak seperti itu mereka melongo tiap disuruh nulis.

P : Menurut Ibu digital storytelling berbasis animasi membantu siswa untuk mengekspresikan ide-ide mereka ke dalam tulisan jadi lebih mudah ga?

K : Lebih mudah dan lebih menarik apalagi mereka melihat dulu videonya menurut saya membuat mereka lebih paham jadi gampang untuk membuat teksnya.

P : Menurut ibu, penggunaan digital storytelling ini membantu mereka jadi lebih memahami materinya ga bu terutama untuk materi descriptive report?

K : Iya, lebih memahami karena mereka selain melihat juga dengan melakukan.

P : Menurut Ibu media ini membantu siswa mendeskripsikan sesuatu dengan mudah dan lebih detail ga?

K : Membantu mendeskripsikan dengan mudah karena mereka tidak cuma melihat tapi langsung praktek kan mereka disuruh membuat juga dan itu memudahkan mereka.

P : Menurut Ibu media ini apakah membuat siswa tertarik dan termotivasi dalam pembelajaran bahasa Inggris?

K : Tentu membuat siswa lebih tertarik dan termotivasi. Ibu yakin kalau menggunakan media itu, anak-anak akan lebih antusias. Apalagi ini medianya elektronik, yang sekedar gambar saja misalnya gambar masakan untuk teks prosedur, anak-anak tuh antusias. Tidak hanya disitu, dikasih tugas aja silakan mau membuat apa saja mereka tuh mau.

P : Menurut Ibu apakah media ini membantu siswa mengembangkan kreativitas mereka?

K	:	Sangat membantu. Apalagi mereka bisa menggunakan komputer atau hp dan membuat teks secara berkelompok itu jauh lebih mengembangkan.
P	:	Bagaimana pendapat Ibu mengenai media ini apakah efektif untuk pembelajaran bahasa Inggris terutama writing?
K	:	Sangat efektif. Apalagi pakai media elektronik mereka jadi tertarik lebih antusias. Tapi kalau di sekolah lain yang siswanya boleh bawa hp itu bisa diterapkan. Kalau di sini susah. Misalkan pakai infocus (proyektor) sekali dua kali tapi ketika anak-anak mempraktekkan sendiri dengan media seperti hp atau komputer itu kan ga bisa.
P	:	Setelah mereka belajar menggunakan media seperti website dan video animasinya, apakah mereka bisa belajar secara independen?
K	:	Bisa belajar secara mandiri, bisa mengakses apa yang diperintahkan oleh guru, kemudian mereka bisa browsing. Ya zaman canggih, gampang. Kayaknya semua yang mereka butuhkan itu ada di internet.
P	:	Apakah Ibu mempunyai kendala ketika mengakses website dan digital storytelling berbasis animasi?
K	:	Tidak ada, websitenya mudah diakses videonya juga.
P	:	Sudah ibu, segitu aja Ibu untuk wawancaranya, terima kasih.

WRITING TEST

PRE-TEST

School   : MTs Negeri 2 Cirebon

Name/Class   : Isna khoerun mutiyah ..../IX C ....

Semester   : 2

Time Allotment : 80 minutes

Work individually!

40

Make a report text using the theme below!

Theme: Favorite Food

Do the following steps:

1. Decide the topic that will you write (see the theme above).
2. Write a report text at least 2 paragraphs.
3. Write the text based on your word.
4. Do your best.

Milk Tea

The collor : Brown pastel

The Flafour : milk and Tea, sweet

How to make : 1 cups watter

2 sendok milk

1/4 sugar

1.5 sendok Tea

WRITING TEST

POST-TEST

School   : MTs Negeri 2 Cirebon
Name/Class   : Isna khoerun nutiyah ....../IX C
Semester   : 2
Time Allotment : 80 minutes

Work individually!

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Make a report text using the theme below!

Theme: A Traditional Cake

Do the following steps:

1. Decide the topic that will you write (see the theme above).
2. Set the generic structure:
   a. General statement: identify object that will be described.
   b. Description   : describe about parts, qualities and characteristics.
3. Write the text by considering the language features.
4. Check before submitting.

Onde - onde

Onde-onde, the savory, is one of the traditional cakes. Onde-onde is a javanese traditional cake, also popular in mojokerto. Onde-onde is around cake sprinkled with sesame seeds and filled whis green beans inside. As we know onde-onde usually has brown color, onde-onde is usually made from white sticky rice flour and sesame seeds and it contains processed green beans. But now, because of the timer, the contents of onde-onde are increasingly varied from durian, cocolate, & etc. until know, Onde² is one of the most liked

traditional cakes. & The being of onde-onde is sure.

Appendix 10 The Sample of a Questionnaire Result

KUESIONER PENELITIAN

Saya mahasiswa jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, IAIN Syekh Nurjati Cirebon, meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini. Kuesioner ini merupakan alat pengambilan data dalam penyusunan skripsi saya yang menyelidiki penggunaan digital storytelling berbasis animasi untuk kemampuan menulis siswa EFL di sekolah menengah. Tujuan dari kuesioner ini adalah untuk mengukur persepsi siswa setelah menggunakan digital storytelling berbasis animasi untuk menulis teks deskriptif report.

Kuesioner ini memiliki skala penilaian:
1 = sangat tidak setuju, 2 = tidak setuju, 3 = netral, 4 = setuju, 5 = sangat setuju

Nama *

Isna Khoerun Mutia

Kelas *

◉ XI C

1. Belajar bahasa Inggris itu sulit, apalagi dalam hal menulis karena sulitnya menuangkan ide ke dalam tulisan.   *

	1	2	3	4	5	
sangat tidak setuju	○	○	◉	○	○	sangat setuju

2. Saya menikmati belajar bahasa Inggris setelah menggunakan digital storytelling berbasis animasi.   *

	1	2	3	4	5	
sangat tidak setuju	○	○	○	◉	○	sangat setuju

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3. Digital storytelling berbasis animasi membantu saya menuangkan ide ke dalam tulisan dengan mudah. *

	1	2	3	4	5	
sangat tidak setuju	○	○	○	●	○	sangat setuju

4. Digital storytelling berbasis animasi membantu saya meningkatkan kualitas isi tulisan saya. *

	1	2	3	4	5	
sangat tidak setuju	○	○	●	○	○	sangat setuju

5. Digital storytelling berbasis animasi membantu saya mengorganisasikan tulisan saya. *

	1	2	3	4	5	
sangat tidak setuju	○	○	●	○	○	sangat setuju

6. Digital storytelling berbasis animasi membantu saya meningkatkan kosa kata bahasa Inggris saya. *

	1	2	3	4	5	
sangat tidak setuju	○	○	●	○	○	sangat setuju

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7. Digital storytelling berbasis animasi membantu saya dalam menggunakan tata bahasa dan struktur yang tepat. *

	1	2	3	4	5	
sangat tidak setuju	○	○	○	◉	○	sangat setuju

8. Digital storytelling berbasis animasi membantu saya mengucapkan, mengeja, dan menggunakan tanda baca dengan benar. *

	1	2	3	4	5	
sangat tidak setuju	○	○	○	◉	○	sangat setuju

9. Digital storytelling berbasis animasi membantu saya mendeskripsikan sesuatu secara detail. *

	1	2	3	4	5	
sangat tidak setuju	○	○	◉	○	○	sangat setuju

10. Digital storytelling berbasis animasi membantu saya mengembangkan kreativitas saya. *

	1	2	3	4	5	
sangat tidak setuju	○	○	○	○	◉	sangat setuju

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11. Menurut saya, penggunaan digital storytelling berbasis animasi dalam mempelajari *
materi teks deskriptif report akan membuat materi lebih mudah dipahami.

	1	2	3	4	5	
sangat tidak setuju	○	○	●	○	○	sangat setuju

12. Digital storytelling berbasis animasi membuat saya tertarik dalam belajar bahasa Inggris. *

	1	2	3	4	5	
sangat tidak setuju	○	○	●	○	○	sangat setuju

13. Setelah menggunakan digital storytelling berbasis animasi, saya mampu memotivasi diri *
sendiri untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris.

	1	2	3	4	5	
sangat tidak setuju	○	○	○	○	●	sangat setuju

14. Saya dapat belajar secara mandiri melalui website dan digital storytelling berbasis *
animasi.

	1	2	3	4	5	
sangat tidak setuju	○	○	○	○	●	sangat setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

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Appendix 11 The Results of Students Questionnaires

1. Belajar bahasa Inggris itu sulit, apalagi dalam hal menulis karena sulitnya menuangkan ide ke dalam tulisan.
30 jawaban
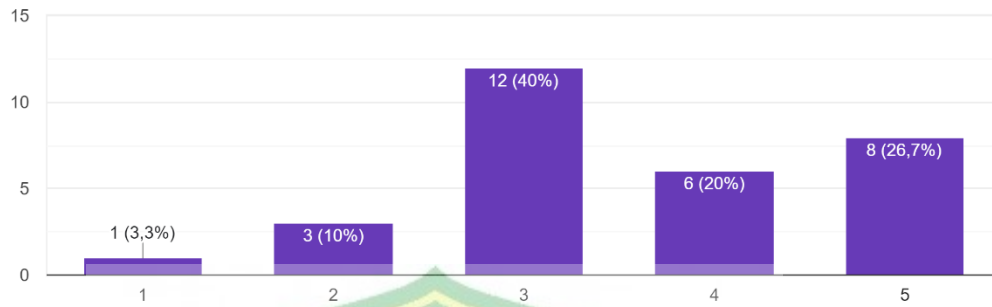
2. Saya menikmati belajar bahasa Inggris setelah menggunakan digital storytelling berbasis animasi.
30 jawaban
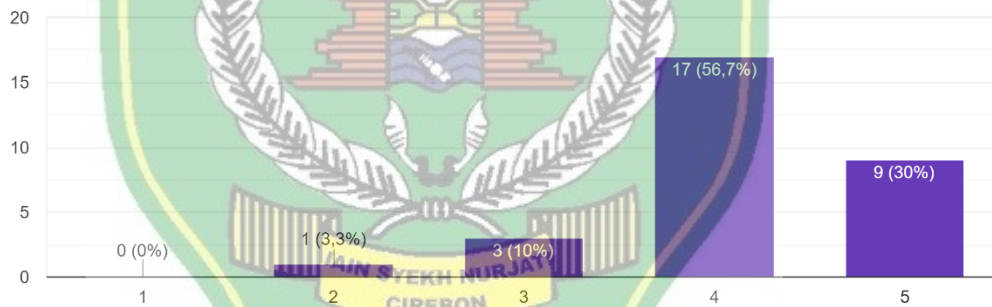
3. Digital storytelling berbasis animasi membantu saya menuangkan ide ke dalam tulisan dengan mudah.
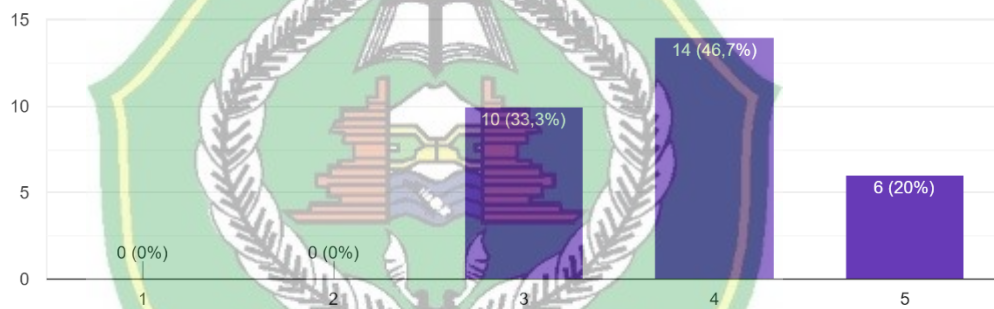30 jawaban
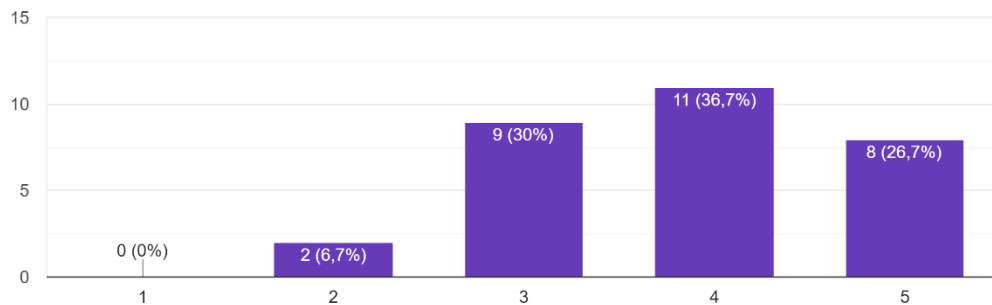
4. Digital storytelling berbasis animasi membantu saya meningkatkan kualitas isi tulisan saya.
30 jawaban
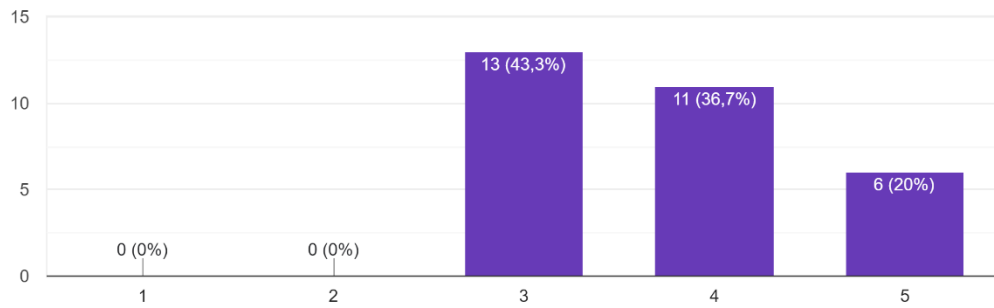
5. Digital storytelling berbasis animasi membantu saya mengorganisasikan tulisan saya.
30 jawaban

6. Digital storytelling berbasis animasi membantu saya meningkatkan kosa kata bahasa Inggris saya.
30 jawaban
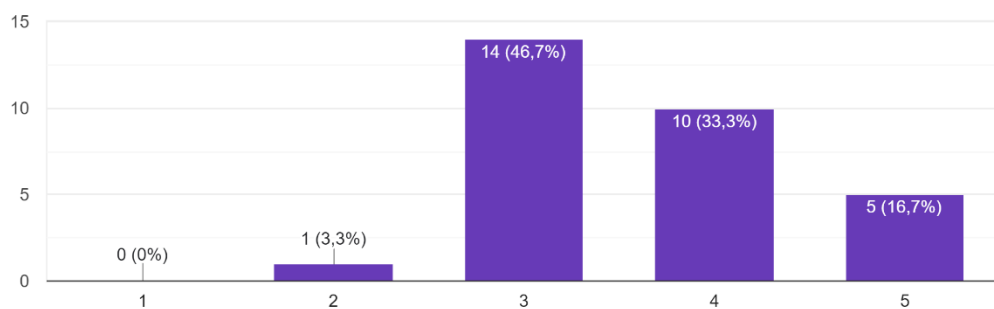
7. Digital storytelling berbasis animasi membantu saya dalam menggunakan tata bahasa dan struktur yang tepat.
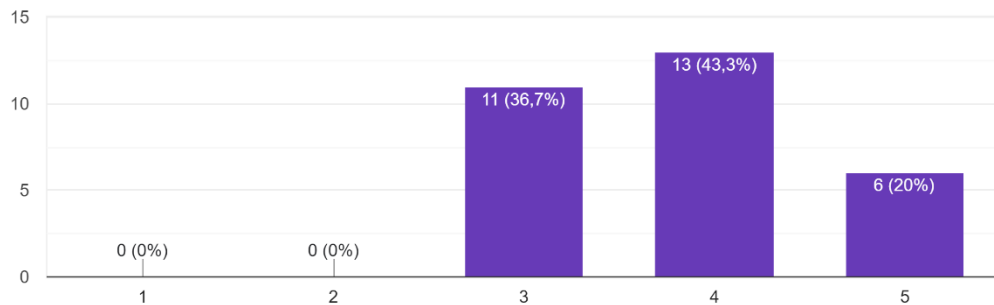
30 jawaban
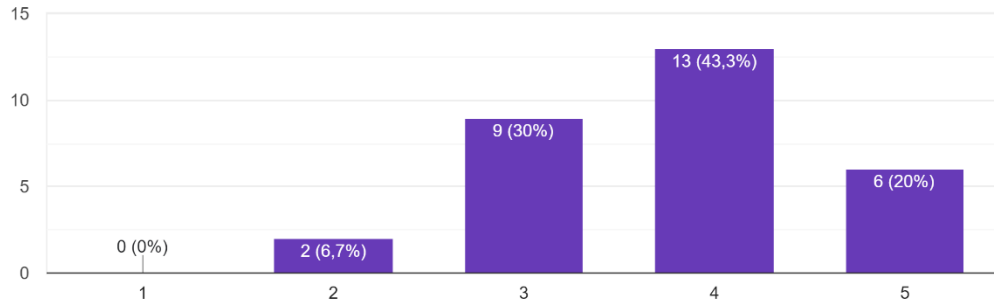
8. Digital storytelling berbasis animasi membantu saya mengucapkan, mengeja, dan menggunakan tanda baca dengan benar.
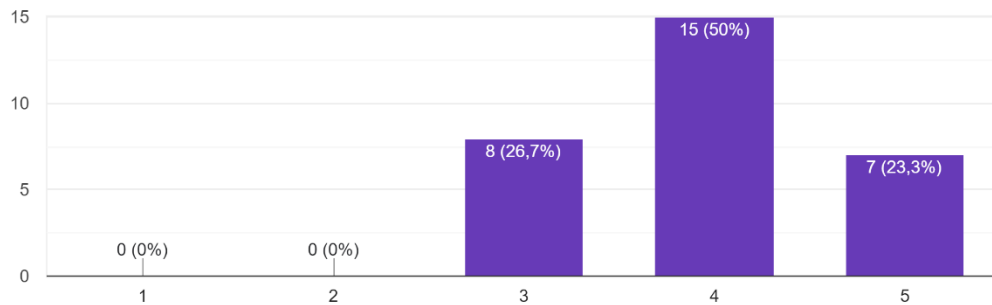
30 jawaban
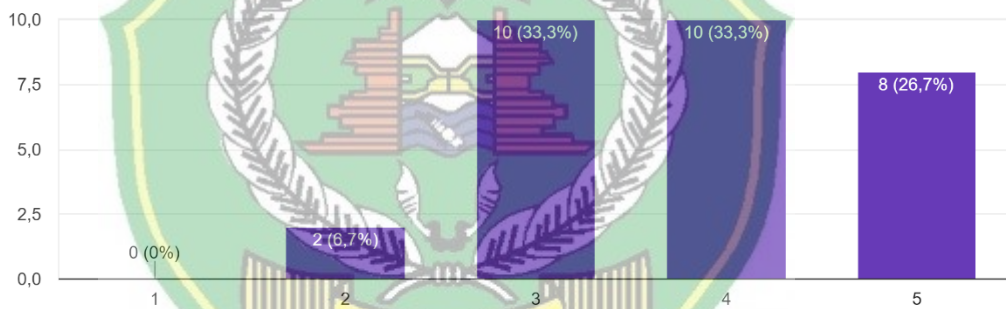
9. Digital storytelling berbasis animasi membantu saya mendeskripsikan sesuatu secara detail.
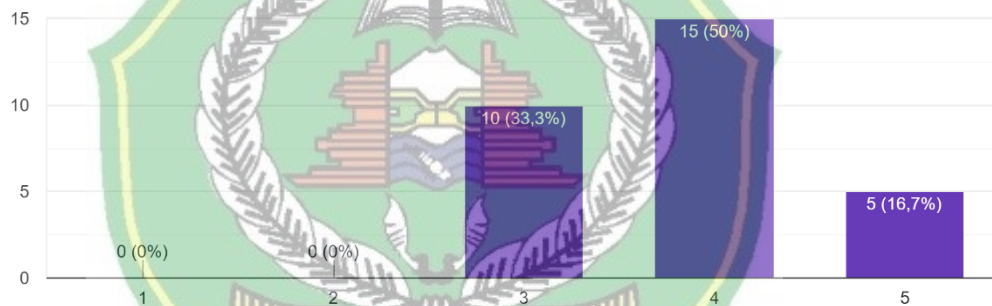
30 jawaban

10. Digital storytelling berbasis animasi membantu saya mengembangkan kreativitas saya.
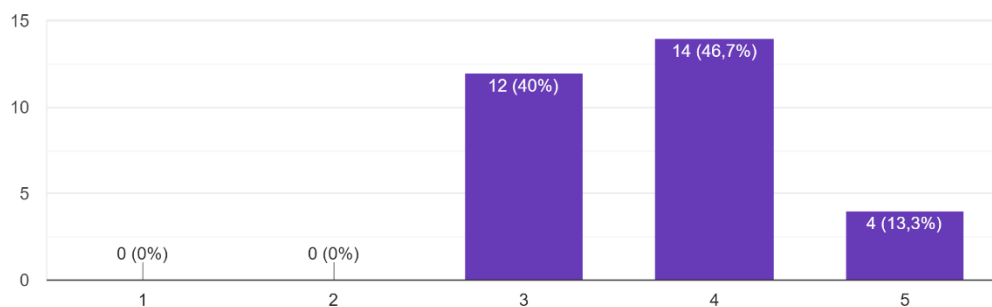
30 jawaban

11. Menurut saya, penggunaan digital storytelling berbasis animasi dalam mempelajari materi teks deskriptif report akan membuat materi lebih mudah dipahami.
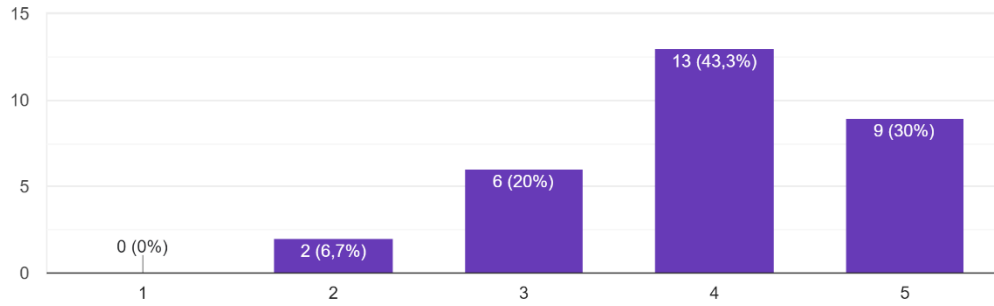
30 jawaban

12. Digital storytelling berbasis animasi membuat saya tertarik dalam belajar bahasa Inggris.
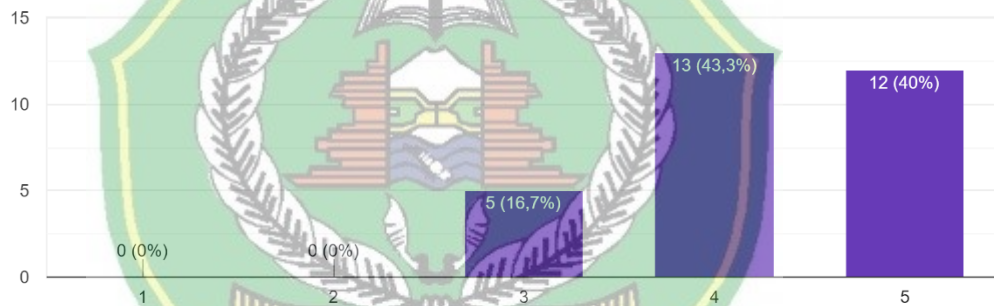
30 jawaban

13. Setelah menggunakan digital storytelling berbasis animasi, saya mampu memotivasi diri sendiri untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris.

30 jawaban

14. Saya dapat belajar secara mandiri melalui website dan digital storytelling berbasis animasi.

30 jawaban

Appendix 12 SK Pembimbing Penelitian

SURAT KEPUTUSAN
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON
Nomor : 0638 /In.08/F.I.1/PP.009 /'1/2024
TENTANG
PEMBIMBING PENYUSUNAN SKRIPSI MAHASISWA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN IAIN SYEKH NURJATI CIREBON
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Menimbang : a. bahwa dalam rangka menunjang kelancaran pelaksanaan penyusunan skripsi mahasiswa Program Sarjana Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon perlu ditunjuk Pembimbing Skripsi;
b. bahwa Saudara yang namanya tercantum dalam Keputusan ini dipandang mampu dan memenuhi syarat untuk menjadi Pembimbing Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah RI Nomor 60 Tahun 1999 jo Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan Nomor 66 Tahun 2010 tentang Perubahan Peraturan Pemerintah Nomor 17 Tahun 2010;
4. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
5. Peraturan Pemerintah Republik Indonesia Nomor 37 Tahun 2009 tentang Dosen;
6. Peraturan Menteri Agama Republik Indonesia Nomor II Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;
7. Peraturan Menteri Agama RI Nomor 36 Tahun 2014 tentang Statuta IAIN Syekh Nurjati Cirebon;
8. Panduan Pendidikan Program Sarjana (S1) Tahun Akademik 2022/20223.

MEMUTUSKAN

Menetapkan :

Pertama : Terhitung mulai 19 Januari 2024 mengangkat :

1. Zakky Yavani, M.Pd

2. Khomarudin, M.Pd

Sebagai Pembimbing penyusunan Skripsi mahasiswa tersebut di bawah ini :
Nama : Roichatul Janah
NIM : 2008103051
Program Studi : Tadris Bahasa Inggris
Judul Sekripsi : The Use of Animation-Based Digital Storytelling for EFL Writing in Middle School

Kedua : Kepada Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.

Ketiga : Keputusan ini berlaku untuk Semester **Genap** terhitung mulai tanggal 2 Januari - 31 Maret 2024, dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perubahan dan perbaikan sebagaimana mestinya.

KUTIPAN Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Cirebon
Tanggal : 19 Januari 2024
a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Lembaga,

Dr. Atikah Syamsi, M.Pd.I
NIP. 198404 201101 2 010

Tembusan :
1. Ketua Jurusan Tadris Bahasa Inggris;
2. Dosen Pembimbing untuk diketahui dan dilaksanakan.

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Appendix 13 Surat Pengantar Penelitian

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
SYEKH NURJATI CIREBON
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Perjuangan By Pass Sunyaragi. Phone (0231) 481264 Faks. (0231) 489926 Cirebon 45132
Website: www.iaincirebon.ac.id E-mail: info@iaincirebon.ac.id

Permohonan Tempat Penelitian Skripsi
Program S1 Fakultas Ilmu Tarbiyah dan Keguruan
Nomor: 0009 / In.08 /F.I.1 / PP.009/1 /2024

Kepada Yth.
Bapak/Ibu Kepala: MTs Negeri 2 Kab. Cirebon
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dengan ini kami sampaikan permohonan kepada Bapak/Ibu pimpinan untuk memberikan ijin tempat penelitian skripsi Program S1 Fakultas Ilmu Tarbiyah dan Keguruan kepada mahasiswa kami :

Nama : Roichatul Janah
NIM : 2008103051
Prodi : Tadris Bahasa Inggris
Judul Skripsi : "The Use of Animation-Based Digital Storytelling for EFL Writing in Middle School"Cirebon"Penelitian : 17 Januari – 31 Maret 2024

Demikian, atas perhatian dan kerjasama Bapak/Ibu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb

Cirebon,16 Januari 2024
An. Dekan,
Wakil Dekan Bidang Akademik,dan
Kelembagaan,

Dr. Atikah Syamsi, M.Pd I
NIP; 19840413 201101 2 010

Appendix 14 Surat Persetujuan Tempat Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN CIREBON
MADRASAH TSANAWIYAH NEGERI 2 CIREBON
Jalan Kebon Melati No.02 Babakan Ciwaringin Kab. Cirebon Kode Pos 45167
Telepon / Faximile : 0231-342225 e-mail : mtsn.ciwaringin@yahoo.com

SURAT PERSETUJUAN TEMPAT PENELITIAN
Nomor : 062/Mts.10.68/PP.00.5/01/2024

Berdasarkan Surat Permohonan Tempat Penelitian Skripsi Program S1 Fakultas Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon nomor : 0009/In.08/F.1.1/PP.00.9/1/2024 tanggal 16 Januari 2024. Dengan ini Kepala MTsN 2 Cirebon, menerangkan bahwa :

Nama	: Roichatul Janah
NIM	: 2008103051
Program Studi	: Tadris Bahasa Inggris
Jenjang	: S-1
Waktu Penelitian	: 17 s.d 31 Maret 2024

Nama tersebut di izinkan untuk melakukan Penelitian di MTsN 2 Cirebon dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF ANIMATION – BASED DIGITAL STORYTELLING FOR EFL WRITING IN MIDDEL SCHOOL".

Demikian Surat Persetujuan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ciwaringin, 18 Januari 2024
An. Kepala,
Kepala Urusan Tata Usaha

Nani

Appendix 15 Surat Keterangan Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN CIREBON
MADRASAH TSANAWIYAH NEGERI 2 CIREBON
Jalan Kebon Melati No.02 Babakan Ciwaringin Kab. Cirebon Kode Pos 45167
Telepon / Faximile : 0231-342225 e-mail : mtsn.ciwaringin@yahoo.com

SURAT KETERANGAN
Nomor : 158/Mts.10.68/PP.00.5/04/2023

Yang bertanda tangan dibawah ini Kepala MTsN 2 Cirebon, menerangkan bahwa :

Nama	: ROICHATUL JANAH
NIM	: 2008103051
Program Studi	: Tadris Bahasa Inggris
Jenjang	: S1
Fakultas	: Ilmu Tarbiyah dan Keguruan
Waktu Penelitian	: 7 Februari – 25 Februari 2024

Adalah benar mahasiswa IAIN Syekh Nurjati Cirebon dan telah melaksanakan penelitian di MTsN 2 Cirebon dalam rangka penyusunan skripsi yang berjudul *"The Use of Animation – Based Digital Storytelling for EFL Writing in Middle School"*.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ciwaringin, 02 April 2024
An. Kepala,
Kepala Urusan Tata Usaha

Nani

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Appendix 16 Kartu Bimbingan Skripsi

KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN)
SYEKH NURJATI CIREBON
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Alamat : Jl. Perjuangan By Pass Sunyaragi Telp. (0231) 481264 Faks. (0231) 489926 Cirebon 45132
Website : www.iaincirebon.ac.id E-mail : info@iaincirebon.ac.id

KARTU BIMBINGAN SKRIPSI
SEMESTER GASAL/GENAP TAHUN AKADEMIK 2023 / 2024

Nama	: ROICHATUL JANAH	Pembimbing I	: ZAKKY YAVANI, M.Pd.
NIM	: 2008103051	Pembimbing II	: KHOMARUDIN, M.Pd.
Jurusan	: TADRIS BAHASA INGGRIS		

Judul Skripsi :
THE USE OF ANIMATION-BASED DIGITAL STORYTELLING FOR EFL WRITING IN MIDDLE SCHOOL

	Pembimbing I				Pembimbing II		
Per temuan	Tgl/Bln/Th	Materi Bimbingan	Paraf	Per temuan	Tgl/Bln/Th	Materi Bimbingan	Paraf
I	19/01/24	Instrumen penelitian		I	22/1/24	Instrument penelitian	
II	25/01/24	Revisi instrument		II	29/1/24	Revisi instrument	
III	1/3/24	Bab 2		III	9/3/24	Bab 1 dan 2	
IV	22/3/24	Bab 3. dan 4		IV	13/3/24	Revisi Bab 1 dan 2	
V	22/4/24	Revisi bab 2,3 & 4		V	18/3/24	Bab 3	
VI	29/4/24	Fulldraft		VI	22/3/24	Revisi Bab 3	
VII	3/5/24	Revisi Fulldraft		VII	25/3/24	Bab 4	
VIII	7/5/24	ACC		VIII	1/4/24	Revisi Bab 4	
IX				IX	23/4/24	Bab 5	
X				X	30/4/24	Revisi Bab 5	
XI				XI	3/5/24	Fulldraft	
XII				XII	7/5/24	ACC	

Pembimbing I,

Zakky Yavani, M.Pd.
NIP. 19840607 201503 1 003

Pembimbing II,

Khomarudin, M.Pd.
NIP. 1983 02 17 201710 3 101

Mengetahui
Ketua Jurusan Tadris Bahasa Inggris

Dra. Hj. Amroh Umaemah, M.Pd.
NIP. 19661214 199303 2 003

Catatan : - Setiap pelaksanaan konsultasi dalam rangka penyusunan skripsi, kartu ini harap diisi dan ditandatangani oleh pembimbing
- Jumlah bimbingan minimal 8 (delapan) kali pertemuan dengan kedua pembimbing

Figure 1: The students were doing a diagnostic test

Figure 2: The students were doing the pre-test

Figure 3: The researcher was doing treatment day 1

Figure 4: The researcher was doing treatment day 2

Figure 5: The students were doing the post-test

Figure 6: The researcher interviewed the student

Figure 7: The researcher interviewed the teacher

Figure 8: The researcher took a photo with class IX-C