THE IMPLEMENTATION OF DIGITAL STORYTELLING IN TEACHING READING ABILITY OF NARRATIVE TEXT AT 9TH GRADE OF SMP NEGERI 1 RAMBIPUJI

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
to fulfilment of requirement for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

BY:
LAILATUL FITRIA
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ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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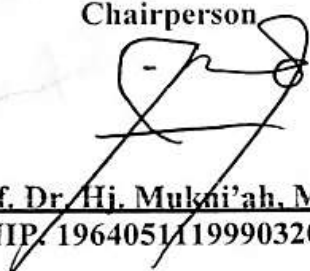
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MOTTO

بِٱلْبَيِّنَٰتِ وَٱلزُّبُرِ ۗ وَأَنزَلْنَآ إِلَيْكَ ٱلذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

(We sent them) with proofs (miracles) and books. And We have revealed to you Ad-Dhikr (the Qur'an), that you may explain to men what has been revealed to them and that they may think.
(Q.S. An-Nahl: 44)[*]

DEDICATION

I proudly dedicate this thesis to:

My beloved parents, Mr. Fajrun Ni'am sanan, as my beloved father and Mrs. Yuliana, as my beloved mother and for the last, my beloved younger brother M. Bahrul Rochim who have supported me, and prayed me in every time. I am so grateful to have you in my life.

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Firstly, all praises due to Allah SWT who have giving mercies and blessing, healthy, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be with my prophet Muhammad SAW who guided us from the darkness to the lightness and from the stupidity era to the cleverness era. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say than you to the following people:

1. Excellency, Prof. Dr. H. Babun Soeharto, S.E, MM, as resort of Islamic State University of KH. Achmad Siddiq Jember who has given me opportunity to study in this University.

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I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestion. The researcher hopes that this thesis will be useful for the reader and other researchers who need it.

Jember, April 14th, 2023
Author
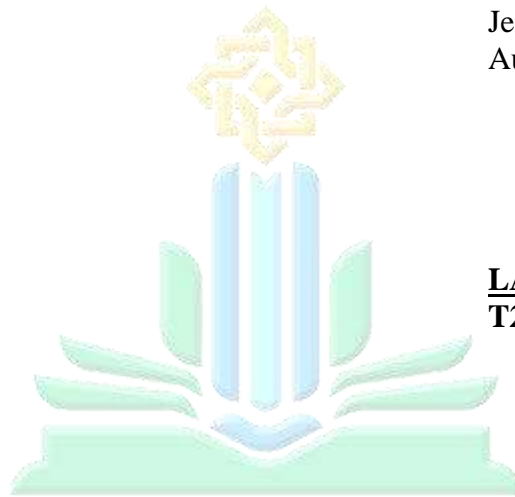
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ABSTRACT

Lailatul Fitria. 2023. *The Implementation of Digital Storytelling in Teaching Reading Ability of Narrative Text at 9th Grade of SMPN 1 Rambipuji*.

Reading is a process where the reader can understand the content conveyed by the author. Digital storytelling is a short video narrative that is a combination of video recordings, moving images, and music or other sounds. SMPN 1 Rambipuji is one of the schools that used digital storytelling in teaching reading ability of narrative text. Digital storytelling found that can improve student's reading ability. It as a strategy and media for the learning process so that the students more enthusiastic following the English class and can increase their reading ability.

This research focus on: 1) what the implementation of digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji? 2) what the evaluation of teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji? This research aimed: 1) to describe how the implementation of digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji 2) to describe the evaluation of teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji.

This research used a qualitative research approach with the type of case study. For the selection of research subjects using quota selection. The data collection techniques used were observation, interview and document review. To analyse the data collected, researchers used the Miles Huberman theory which includes: data collection, data condensation, data display and conclusion drawing or verification. To validate the data, the researcher used source triangulation and technique triangulation.

This research findings that: 1) The implementation of digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji includes: material, method and steps. The material is narrative text. Narrative text here is fable. The method used by the teacher is digital storytelling. Digital storytelling that used is video clips. The student's activity here is preliminary activity, core activity and closing activity. The steps of implementation digital storytelling are preparation stages, production stages and presentation stages. Furthermore, teaching reading ability of narrative text by using digital storytelling can make the students more enthusiasm following the English class and can improve student's reading ability. 2) The evaluation of teaching reading ability of narrative text through digital storytelling at 9th grade were multiple choice and performance test.

Keywords: Reading Ability, Digital Storytelling

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CHAPTER I

INTRODUCTION

A. Research Background

In learning English, there are 4 skills that are usually taught. Including: reading, writing, speaking, and listening. All of these skills in learning English must be learned so that we can apply them well. Especially, reading is a basic skill, reading becomes an interaction between the reader and the text that provides information. Reading is also a process where the reader can understand the content conveyed by the author. Reading is also very important for everyday life. Especially for students, they must read diligently in order to increase their knowledge and learn well. In addition, in Islam, Allah SWT commands us to read slowly, even if we only read half of the reading. It has been clearly explained in the Holy Qur'an Qur'an (Al- Muzammil verse 4);

أَوۡ زِدۡ عَلَيۡهِ وَرَتِّلِ ٱلۡقُرۡءَانَ تَرۡتِيلًا ﴿٤﴾

The meaning: "*or more than half of it. And read the Qur'an slowly*". (Q.S Al-Muzammil verse 4)

The command from Allah SWT that Muslims read the Qur'an with tartil. So that every long or short verse can be read clearly audible. The Prophet also taught to read the Qur'an with a beautiful and good voice. From the orders that have been given to Muslims because reading is a way or process that can make humans achieve goodness and increase knowledge. From reading humans can also build themselves to be better. So, start reading slowly and not in a hurry so that we can take the message from the reading.

1

Reading is the process of extracting meaning from written or printed language.[1] The students can understand information through printed language. They can read for a long time on printed media. Reading is a process that is carried out and used by readers to obtain messages, which the author wants to convey through the medium of written words / language. Students can also get more knowledge through media such as video series. This video can be referred to as digital media.

In teaching reading skills, according to Azam, teachers need to take a systematic approach to vocabulary in teaching reading narrative texts.[2] Teachers can use digital storytelling as one of the methods for students learning. Robin defines digital storytelling simply as the practice of using computer-based tools to tell stories. This includes various forms of media: images, videos, music, text and narration.[3] Digital storytelling can also address the problem of teaching reading skills. Teachers can use this method to teach their students to improve their reading skills. Digital storytelling can make students interested in seeing pictures. This can make students understand the material faster. According to Ohler, digital storytelling allows students to have an active role in the learning process; they become active learners, not just passive listeners.

[1] Hariyati, Syakur, "*Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education*", Britain International of Linguistics, Arts and Education (BIoLAE) Journal, Vol 2 No 1, March 2020, 486

[2] Gita Rosita sari, Asih Santihastuti, Eka Wahjuningsih *"Students' Perception on Reading Comprehension Problems in Narrative Text*", Jurnal of Language and Language Teaching, vol 23 no.2, October 2020, 349

[3] Yentri Anggeraini, Nurul Afifah "*Digital Storytelling as a Teaching Medium in Reading Classroom*" Vol 12 No 1 September 2017, 85

Applying digital storytelling has several benefits to make students understand better from an early age. The activities used in digital storytelling make the class more lively compared to a regular class. The students get the material and conclude faster. Students who still don't understand the material can learn little by little. This approach builds students to get more knowledge and can understand well. English teachers of SMPN 1 Rambipuji apply digital storytelling but rarely due to the limitation of LCD or Projector. In reading class of narrative text, the teacher tries to use a projector for showing the video. After conducting an interview with the English teacher at SMPN 1 Rambipuji, the problem that exists in the classroom is the low reading ability and the lack of students' willingness to read. This leads to low optimization of target achievement for their text or comprehension. Lack of practice with their materials. They are less able to practice the dialog well. In addition, the students also lacked vocabulary. So, they can't read well and do not understand the meaning. The teacher also hopes that students who can't read well can learn and understand the material well. They can follow this digital storytelling method to improve their reading skills.

In order to improve reading skills, the Ministry of Education and Culture (MoEC) has issued Minister of Education and Culture Regulation (Permendikbud) number 23 of 2015 concerning the cultivation of character through reading for 15 minutes before learning. Following up on the mandate of the regulation, the Ministry of Education and Culture through the Language and Book Development Agency. The Language and Book Development

Agency continues to increase the procurement of reading books in schools and communities. Many students are lazy to read because they are not accustomed to it. Every Saturday at SMPN 1 Rambipuji, literacy activities are held in the classroom. This activity is carried out during the first hour of the lesson, which is a student reading activity. The teacher did not supervise the class. So, students do not follow the activities well. They were joking and playing with their friends. The teacher must supervise the class so that students can do the reading activity well. With the habit of reading, students will like reading little by little. They will understand and get information when they read the text. They can finish their assignments early and study well.

Digital storytelling is an alternative method for teaching reading ability to improve students reading ability. Besides being a method, digital storytelling is also a learning medium for students. The digital storytelling media here is a video on YouTube. The video contains interesting and funny pictures, text, sounds, and music. Teachers must create interesting media, which can make students more enthusiastic and active when learning English in class.

In this research, the researcher chooses this title because, after conducting observations and interviews with English teachers and students of SMP Negeri 1 Rambipuji, one of the problems here is the lack of students' reading skills in narrative texts. They have not been able to read well and still have difficulty understanding long texts, such as narrative texts. One of them is a fable. The researcher chose SMPN 1 Rambipuji as the research site

because although the school has a state status, not all students in the school have good skills for reading narrative text. The lack of reading ability of some students is due to their lack of vocabulary. The researcher also knew the condition and situation of the school after conducting observations, interviews, and PPL assignments for two months at SMPN 1 Rambipuji.

Even though the school has many achievements, not all students can read English texts. Some students still have difficulties in reading. The researcher chooses 9th grade because in 9th of grade junior high school students will enter senior high school. They need to pay attention to their reading; if they have difficulty now, when they have stepped up to a higher school level, they will have more difficulties. Therefore, the researcher chooses subjects 9th grade for the object of research. So, the researcher researched at SMP Negeri 1 Rambipuji to know and observe the implementation of digital storytelling methods in teaching reading ability of narrative text through teacher activities and student activities in the 9th grade. Besides that, the digital storytelling method is believed to improve the students reading interest and make them more enthusiastic following the English class. Based on the explanation above, the researcher will conduct the research as qualitative research with the title "**The Implementation of Digital Storytelling in Teaching Reading Ability of Narrative Text at 9th Grade of SMPN 1 Rambipuji.**"

B. Research Problem

Based on the research background above, the problem of this study is:

1. What is the implementation of digital storytelling in teaching reading ability of narrative text at 9$^{\text{th}}$ grade of SMPN 1 Rambipuji?

2. What is the evaluation of teaching reading ability of narrative text through digital storytelling at 9$^{\text{th}}$ grade of SMPN 1 Rambipuji?

C. Research Objective

1. To describe the implementation of digital storytelling in teaching reading ability of narrative text at 9$^{\text{th}}$ grade of SPMN 1 Rambipuji.

2. To describe the evaluation of teaching reading ability of narrative text at 9$^{\text{th}}$ grade of SMPN 1 Rambipuji.

D. Research Significances

The result of this study expected to give contribute to the teaching and learning process as follows:

1. Theoretically significance

The result of this research can give the knowledge and benefit from teaching reading ability especially in digital storytelling of narrative text.

2. Practically significance

a. The English teacher

This research expected that the procedure of the strategy in the study could be adopted by the teacher for implementation in their class and also useful to get the alternative solution in teaching reading ability of narrative text.

b. The researcher

This research can add knowledge and experience to complete the research in teaching reading ability of narrative text.

c. The future researcher

This research can be used by other researchers who are interested in English especially in teaching reading ability of narrative text to get useful information.

E. Definition of Key Terms

1. Reading ability of Narrative Text

Reading is a form of interaction with language, and therefore reading is a language activity (Yuliana, 2013, Hariyati and Syakur, 2018).[4] Reading ability is one of the four skills in English. Reading is the activity of understanding the text and getting the message conveyed by the author through words. Actually, reading can increase students' knowledge. But sometimes reading can make students bored. So the teacher must provide strategies or media that are interesting and fun so that students are interested in reading.

Narrative texts are texts that contain imaginary stories, fairy tales, or true stories that have been exaggerated. Usually, there are moral values or wisdom that can be emulated in the reading. Narrative texts are made to entertain texts that are fairy tales, folktales, and other fictional stories.

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[4] Abd. Syakur, Rosidi Azis, Sukarsih, "*Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education*" Vol 2 No 1, November 2020, 484

Actually, there are many types of narrative texts. Among them are fairy tales, folklore, legends, myths, science fiction, romances, horror stories, and fables. This research focuses on fables. Fables are stories that describe human characters through animal characters. In this research, the researcher will conduct research on students' reading ability of narrative text.

2. **Digital storytelling**

Digital storytelling is a good way to engage students in traditional and innovative ways of telling a story (Robin 2005, Barrett 2005). According to Kuan, Shiratuddin and Harun, digital storytelling is a short video narrative with a combination of recorded video, moving images, and music or other sounds. Digital storytelling is a method and medium of teaching reading to improve students' reading ability. Digital storytelling is also a form of information technology that comes from the traditional to the modern. Digital storytelling usually combines photos, images, writing, sound, and music to form a series of interesting stories. Digital storytelling here is a video on YouTube equipped with subtitles.

In this research digital storytelling here is video on Youtube. The video contains interesting and funny pictures with subtitles, sound, and music. The teacher must make interesting media, it can make the students more enthusiasm and more active when learning English in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

In this research, the researcher going to mention the previous studies which are related with this topic. In this research there are similarities and differences from the research, there are:

1. The first research was conducted by Yentri Anggeraini and Nurul Afifah (2017), entitled "Digital Storytelling as a Teaching Medium in Reading Classroom".[5] This digital storytelling was developed on the basis of questionnaire results and interview result. The result of this study with digital storytelling as medium for students reading ability can increase their vocabulary, they can like reading and easy to operate and enjoy with digital storytelling. After apply digital storytelling student's reading score of short stories increased in post-test which 64 % of students were in very good category and 36 % of the students were in good category than pre-test 7 % students were in very good category and 14 % students were in good category. So digital storytelling can increase student's reading ability as a medium of teaching reading.

2. The second research was conducted by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri (2019), entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text

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[5] Yentri Anggeraini and Nurul Afifah, "*Digital Storytelling as a Teaching Medium in Reading Classroom*", vol 12 no. 1, September 2017, 83

Genres".[6] This study used classroom action research (CAR), digital storytelling method, and random sampling technique. The result of this study, the implementation of digital storytelling can make the students more interesting. The data showed 79,69% students were interested on digital storytelling. Besides make students more interesting, digital storytelling also make students more critical, creative, and confident as a digital generation.

3. The third research was conducted by Sektalonir Oscarini Wati Bhakti and Marwanto (2020), entitled "Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills".[7] The results showed that 85% of the students believe that Digital Storytelling can help them in the learning process in the classroom. They found out that this strategy made them enjoy writing the narrative composition. Besides that, 88% of the participants said that digital storytelling can help them in how to write well and know about elements of writing.

4. The fourth research was conducted by Inggit Rositasari (2017), entitled "The Use Digital Storytelling to ImprVove Students Speaking Skill."[8] In this research used Classroom Action Research. The result showed that there was significance improvement from pre-test and post-test. The

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[6] Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri, "*Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*". Vol 8 no. 4, November 2019, 3147

[7] Sektalonir Oscarini Wati Bhakti and Marwanto, "*Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills*". Vol 6 no. 2, October 2020, 66

[8] Inggit Rositasari, "*The Use Of Digital Storytelling To Improve Students' Speaking Skill in retelling story*." (Yogyakarta: Degree of English Education ,2017), 4

digital storytelling was successfully in improving speaking ability and retelling story.

5. The fifth research was conducted by Citra Ayu Murgayyah (2022), entitled "Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling."[9] In this research used observation, interview, and documentation to collect the data. The result of the study showed that after **using** digital storytelling can make the student be able to comprehend the reading material of narrative text easier.

Table 2.1
The similarities and differences between this research and previous study

No	Name	Similarities	Differences
1	Journal of Language and Literature by Yentri Anggeraini and Nurul Afifah (2017), entitled "Digital Storytelling as a Teaching Medium in Reading Classroom"	- Both researcher research about students reading ability - Both researcher research about digital storytelling as a medium for teaching reading ability	- The design of research used RnD while this research used Qualitative research - The research used short stories for digital storytelling while this research used video on youtube - Conducted at University of Baturaja
2	International Journal of Recent Technology and Engineering by Syafryadin, Haryani, Salniwati, and Ainur	- Both researchers implement digital storytelling for the students	- The research used Classroom action research as the design of research - The research

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[9] Citra Ayu Murgayyah, "*Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling."* (Semarang: The Degree of Bachelor of English Language Education, 2022), 1

No	Name	Similarities	Differences
	Rosyidah Azmie Putri (2019), entitled "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres"		focus on students speaking ability while this research focus on students reading ability - The research used various text genres while this research used narrative text - Conducted at senior high school
3	National journal by Sektalonir Oscarini Wati Bhakti and Marwanto (2020), entitled "Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills."	- Both researchers implement digital storytelling for the students - Both researchers used narrative text material	- The research focus on students' perception in writing skill - The research used Classroom Action Research as the design of research - Conducted at Civil Engineering Department - The research used questionnaires while this research used triangulation.
4	Thesis by Inggit Rositasari (2017), entitled "The use of Digital Storytelling to improve students' speaking skill in retelling story"	- Both researchers use digital storytelling for the media	- In this research focus on students' speaking skill - The research used Classroom Action Research as the design of

No	Name	Similarities	Differences
			research
5	Thesis by Citra Ayu Murgayyah (2022), with entitled "Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling"	- Both researchers use qualitative research as design of research - Both researchers implement digital storytelling for the students - Both researchers use narrative text	- Focus on retelling story while this research focus on teaching reading - Conducted in senior high school - The research focus on students' reading comprehension

Based on the previous research above, showed that the similarities with this research are focus on students' reading skill and the use of digital storytelling. While the differences are focus on teaching reading ability of narrative text use qualitative research.

B. Theoretical framework

1. Teaching reading

According to Hedge (2003) states that any reading component of an English language course may include a set of learning goals for

a. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom

b. Building a knowledge of language which will facilities reading ability

c. Building schematic knowledge

d. The ability to adapt the reading style according to reading (skimming and scanning)

e. Developing an awareness of the structure of written texts in English

f. Taking a critical stance to the texts[10]

According to Allan & Tanner (2006) teaching reading ability also has steps of digital storytelling. There are steps to implement digital storytelling, as follow[11]:

Step 1: Brainstorming The purpose of this step was determining the main ideas related with the context of the text which students were going to make. Students were free to select one from several kinds of text genres. Here, students were expected also in learning some of text genres which were taught before. This process generated students critical thinking in exploring their ideas based what kind of the text they mostly like. The researchers gave 30 minutes in implementing this step.

Step 2: Storyboard The objective of this step was designing a storyboard in order to organize the story sequences. The researchers could help to correct student main ideas if there were ambiguous sentences. By doing this, the students were assisted to arrange their story in the right order. The estimation of this step was 45 minutes.

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[10]Hesham Suleiman Alyousef Albaya Intermediate School, Riyadh, Saudi Arabia, *"Teaching Reading Comprehension to ESL/EFL Learners",* Journal of Language and Learning, Vol 5 No. 1, 2017, 67

[11] Syafryadin, Haryani, Salniwati, Ainur Rosyidah Azmie Putri, *"Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres"* International Journal of Recent Technology and Engineering, vol 8 no. 4, November 2019, 3149

Step 3: Collecting the material at this time, the students were asked to look for some materials supporting their text. Those materials could be reached through book, magazines, even internet if the students were interested with images. They also could add music and audio in order to support their stories. There were many saources which students could explore. It took approximately 30 minutes in applying this step.

Step 4: Creating the digital storytelling. The researchers asked students to use Ms. Power Point as a media to design their digital storytelling. The students combined their storyboard and selected materials then arranged them become digital story telling. They also could adjoin some effects such as transitions and animations to make the digital storytelling more exciting. The researchers gave 2 meetings in completing their digital storytelling.

Step 5: Giving Feedback and Editing At this point, the researchers gave some feedbacks in analyse students' project in order to evaluate how their projects look like or what the strength and the weaknesses of their projects are. After getting the feedback, the students were asked to revise their digital storytelling become better than before. This step was the longest step which take the duration as long as 3 meetings.

According to Cennamo (2010) and Frazel (2010) in implementing digital storytelling technique there are three stages of digital storytelling technique, are: preparation, production, and presentation.

1) Preparation stages

This unit was included as a first section of digital storytelling phase. The phase was aimed at preparing students to create their own digital storytelling with specific topic. The aim focus of the lesson was introducing digital storytelling and several parts of narrative text, such as social function, language features, and generic structure this stage was conducted to build students awareness of story preferences.[12]

2) Production stages

This stage related to the learning objective, the students in this section were able to read the text of narrative text. Most of them showed their reading in the classroom.

3) Presentation stages

Digital storytelling in educational setting allowed students to construct their own meaning through personally meaningful reading.[13]

a. **Definition of reading**

Reading is a form of interaction with language, and therefore reading is a language activity (Yuliana, 2013, Hariyati and Syakur, 2018). The reader is confronted with words, phrases and sentences and the visual media that complete them, which form a whole text with the grammar adopted. As an act of receptive language, reading can be

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[12] Intan Satrani, *Storytelling and digital Storytelling (Theory and practice for Educators)*, (Yogyakarta: Deepublish CV Budi utama), 2019, 51
[13] Intan Satrani, 58

matched by listening. However, reading has at least one main characteristic that distinguishes it from listening (Budiarta and Krismayani, 2014).[14]

According to Hariyati and syakur (2018) "Reading is a process that is carried out and used by readers to obtain messages, which will be conveyed by the writer through the media of words / written language. Reading is a way to get information from something written. Reading involves the introduction of symbols that make up a language. From the several definitions of reading that have been described above, it can be concluded that reading is an activity that involves vision, memory, intelligence, and understanding to obtain information conveyed by the writer through symbols.[15]

According to Anderson (2003), Crystal (2007), reading is an active and fluent process that involves both the reader and the reading material in a journey of constructing the meaning. Thus, the reading process crucially involves appreciating the meaning of what is written, people we read for meaning. Given that reading is a process of meaning formation, during the reading process, information from visual, semantic, conceptual, and linguistic sources is combined in

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[14] Abd. Syakur, Rosidi Azis, and Sukarsih, *"Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education"*, Nation Journal, vol 2 no. 1, November 2020, 485

[15] Abd. Syakur, Rosidi Azis, and Sukarsih, *"Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education"*, Nation Journal, vol 2 no. 1, November 2020, 486

such a way as to make it possible to figure out the sense of sentences and phrases.[16]

Reading is a kind of interaction between reader and writer. Joice (1996:764) states "reading is the process to extract meaning from written or printed language". To possess reading skill of written or printed language, the students would have any ability to read correctly so that they have few mistake in studying reading. The more student as a reader has knowledge, the lesser information that he has to read to understand the meaning or explain words in reading.[17]

Reading skill is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to processes of perceiving how written symbols correspond to one's spoken language. Besides that, reading also have types of reading.

b. **Types of reading**

1) Perceptive

This category with the set of classes targeted for listening comprehension, comparable specification is presented here, count on with some differing terminology to capture the forte of reading, perceptive reading tasks contain attending to the elements of

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[16] Shaye Al-Shaye, "*Digital storytelling for improving critical reading skills, critical thinking skills, and self-regulated learning skills",* Cypriot Journal of Educational Science, vol 16 no. 4, August 2021, 2050

[17] Noening Poejilestari,, 48

massive stretches of discourse: letters, words, punctuation and other graphemic symbols.

2) Selective

This category is larger an artifact of evaluation formats. In order to ascertain one's analysing cognizance of lexical, grammatical, or discourse points of language, certain standard tasks are used: pictures-cued tasks, matching tasks, true/false, multiple choice, etc.

3) Intensive

Intensive reading is type of reading with learning the text line by line, in the case of dictionaries, is related to the grammar or the text itself.[18] The purpose of this type is to read the short texts. This read is done to get more specific information.

4) Extensive

Extensive reading as noted in this book, applies to texts of more than a page, up to and along with professional articles, essay, technical reports, short, and books.[19]

c. **The purpose of reading**

The purpose of reading is can give the information, wisdom, or lesson for the readers. The readers purpose performs an important part in identifying the variety of studying they do. Different folks may read the identical book in unique ways, because their purposes vary. The readers set up their functions wondering and through asking query about what

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[18] Nurdiana, Rizki Amelia, "*Intrepretive Reading*", (Pekanbaru, Indonesia, 2017), 7
[19] Douglas Brown, 189

they layout to read comprehension and speed vary according to the readers purpose.

2. **Narrative text**

a. **Definition of narrative text**

Narrative text is a kind of text that used to tell us about the activities or events in the past, that show problematic experience and solution means to entertain oftentimes meant to give moral lesson to the readers (Pardoyo: 2007).[20] Narrative text uses conflict among the participants, either natural conflict, social conflict or psychological conflict. Sometimes a narrative text combines all the conflict.

Narrative text is a story with complication or problematic events and try to find resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have; for example, a singular generic purpose, as do some of the other genres.

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[20] Rodearta Purba, *"Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique"*, journal of Advances in Language and Literary Studies, vol 9 no 1, February 2018, 29

Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.[21]

b. Types of narrative text

Narrative text has many types, they are typically imaginary included fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, fables, moral tales, myths, legend and historical story.[22] In this research the researcher is going to explain five types of narrative text as follows:

1) Fairy tales

Fairy tales are defined as a combination of a human godmother a woman who promises to aid a child, particularly in religious instruction- and a magical fairy being (Sherman, 2008). The example of fairy tales is mentioning godmother as the character can be shown in the story from French entitled "Cinderella" (Sherman, 2008). The fairy in the fairy tales also can be in the form of midwife. Midwife here is a mortal woman taken to a strange land or eerie location to deliver a non-human or part-human baby.

2) Folktales

A folktale is a traditional story that has been passed on by word of mouth- told from parent to child over many generations or

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[21] Rodearta Purba, 29

[22] Rizal Arisman, Irda Sriyanti Haryanti, "*Using Small Group Discussion To Improve Students' Reading Achievement On Narrative Text*", journal of English community, vol 3 no 2, 2019, 327

passed on by countless storytellers sitting around countless evening fires. No one knows who the original author was, and there are usually different versions of the same story (Taylor, 2000). As in traditional folktales, the element of horror is often tied to behaviour that is not moral or that does not conform to social standards.[23]

Sherman (2008) compliments that local legends involve folktales with different characteristic markers, including setting (identifiable or local), extension (supernatural or occurred within recent historical moment) and characters (purportedly known to the teller). Some local legends are specific to a particular region or neighbourhood's cultural elements of folktales help both bridge common ground between cultures and bring out cultural differences, develop cultural awareness that is essential if we learn to think in another language and understand the people who speak it (Taylor, 2000).

3) Fables

Storytelling materials can be adapted through well-known fables (Pinter, 2006). Fables are very short folktales with animals as the main characters often summed up in a single line at the end (Taylor, 2000; Pinter, 2006). Sherman (2008) adds that the characters in fable are not only animals, they can be plants or

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[23] Intan Satriani, 14

some normally inanimate object that talks and acts like a person. As mentioned earlier, story can be factual or fictitious. Fable is one of the examples of fictitious story that teach moral lesson (Sherman, 2008).[24]

Based on its' history, fables which are popular in the west today, mostly from Greek fables, which is known as Aesop (Sherman, 2008). He also mentions that some of these stories actually came from ancient India and were included with the Greek fables by early Western publishers. In using fables as the chosen media of storytelling in the classroom, teacher can replace some phrases with simple or insert repetition to make the content more accessible to her students (Pinter, 2006).

4) Humor

A humorous narrative is one that aims to make the audience laugh as part of telling a story (Anderson & Anderson, 1997). The typical structures of this genre are closely similar with narrative First is orientation. In the orientation, the text consists of funny character names and unusual setting. For the second is event or complication. This phase talks something crazy happens, funny things said by characters, imaginative ideas, extraordinary things happening to ordinary people, making fun of serious situations, and comedy of errors.

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[24] Intan Satriani, 15

5) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. This type of text has special characteristics in its features or structure. First, in the orientation, characters introduced, 'hunk' male and female who is looking for love, exotic setting (sunsets, beaches, moonlight). The complication meets when the boy meets girl, jealousy, development of relationship, overcoming of problems, love, hurt and pain, warmth, and sharing. The next step comes to boy gets girl and marry then live happily ever after in the resolution phase (Anderson & Anderson, 1997).[25]

c. **Generic structure of narrative text**

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focusses a text on a series of action. As explain on the following:

1) Orientation In this part, the author introduced who is involved, where the events took place, and when it happened.

2) Complication In complication is tell that some sort of problems in the story developed. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

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[25] Intan Satriani, 16

3) Resolution is told that the problems in the story is solved or problem solving

4) Reorientation is closing expression or statement that shows the story ends. [26]

3. Digital storytelling

a. Definition of digital storytelling

Digital Storytelling is viewed as a short, first-person video narrative created by a combination of recorded voice, still and moving images, and music or other sounds. Digital storytelling includes a mix between a traditional storytelling approach and multimedia, designed specifically to engage students through a variety of technology applications to organize, edit and assemble a digital story. It's a form of personal storytelling that combines voice, image, and printed text to tell a short usually 3 to 5 minutes focused story. In the digital storytelling approach, computers act as intellectual partners in the construction of knowledge, sharing the cognitive burden of performing tasks. [27]

Digital storytelling is also can make the students more active in role the learning process and not to be just passive listeners. Students designing their learning through. Digital storytelling as a constructivist, students centre approach, feel ownership of their

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[26] Rizal Arisman, Irda Sriyanti Haryanti, 328
[27] Alshaye, S." *Digital storytelling for improving critical reading skills, critical thinking skills, and self-regulated learning skills*", A Journal of Cypriot Journal of Educational Sciences (August, 2021), 2052

learning. Hence, they are responsible for their learning with a minimum authority of teachers, students' active role in learning is maximized whereas teachers' dominating role is kept minimal. According to Prince (2014) the core elements of active learning are student activity and participation in the learning process, which is not present in traditional classrooms where students passively listen to teachers who are considered the only provider of knowledge. [28]

According to Banaszewski adds that digital storytelling is defined as the practice of combining personal narrative with multimedia (images, audio and text) to produce a short autobiographical movie. From the expert's definitions about storytelling, it can be concluded that Digital Storytelling is the process of retelling stories with the latest technology in order to create an entertaining atmosphere in the learning process in the class. By using a digital storytelling, the students can communicate each other by sharing the stories. The teachers are able to apply digital storytelling as a means of teaching to support the students in developing their language skills.[29]

According to Hull & Nelson define digital storytelling as a form of multimedia consisting of images and segments of video with background music and a voice-over narrative. In essence, digital

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[28] Ohler, J. (2006). *The world of digital storytelling*. Educational leadership, 63(4), 45
[29] Sektalonir Oscarini Wati Bhakti, Marwanto, "*Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills*", Jurnal Bahasa Inggris Terapan, vol 6 no.2, October 2020, 68

storytelling is a process of creating a short movie that combines a script or an original story with various multimedia components, such as images, video, music and a narration, often an author's own voice.[30]

b. Kinds of Digital Storytelling

The use of digital storytelling as a method and media for teaching reading ability has kind of digital storytelling. According to Abdel-hack and Helwa (2014) clarified different kinds of Digital storytelling:

1) Photo Stories: they are combinations of still images and texts. Students only need to know how to take photos and how to make a PowerPoint presentation in which the photos will be put together with the text.

2) Video Words: they are combinations of words or phrases and pictures to make a film or a short and simple presentation. The teacher can take some photos and bring them to the classes and ask students to match the pictures with the words.

3) Presentations: The most common story making process is a PowerPoint presentation. A presentation is a combination of a text and pictures to present a certain topic. Students have to summarize the most important ideas and present them in a certain order. They are supposed to know more information than just that which is written in the text of the presentation. Students should be able to

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[30]Hull G. A., Nelson M. E. "*Research in the Teaching of English*", Locating the semiotic power of multimodality written communication, vol 22 no. 2, 224

speak without notes; they should express their ideas clearly and keep the touch with audience.

4) Staging: it is a kind of presentation but the students are not focused on facts but they have to find a way how to perform their feelings, actions, incidents, sayings etc. Students should present the things which are familiar to them.

5) Video clips: The last kind of DS is a video clip. While creating a video clip, students put pictures, words, recorded conversations or narrations and music together to make a meaningful story which covers all kinds of digital stories mentioned above. A video clip talks about a certain topic which is familiar to the story-makers and which reflects his or her personal point of view.[31]

c. **The benefit of digital storytelling**

According to Robin (2017) digital storytelling has some benefits can be used by the teacher for their students, as follow:

1) As a potent learning experience that encompasses much of what society hopes that students will know and be able to perform in the 21st century

2) The push for students to gain 21st century literacy skills by using the latest technology to communicate effectively is facilitated by students actively participating in the creation process of digital storytelling

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[31] Yentri Anggeraini, Nurul Afifah, "*Digital Storytelling as a Teaching Medium in Reading Classroom*", Journal of Language and Literature, vol 12 no. 1, October 2017, 84

3) Students develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives.

4) Students learn to critique their own work, as well as the work of others, facilitating social learning and emotional intelligence.[32]

4. **Evaluation of teaching reading**

Nowadays comparison raise very few eyebrows. It has come to seen not only as an integral addition to accountability, but also as an integral phase of good expert practice and from the current point of view. The information in teaching is not really a product of experience: it also depends in periodic monitoring of educational performance to demonstrate achievement and strengths, and to see areas where there is room for improvement. In evaluation of teaching there is also reading assessment.[33]

Elis, Rusdiana, (2015) stated that evaluation is the process for determining the value of learning is carried out through measurement and learning assessment activities.[34] Means, that evaluation is the last steps of learning process which is as overall feedback from the mission stages to measure the assessment of students.

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[32] Sektalonir Oscarini Wati Bhakti, Marwanto, *"Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills"*, Jurnal Bahasa Inggris Terapan, vol 6 no.2, October 2020, 69

[33] Heather Fry, Steve Ketteridge and Stephanie Marshall, *Teaching & Learning in Higher Education*, (London: N19JN, 2003), 200

[34] Elis Ratnawulan and H. a Rusdiana, "Evaluasi Pembelajaran", (Bandung: Pustaka Setia), 2015, 21

a. Reading assessment

Reading is probably the most common of the four skills to be tested, and it can additionally appear to be the nice of the skills test. Reading ability is a receptive skill. The venture of the language tester is then to set reading tasks which will stop end result in conduct that will exhibit their profitable completion. Grabe asserts that the kinds of duties grow to be the essential aspect of the analysing assessment considering that the major purpose of the assessment duties is to supply facts. Related to the student's development in the procedure of studying which in the end will be viewed as the reference in determining the student's reading ability.[35]

1) Multiple choice

Multiple Choice Test is a form of objective test which consists of unfinished questions or statements, and to complete it, one or more of the several possible answers that have been provided for each item in question must be selected.

2) Matching tasks

According to Alderson suggested matching procedures at an event more sophisticated level, where test takers have to discern pragmatic interpretation of certain signs or labels.[36] Matching task is more offering an alternative to traditional multiple choice.

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[35] Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009)358-359

[36] Douglas brown, 197

Sometimes this task easier to construct than multiple choice. In this task is matching the question with the correct answer.

3) Editing tasks

In this task aims to support considering proof reading as a real world that skill is being tasted. Usually there is a sentence scrambled every word. Then arranged so that it becomes a correct sentence.

4) Gap filling tasks

Gap filling task is one of task from multiple choice which describe above can be converted into gap filling or fill in the blanks task. In this task is to complete item or text that is empty. The reader must read the text so that they can complete it by writing phrase.

b. Summative assessment

Summative assessment is an assessment that is oriented to collect the information in the last of learning.

c. Diagnostic assessment

Diagnostic assessment is a measure of the students cover knowledge and skill. Usually done before teaching identify strengths and weakness and also identify the appropriate learning program.

d. Formative assessment

Brown (2004) stated that formative assessment is to measure the extent of the process of the student's inability to understand.[37] This

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[37] Douglas Brown, 185

means, that evaluating students in the process of their competencies and skill to help them continue the growth process. Form of formative assessment on this research use test techniques, as follow information on the assessment process.

1) Description Test

Description test is a form of test that contains multiple questions, each containing a question and requiring student responses through word explanation to reflect the student's thinking ability.

2) Objective Test

Objective test is a short test, a test formal consisting of items that the tester can choose to answer by choosing one or more. Objective test includes complete test, double test, concordance, and true/false choices.

3) Oral Test

Oral test is test that measure a student's communication skill and can be taken individually or in groups.[38]

4) Performance Test

Performance test is a test managed by observation and evaluate student activity or performance in a certain job. More precisely, students of the lesson practice direct problem behaviour questions.

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[38] Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press), 2015

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The research approach is basically a scientific way to get data, objectives, and uses. Based on scientific methods, scientific data, objectives and uses.[39] The method that will be used in this research is a qualitative research approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behaviour, perception, motivation, action, etc. holistically and by means of descriptions in the form of words and language, in a special natural context, and by utilising various natural methods. For example, behaviour, perception, motivation, action, etc. can be studied holistically and by describing in the form of words and language in a special natural context and by utilising various scientific methods.[40]

The type of research that researchers will use is case study. Case study is conducting in-depth exploration of programs, events, processes and activities of one or more people. Besides that, in this method the researcher understands an event or phenomenon by collecting detailed data (Creswell, 2012).

The qualitative case study tries to describe the implementation of digital storytelling in teaching narrative text reading skills in grade 9 of SMP Negeri 1 Rambipuji.

[39] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D,* (Bandung: Alfabeta, 2016), 2
[40] Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23

B. Research Location

This research will be conducted at SMP Negeri 1 Rambipuji Jl. Dr. Soetomo 1 Rambipuji, Kec. Rambipuji, Jember district, East Java. The selection of this place is because it is one of the schools that apply Digital Storytelling in teaching reading ability of narrative text.

C. Research Subject

Research subjects are informants who will be used as data sources to report on data sources related to the research focus. The description includes what data is to be obtained, who will be the research subject informants and how the data will be sought and netted. In determining the research subject, the researcher used quota selection. In quota selection, the researcher will take the data based on a limit to the number of subjects that must be taken, without giving importance or emphasizing randomness (random). [41]

The researcher chooses SMPN 1 Rambipuji as the research site because although this school has a public status, not all students in the school have good reading skills in narrative text. Some students have poor reading skills and minimal vocabulary. The researcher also knew the condition and situation of the school after conducting observation and interview as well as PPL for 2 months at SMPN 1 Rambipuji. The researcher chooses 9th grade students because they were about to graduate from junior high school. They need to pay attention to their reading, if only now they have difficulty how later when they step into a higher school level.

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[41] Matthe B. Miles, A. Huberman, Johnny Saldana, Qualitative Data Analysis (USA: Pearson, 2014), 47

There are two sources that will be used in this research, those are:

1. Primary data

   Primary data is data obtained directly from the first source, namely from interviews between researchers and informants.

   a. The English teacher of SMP Negeri 1 Rambipuji

   b. 3 students of IX-C SMP Negeri 1 Rambipuji

2. Secondary data

   Secondary data is a variety of pre-existing information collected by researchers used to complement research data needs. This secondary data includes observation, documentation, and various references.

D. Data Collection Technique

1. Observation

   Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. [42] In this study the type of observation will be conducted is moderate participation. In this observation, the researcher involved with activities of the people being observed or used as a source of research data. Moderate participation also means the researcher maintains a balance between being insider and being outsider.

   The data that researcher want to obtain with this method:

   a. The implementation of Digital Storytelling in teaching reading of narrative text at 9th grade of SMP Negeri 1 Rambipuji

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[42] John, W. Creswell, 213-214

b. The evaluation of teaching reading of narrative text through Digital Storytelling at 9th grade of SMP Negeri 1 Rambipuji.

2. Interview

Interviews are oral question and answer activities to obtain information through conversations between researchers and informants. Usually, the information obtained and expressed in written form, recorded in audio, visual and audio visual form. Interviews are an important activity in conducting research because they require accurate information from informants.

The researcher is going to use semi structured interview (in-depth interview). The researcher chooses this type because this type it was flexible. The researcher prepared about the question for interview and also could add the other necessary question in process of interview. The researcher listens more about what the informants told. The semi structured interview also builds relaxed situation so, the informant feel enjoyed with the situation.

The interview technique can be conducting with systematically or unsystematic. Systematically means that interview was conducted by arranging the interviews were instrument beforehand while unsystematic interviews were conducted without preparing interview instrument. The data that researcher want to obtain by using interviews are:

a. The implementation of Digital Storytelling in teaching reading of narrative text at 9th grade of SMP Negeri 1 Rambipuji

b. The evaluation of teaching reading of narrative text through Digital Storytelling at 9th grade of SMP Negeri 1 Rambipuji

3. Document review

Documentation consists of public and private reports obtained by qualitative researchers about websites or participants in a study, and can consist of information papers, meeting minutes, non-public journals, and letters. These sources provide valuable facts in helping researchers understand the central phenomenon in qualitative studies. The sources represent public and private documents.[43]

The data that researcher want to obtain from this study are:

a. Profile and history of SMP Negeri 1 Rambipuji

b. Vison and mission of SMP Negeri 1 Rambipuji

c. The teacher data of SMP Negeri 1 Rambipuji

d. Implementation of Digital Storytelling in teaching reading of narrative text at 9th grade of SMP Negeri 1 Rambipuji

e. Evaluation of teaching reading of narrative text through Digital Storytelling at 9th grade of SMP Negeri 1 Rambipuji

f. Documentation that related to this research

E. Data Analysis

Analysis of data from the outcomes of information series is an essential stage in a scientific activity. The records evaluation will be used is interactive

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[43] John, W. Creswell, 223

analysis. According to Miles and Huberman qualitative data evaluation uses three steps, those are:

1. Data Collection

    The first thing researchers need to do is of course collect data based on the questions or problems that have been formulated. Qualitative data can be collected by observation, in-depth interviews, document review, or focus group discussions.

2. Data Condensation

    Data condensation refers to the device of selecting, focusing, simplifying, abstracting and or remodeling the data that appear in the full curpos (body) of written up fields notes, interviews, transcript, documents and one of a variety empirical material.44 By condensing, we have been making information stronger therefore the researcher used the records condensation via way of selecting, categorizing and making abstraction from field notes, interviews and documentation review.

3. Data Display

    The second of analysis data is data display. Generally, a display is an organized, conclusion drawing and action. A display can be an prolonged piece of textual content of diagram, graph, chart, narrative form, desk or matrix that affords a new way of arranging questioning about the greater textually data. In this research the researcher describes the statistics in narrative form to be meaningful. Some tables have been used to make

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44 Matthew B. Michaels, Huberman, and Saldana. *Qualitative Data Analysis* (USA: Library of Congress Cataloging, 2014), 31

the data be more easily understood about digital storytelling method in teaching reading ability.

4. Conclusion drawing/ verification

Conclusion are drawn from the records that has been presented. It can make researcher looks which means from the record that has been reduced by comparing, looking for patterns, themes, similarities, grouping and examining the result obtained in the study.

The steps that will be taken by the researcher are as follows:

Collecting the indispensable data from the field

Selecting import statistics and discarding useless data

Organizing data according to its type

Summarizing the data that has been organized

Presenting facts with brief descriptions and in the structure of narrative summarizing the record that has been concluded and verifying during the research

F. **Validity of Data**

Triangulation can be completed without checking the validity of the data. Data triangulation is fact-checking through potential or re-examination. In this research, the validity of data that will be used is as follows:

1. Source Triangulation

Source triangulation is testing the credibility of data by checking data that has been obtained through several sources.

2. Technical Triangulation

Technical triangulation is the use of more than one fact-disclosure technique carried out on data sources. Testing data credibility with triangulation techniques, namely checking information to the same source with different techniques.

G. Research procedures

This section outlines the research implementation plan that will be carried out by the researcher, starting form preliminary research, design development, actual research and to writing reports.[45]

1. Pre Field-Stages

   a. Arrange a research design

   b. Choose research location

   c. Explore, observations, and assess research location

   d. Permit processing

   e. Obtain the information

   f. Prepare research instrument

2. Field Work Stages

   a. Catch background and objectives of the research

   b. Enter to the research location

   c. Look for the data source

   d. Participate while collecting the data

   e. Complete the data

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[45] Tim Penyusun, *Pedoman Penluisan Karya Tulis Ilmiyah*, (Jember: IAIN Jember pers, 2020), 48

3. Data Analysis Phase

    a. Analyse data

    b. Take care of the license of the research

    c. Prepare of serve the records formed the seconds

    d. Concluding with drawing

    e. Revise the refined report

H. Systematic Discussion

The systematics of the discussion contains the discussion of the thesis proposal starting from the introduction chapter to the research methods chapter. The format of the writing systematics is a descriptive narrative rather than a table. The systematic discussion in this research is as follows:

Chapter I it contains the introduction to the thesis proposal, such as the research background, research focus, research objectives, research scope and limitations, research significance, and definitions of important terms.

Chapter II Contains a review of related literature, such as previous research from this study and the theory of research related to the research to be conducted by researchers

Chapter III Contains the approach and type of research used in this research, the object of research data sources, and systematic discussion of research.

Chapter IV is this chapter contains a description of the research objectives, data presentation, data analysis, findings, and discussion.

Chapter V is conclusions and suggestions. Contains conclusions and suggestions from the research**.**

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter report the result of the research which include finding and discussion. Finding is information obtained from the field after conducting the research., while discussion is the process of making conclusions about the topic of this research that is the implementation of digital storytelling in teaching reading ability. The findings and discussion are described as follows:

A. Research Finding

In this chapter the researcher describes the brief overview of the object and data presentation.

1. The Brief overview of the object

    a. The Profile of SMPN 1 Rambipuji

    SMPN 1 Rambipuji is located in Jl. Dr.Soetomo 1 Rambipuji, Rambipuji District, Jember Regency, Postal Code 68165, Phone 0331-711339. At the beginning of the establishment, SMPN 1 Rambipuji was an educational foundation formed in 1959. This school was inaugurated on August 1st, 1961 by the Minister of Education and Culture of Republic of Indonesia with 4 class. Over time, now the school have 21 class.

    SMPN 1 Rambipuji celebrates anniversary every November, 10th. Usually we can say "Dies Natalis". This event has many competitions, includes: gymnastics competition, bazar competition, tumpeng decorating competition, health walks, and alumni meetings.

Although this school has been for a long time, the alumni meeting remains active in each of its generation.

SMPN 1 Rambipuji is known as a favourite school because it reaps many achievements which include academic and non-academic competition such as volley ball and Scouting. SMPN 1 Rambipuji also held to develop the students to be independent, skilled, with character and noble.[46]

b. School Vision

The vision of SMPN 1 Rambipuji are:

1) Realization of curriculum development in educational units

2) The realization of an effective and efficient learning process

3) The realization of an increase in the acquisition of graduates

4) The realization of an increase in the quality of educators and education personnel

5) Realization of development of educational facilities

6) Realization of management development

7) The realization of the development of an authentic learning assessment

8) The realization of the implementation of faith and piety

9) The realization of the implementation of a noble school culture

10) The realization of a creative ad independent learning process

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[46] Purwanto, interviewed by writer, Jember 23rd of January 2023

11) The realization of graduates who are skilled, independent, and have character

c. School Mission

The mission of SMPN 1 Rambipuji are:

1) Realize of curriculum development in educational units

2) The realize of an effective and efficient learning process

3) The realize of an increase in the acquisition of graduates

4) The realize of an increase in the quality of educators and education personnel

5) Realize of development of educational facilities

6) Realize of management development

7) The realize of the development of an authentic learning assessment

8) The realize of the implementation of faith and piety

9) The realize of the implementation of a noble school culture

10) The realize of a creative ad independent learning process

11) The realize of graduates who are skilled, independent, and have character

d. Staff of SMPN 1 Rambipuji

No.	Name	Position	Maple
1.	Drs. Setiyo Martono	Headmaster of the school	-
2.	Kustiasi, S.Pd, M.Pd	Wakil Kepala Sekolah	IPS
3.	Hj. Wiwik Indiyawati, S.Pd	Bendahara	Matematika
4.	Umi Kulsum, S.Pd	Teacher	English
5.	Bambang Sudiyono, S.Pd	Teacher	English
6.	Alif Ruhiyati, S.Ag	Teacher	PAI

7.	Warisa Hai Aziz, S,Pd	Teacher	PAI
8.	Ahmad Baedowi, S.Pd	Teacher	PAI
9.	Achmad Fauzi, S.Pd	Teacher	Prakarya
10.	Wahyu Trinda, S.Pd	Teacher	BIN
11.	Dina Firdania Putri, S.Pd	Teacher	BIN
12.	Novita Fajar, S.Pd	Teacher	English
13.	Ikhsan Is Hariyadi, S.Pd	Teacher	English
14.	Hj. Eny Luthfiyah, S.Pd	Teacher	Matematika
15.	Intan Kusuma Wardani, S.Pd	Teacher	Matematika
16.	Rumsiah, S.Pd	Teacher	IPA
17.	Fita Indriyani, S.Pd	Teacher	Seni Budaya
18.	Lina Eka Nirmalasari, S.Pd	Teacher	BIN
19.	Abdul Hannan, S.Pd	Teacher	IPS
20.	Tutik Hidayati, S.Pd	Teacher	Olahraga
21.	Danang Wahyudi, S.Pd	Teacher	Olahraga
22.	Faridatul Maimunah, S.Pd	Teacher	Olahraga
23.	Dra. Wiwit Rahmawati	Teacher	Seni Budaya
24.	Elisa Nakotul Indari, S.Pd	Teacher	BK
25.	Ahk. Amrullah, S.Pd	Teacher	PPKN
26.	Ahmad Firdausyi, S.Pd	Teacher	PPKN
27.	Dina Fidania Putri, S.Pd	Teacher	BIN
28.	Qurrata A'yun, S.Pd	Teacher	BIN
29.	Dwi Agustina, S.Pd	Teacher	IPA

Table 4.1
Teacher and staff of SMPN 1 Rambipuji

e. Facilities and infrastructures of SMPN 1 Rambipuji

No.	Facilities	Amount	Condition
1.	Headmaster's Office	1	Good
2.	Teacher's Room	1	Good
3.	Administration Offices	1	Good
4.	UKS Room	1	Good
5.	Guidance and Counselling Room (BK)	1	Good
6.	Living Room	1	Good
7.	Hall	1	Good
8.	Laboratory	1	Good
9.	Library	1	Good
10.	Classroom	21	Good
11.	Musholla	1	Good
12.	Teacher's toilet	1	Good

13.	Canteen	6	Good
14.	Parking Area	1	Good
15.	Warehouse	1	Good

Table 4.2
Facilities and Infrastructures

B. Result

In this result describes in detail the data obtained in the field regarding the implementation of digital storytelling in teaching reading ability of SMPN 1 Rambipuji. Based on the researcher wrote in the chapter III that researcher used includes observation, interview, and documentation methods as a tool to obtain data in accordance with the research focus. So, the researcher describes in detail and systematically about the research. The following are results of research in the field that have been collected as follow:

1. The implementation of digital story telling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji

The implementation of digital storytelling in teaching reading ability there are several deliveries of the materials, method, and steps as explained below:

a. Material

The material to be conveyed to the students in teaching reading by using digital storytelling at 9th grade of SMPN 1 Rambipuji is narrative text. The teacher used LKS as a learning resource to provide material to the students. When showing videos, the teacher used digital storytelling media to make students more enthusiastic following the class. Before that, narrative text is a text used to amuse/entertain

people. The purpose of the text is to entertain the people. Narrative text

also has the generic structure are:

1) Orientation: is the beginning of the story that consist of the introduction of character, time, and place.

2) Complication: is a problem starts to appear.

3) Resolution: is how solve the problem/problem solving.

4) Reorientation: is closing expression or statement that shows the story ends.

5) Coda: it may the change of character and moral of the story

In the material of narrative text, it also has kinds of narrative text. There are includes fairy tale, folktale, fable, humor, romance, legend and myths. In this opportunity, Mr. Bambang explains and give the one story of narrative text about fable. Fable is a story that describe about human character and mind through animal character. One of the stories about fable here is The Elephant and The Ant.

According to the English teacher, Mr. Bambang gave the statement:

> *"For the material delivered to the students in implementation digital storytelling in teaching reading is narrative text. It includes the definition of narrative text, the purpose, the generic structure and kinds of narrative text that had been explained before. One of the kinds of narrative here that I explained is fable. The story fable here with the tittle The Elephant and The Ant. I use direct method for explaining the material and LKS for source of teaching. But, for showing the video narrative text I used digital storytelling media for making the students more enthusiasm following the English class. Digital storytelling here is video clips. I also mix English and Indonesian language when teach the students so that they can get used to English sentence and increase their*

vocabulary. I will repeat the material if anyone students still don't understand about the material"[47]

This statement was supported by Maura IX-C, she stated:

"The material of teaching reading is narrative text. Mr. Bambang uses direct method for explaining about the material. He explains about the definition of narrative text, the purpose, the kinds of narrative text and the structure of the text. Kinds of narrative text here is fable. Fable is a story describe about human character through animal character. The fable here with the tittle The Elephant The Ant. Mr. Bambang uses direct method for delivering the material and LKS for the source of teaching. When show the video narrative text about The Elephant and The ant Mr. Bambang used digital storytelling media. Digital storytelling here is video clip. Usually, Mr. Bambang mix Indonesian language and English so that I can increase my vocabulary. Mr. Bambang also repeat the material if we still don't understand about the material that has been explained"[48]

Raka from IX-C also supported by Karin's statement:

"The material that had been explained in teaching reading is narrative text. Usually, Mr. Bambang uses LKS for source teaching and uses direct method for explaining about the definition of narrative text, the purpose, the generic structure and the kinds of narrative text. Mr. Bambang discuses one kind of narrative text is fable. Fable here is about The Elephant and The Ant with digital storytelling media. Mr. Bambang also repeat the material if I or my friends still don't understand about the material. Sometimes Mr. Bambang also mix English and Indonesian language when teaching the material while showing video Mr. Bambang used digital storytelling. Digital storytelling here is video clip.[49]

Based on interviews and observation that researcher conducted 20th of 2023, the first-time researcher followed the English teacher for observation, the researcher saw Mr. Bambang teaches the students in the class. The atmosphere was conducive even though some students were not paying attention that the teacher delivered the material with

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[47] Mr. Bambang, interviewed by writer, Jember 24th of January 2023
[48] Maura, Interviewed by writer, Jember, 24th of January 2023
[49] Raka, Interviewed by writer, Jember, 24th of January 2023

direct method. The teacher also used LKS as a source of teaching for convey the material for the students while showing video Mr. Bambang used digital storytelling. Digital storytelling here is video clip. The material is narrative text. Kinds of the narrative text here is fable. The fable with the tittle The Elephant and The Ant. The teacher explains the material mix between English and Indonesian language. He also repeats the material if the students still don't understand. Actually, with direct method, the students are less of attention the material. But, Mr. Bambang keep trying so that the students understand about the material that has been explained.[50]

b. Method

In the second observation, the researcher followed the English class with Mr. Bambang at 24th of January 2023. Time for this meeting is 80 minutes. The method used in teaching reading of narrative text at 9th grade of SMPN 1 Rambipuji is digital storytelling. The kinds of digital story telling are photo stories, video words, presentation, staging and video clips. Digital storytelling here is video clips. Video taken by youtube with subtitle so that the students can read the text on the video. This method is very interesting to make the students high attention and more enthusiasm following the class. Digital storytelling also can help the students improve their reading with short story from narrative text. Narrative text here with the tittle Elephant and The Ant.

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[50] Observation, SMPN 1 Rambipuji, 20th of January 2023

The student's activity after watching the video is the students are given 15-20 minutes by the teacher for writing conclusion about the story, after that the student should come forward one by one to performance their own conclusion/retelling with their text or not[51].
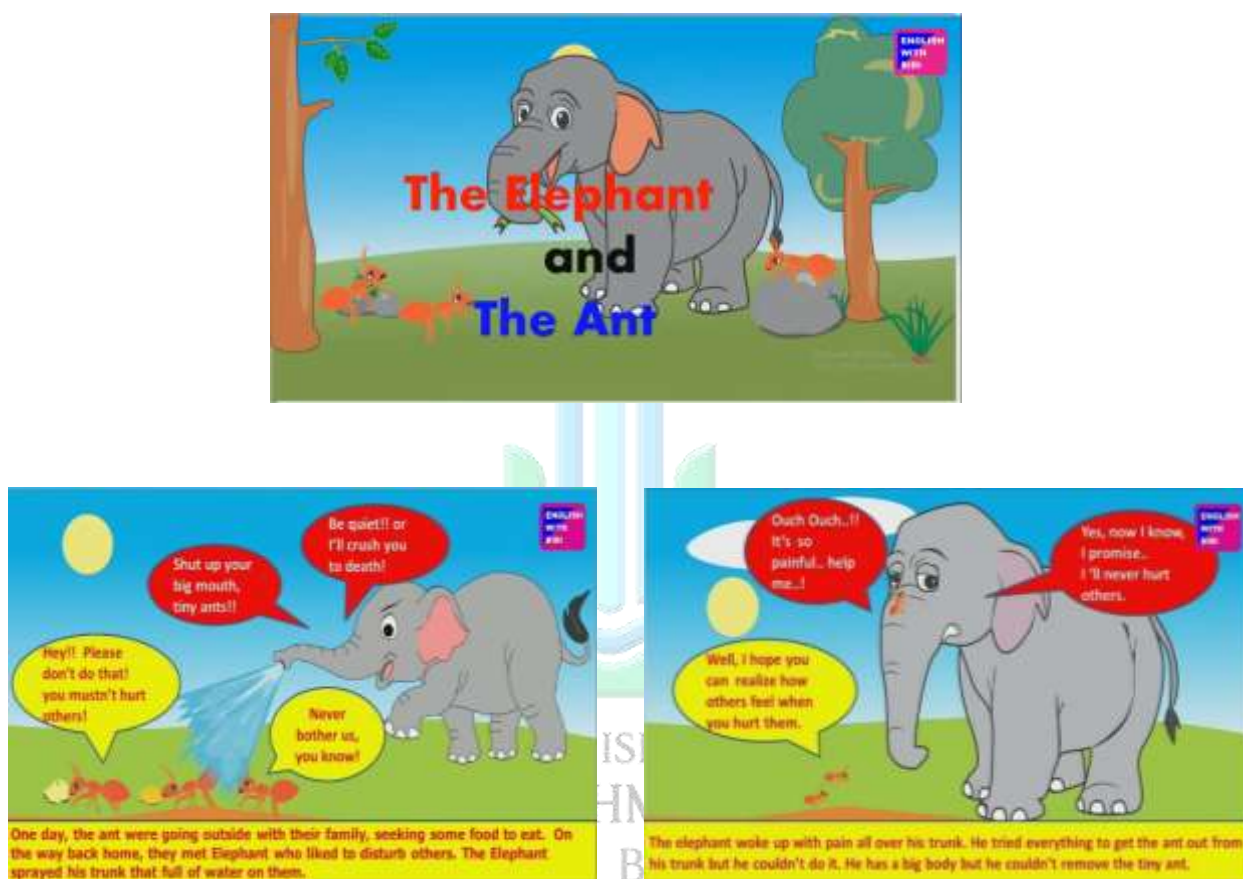

Figure 4.1
The content of video of fable

The video with the tittle The Elephant and The Ant here tell about the elephant and the ant lived in same jungle. The elephant was very huge and arrogant. He had a big body that made him arrogant and like to underestimate other animals, while the ants were very nice and hard

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[51] Observation, SMPN 1 Rambipuji, 24th of January 2023

worker. One day the ants were going outside seeking some food to eat. But, when they back to home the elephant disturbs them with sprayed his trunk that full of water on them. The ants were sad and they still remember well that the elephant had done to their family. They must give the elephant lesson.

Someday, the elephant was sleeping, the tiny ants crept in to his trunk and bit him. The elephant woke up with pain all over his trunk. He tried everything to get the ant out from his trunk but failed. The elephant realizes and say sorry to the ants. He promises will never disturb the ants again and other animals. Then the ant gets out from the elephant's trunk. From the day the elephant never disturbs and underestimate other animals and they lived in harmony.[52]

Mr. Bambang gave the statement:

> *"I use digital storytelling for showing the video to the students. Actually, there are kinds of digital storytelling as like photo stories, word video, presentation, staging and video clips. But, in this opportunely I choose video clips. I take the video from YouTube with subtitle so that the students can read the text and easy to understand about the content of video. The video narrative text here is fable with the tittle The Elephant and The Ant. This method also can make the students more enthusiasm following my class, high attention and can increase their vocabulary. The student's activity after watching the video is the students are given 15-20 minutes by me for writing conclusion about the story, after that the student should come forward one by one to performance their own conclusion/retelling with their text or not"[53]*

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[52] Observation, SMPN 1 Rambipuji, 24th of January 2023

[53] Mr. Bambang, interviewed by writer, Jember 24th of January 2023

That statement supported by Karin IX-C, she stated:

> *"The method that Mr. Bambang used in teaching reading of narrative text is digital storytelling. There are many kinds of narrative text, but Mr. Bambang shows the video on YouTube with subtitle it can make me easy to understand about the content of the video. This method can make me more attention ant enthusiasm following the class and also i can increase my vocabulary. The video that had been showed is fable with title The Elephant and The Ant. This story tells about the arrogant Elephant and the ant. Because of the elephant has a large body, he likes disturb and underestimate other animal like the ant and family. One day, they meet and the elephant sprays water from his trunk to the ant. How pity the ant. Another day, the elephant was sleeping, the ant wants to give the lesson for the elephant. The ant bit the elephant's trunk until he feels painful. The elephant tries everything to make the ant come down but failed. The, the elephant realizes about the action last time, he says sorry to the ant and he will never disturb and underestimate other animals again. From the day, they live happily. The activity after watching the video is* we *are given 15-20 minutes by Mr. Bambang for writing conclusion about the story, after that we should come forward one by one to performance our own conclusion/retelling with our text or not"*[54]

Besides Karin statement's, Raka IX-C also stated:

> *"Mr. Bambang used digital storytelling in teaching reading ability of narrative text. Mr. Bambang also introduce kinds of digital storytelling. One kind of digital storytelling that Mr. Bambang used is video clips. Video here taken by youtube with subtitle so that make us easy to understand about the content. The video is fable story with the tittle The Elephant and The Ant. This story tells about the ant which underestimate by the arrogant elephant. But one day the ant gives the lesson to the elephant. The elephant feel regret because although he has big body but he can't come down the ant from his trunk. From that he realizes what did he do to the ant. He says sorry and he will never disturb and underestimate others animal again. This method can improve my vocabulary and make me happy following the English class. The activity after watching the video is we are given 20*

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[54] Karin, Interviewed by writer, Jember, 24th of January 2023

minutes by Mr. Bambang for writing conclusion about the story, then we come forward one by one to retell the story with their text or not"[55]

Based on observation, interviews and supported by documentation that the method used in teaching reading of narrative text in the form of a video on youtube. The video here is fable included with subtitle so that the students can read the text and easy to understand about the content of the story. The video fable titled The Elephant and The Ant. The student's activity after watching the video is the students are given 15-20 minutes by the teacher for writing conclusion about the story, after that the student should come forward one by one to performance their own conclusion/retelling with their text or not. Digital storytelling can make the students more enthusiasm following the class and high attention to the teacher. The students also can increase their vocabulary. When the researcher entered the class following the English teacher of implementation of digital storytelling in teaching reading of narrative text at 9th grade of SMPN 1 Rambipuji, when the learning processes the class atmosphere was quite controlled safely and the students pay attention well than previous meeting because this method can make the students more enthusiasm following the English class.

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[55] Raka, Interviewed by writer, Jember, 24th of January 2023

c. Steps

The steps of implementation of digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji is Preparation stages, Production stages and Presentation stages. But that steps include in the core activity. The activities in the learning process as explained below:

1) Preliminary activities

Preliminary activities are activities before entering the core of the teaching and learning process determined by the actions of the teacher to create a mentally prepared atmosphere and student's attention to focus on what will be learned. The English teacher open the class with greeting and pray together led by the chief of class, then the teacher check student's attendance, after that the teacher review about the last material by giving several questions, then the teacher introducing a little material that will be learned, then convey the learning objectives.[56]

This has been explained by Mr. Bambang as English teacher of SMPN 1 Rambipuji during an interview in student's classroom.

> *"Before starting the lesson, I open with greeting and then ask the chief of class to lead pray together and then check the student who are absent and review the last material by several questions so that they can still remember. After that*

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[56] Observation, SMPN 1 Rambipuji, 24th of January 2023

I introduce a little about the material that will be learned and convey the learning objectives" [57]

That statement was supported by Karin IX-C, she stated:

"Usually, Mr. Bambang starts the class with greeting pray together led by the chief of class, after praying, Mr. Bambang check attendance list, then review the last material with the several question by calling the student's name, then Mr. Bambang introduce the material that will be studied and explain about the learning objectives."[58]

Maura from IX-C also stated:

"Mr. Bambang open the class by greeting then pray together led by the chief of class, then he checks the student's attendance, after that Mr. Bambang review the last material with several question. Then, he introduces the material that will be leaned and convey the learning objectives.[59]

Figure 4.2
The teaching and learning process

Based on the results of interview, observation, and documentation, the researcher can conclude that the initial activities are: The teacher open the class with greeting and ask the

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[57] Mr. Bambang, interviewed by writer, Jember 24th of January 2023

[58] Karin, Interviewed by writer, Jember, 24th of January 2023

[59] Maura, Interviewed by writer, Jember, 24th of January 2023

chief of the class pray together, then the teacher check student's attendance list, then the teacher reviews the last material by giving the several question, the teacher introduces a little material that will be learned, then the teacher convey the learning objectives.

2) Core activity

In this core activity, the English teacher implemented teaching reading ability through digital storytelling. Digital storytelling here is video on youtube with subtitle. The video is fable story with tittle "The Elephant and The Ant". The steps of implementing digital storytelling are: **The first step** is preparation stages is the teacher gives the video to the students, the video can be repeated twice or three times. **The second step** is production stages is the students are given the 15-20 minutes by the teacher for writing conclusion about the story. **The third step** is presentation which the students should come forward one by one to performance their own conclusion/retelling the story with text or not. The student's performance here can we called as presentation. The students present their own conclusion about the video that had been seen with retell the story. The students come forward one by one in front of the class with read their text or not, who students come forward without text they will get score 80-95 and who the

students come forward with their text the score is 75-80. Their

performance is seen by how fluently they speak in front of class.[60]

Mr. Bambang gave statement:

"Digital storytelling here is video that I take from youtube with subtitle. The story here is fable with the title "The Elephant and The Ant". In implementing digital storytelling here, I use preparation, production and presentation stages. The first step is preparation stages. I prepare the video and show it. The video can be repeated twice or three times. After that the second step is production stages, I give time for them 15-20 minutes for writing the conclusion about the video. And then for the third step is presentation stages, I ask them to come forward one by one for retelling their own conclusion with text or not. The student's performance here I called presentation because the students come forward one by one to performance their own conclusion. The score between students who brings text or not is different. The students who retell without text will get score 80-95 and the students bring the text will get 75-80 score. The performance test looked by their fluently.[61]

This statement was supported by Maura IX-C, she stated:

"Mr. Bambang used digital storytelling here is video on youtube with tittle "The Elephant and The Ant" for the steps of digital storytelling. First Mr. Bambang shows the fable video and repeat 2-3 times. Then after watching the video, Mr. Bambang gives us 20 minutes for writing the conclusion of the story. After that he asks us to come forward one by one to retell the story The Elephant and The Ant with text or not. Mr. Bambang conveys our retell with come forward one by one is presentation. The score when we come forward one by one is different, who bring the text will get score 75-80 and who without bring text will get 80-95 score based on our fluently."[62]

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[60] Observation, SMPN 1 Rambipuji, 24th of January 2023
[61] Mr. Bambang, interviewed by writer, Jember 24th of January 2023
[62] Maura, Interviewed by writer, Jember, 24th of January 2023

This statement was supported by Raka IX-C who stated:

"In the core activity, Mr. Bambang implementing digital storytelling here is video on youtube with subtitle. The video is about fable story with the tittle The Elephant and The Ant. The steps of implementing digital storytelling here Mr. Bambang gives video then the video can be repeated 2-3 times, after that Mr. Bambang gives 20 minutes for writing the own conclusion about the video that had been showed. Then Mr. Bambang asks us to come forward one by one to retell about the story of The Elephant and The Ant with text or not. Mr. Bambang says our performance/retell is our presentation. The students who bring text will get score 75-80 and who the students without bring the text will get 80-95 score based on our fluently. ."[63]

Figure 4.3
The learning process through digital storytelling in teaching reading

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[63] Raka, Interviewed by writer, Jember, 24th of January 2023

The researcher observed Mr. Bambang's classroom, the students looked happy and enjoy with digital storytelling method. They were happy with the fable story tittle The Elephant and The Ant that the teacher showed. They looked easy to understand about the material, high attention and more enthusiasm following the class. It looked different when the researcher observed in the first observation. The students were low attention. But in the second observation here, the teacher implements digital storytelling with video on youtube the students more enthusiasm following the English class. the first step in implementing digital storytelling is preparation stages, the teacher shows the video, the video can be repeated twice or 3 times, then production stages is the teacher gives 15-20 minutes for the students write their own conclusion, after that preparation stages is the students come forward one by one to retell The Elephant and The Ant story with text or not.[64]

This was supported by the statement by Maura a student of 9th grade of SMPN 1 Rambipuji:

> *"I feel happy when Mr. Bambang shows the digital media as like video on youtube, because I feel bored when learning in the classroom, sometimes I am lazy to study because I must read the English text which I don't know about the meaning. But, see the fable video on youtube with subtitle make me and my friends easier for understanding about the video. I feel the students in this class high attention and more enthusiasm following the English class. I like digital*

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[64] Observation, SMPN 1 Rambipuji, 24th of January 2023

storytelling method than direct method because direct method makes me sleepy."[65]

Karin IX-C also gives statement:

"I feel enjoy and happy with this method, because I can be easy the content of the video on youtube with subtitle, I like Mr. Bambang used this method than direct method. When convey the material Mr. Bambang used direct method which make me bored and low attention. This method makes me and my friend high attention and more enthusiasm following the English class"[66]

Mr. Bambang gave statement:

"I feel the students more enthusiasm following the class with digital storytelling method. They are high attention and easier understand about the content of the video on youtube with subtitle. I know they are bored when I used direct method, so that I use digital storytelling to make them high attention and more enthusiasm following the English class"[67]

Figure 4.3
The fable video on Youtube with subtitle

Based on the result interview, observation and documentation which the researcher observed the learning process of implementation digital storytelling in teaching reading ability of

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[65] Maura, Interviewed by writer, Jember, 24th of January 2023
[66] Karin, Interviewed by writer, Jember, 24th of January 2023
[67] Mr. Bambang by writer, Jember, 24th of January 2023

narrative text with video on youtube with the subtitle and the video is about fable story with tittle is The Elephant and The Ant this is the first step in implementing digital storytelling is preparation stages, the teacher shows the video, the video can be repeated twice or 3 times, then production stages is the teacher gives 15-20 minutes for the students write their own conclusion, after that preparation stages is the students come forward one by one to retell The Elephant and The Ant story with text or not. The student's performance here can we called as presentation. The students present their own conclusion about the video that had been seen with retell the story. The students come forward one by one in front of the class with read their text or not, who students come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class. The students also feel happy and enjoy with this method, they are high attention, easier understand about the content of the video and more enthusiasm following the English class.

3) Closing activities

In the closing activities, the English teacher gave a conclusion at the end of the lesson, he also gave several questions as like the structure of The Elephant and The Ant story and review about narrative text material. Besides that, the teacher also gave the

moral value about The Elephant and The Ant story. Then closing

by pray together.[68]   Mr. Bambang as the English teacher stated:

> *"After finishing the learning process, I gave a conclusion of this material and gave several questions for the example what the definition of narrative text, the purpose, and the kinds of narrative text and ask them to analyse the structure of the story with tittle "The Elephant and The Ant" (orientation, complication, resolution, and coda), I also gave the moral value of the story is we may not disturb and underestimate other people, we must help other people so that our live is happy. Then closing by pray together"[69]*

Karin IX-C stated that:

> *"At the end of class, usually Mr. Bambang gives conclusion and several question about the narrative material and analyse the story of The Elephant and The Ant, as like where is the orientation, complication and resolution of the story. Then, Mr. Bambang gives moral value about the fable video with tittle "The Elephant and The Ant" we should not underestimate or disturb other people especially regarding the physical and also, we have to help other people to that our lives are peaceful. Then closing by pray together"[70]*

This supported by Maura IX-C, she stated:

> *"In the closing activity, Mr. Bambang gives conclusion of the material, several questions about the narrative material analyses the structure of the story that had been seen, gives moral value that we must help other people and may not disturb other people. For the last is closing by praying together"[71]*

Based on the result of the interview above, it can be seen

that closing activities carried out by the English teacher gave the

conclusion of the material, review narrative text material and gave

several question about the structure of The Elephant and The Ant

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[68] Observation, SMPN 1 Rambipuji, 24th of January 2023
[69] Mr. Bambang, interviewed by writer, Jember 24th of January 2023
[70] Karin, Interviewed by writer, Jember, 24th of January 2023
[71] Maura by writer, Jember, 24th of January 2023

story include orientation, complication, and resolution. Besides that, the teacher gave the moral value about the story that we may not disturb and underestimate other people and we should help other people. Then the class closing by pray together.

2. **The evaluation of teaching reading ability of narrative text through digital story telling at 9ᵗʰ grade of SMPN 1 Rambipuji**

Evaluation of learning is an activity that can be said the last step of learning. This activity aims to determine student's understanding, measure their abilities and determine the success of lesson. Evaluation can help teacher find out the student's abilities in learning with the material that has been studied. Evaluation of teaching reading ability of narrative text through digital storytelling at 9ᵗʰ grade of SMPN 1 Rambipuji is carried out by reading assessment by multiple choice.[72]

Mr. Bambang as the English teacher stated:

"Evaluation of teaching reading skills with narrative text materials uses reading assessments. One of the reading assessments is multiple choice. After finishing one chapter, I give them a multiple choices test, because in this material it is related to reading skills, so I use multiple choice for the assessment. So that they can read more. Automatically, they have to know about the meaning to answer the questions and increase their vocabulary."[73]

The above statement was added with interviews with participant a student of 9ᵗʰ grade of SMPN 1 Rambipuji, Raka XI-C said:

"Usually, Mr. Bambang always gives daily test after finishing the material. The test that usually used is multiple choice. When do the test by multiple choice we need to read more ones for understanding

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[72] Observation, SMPN 1 Rambipuji, 24ᵗʰ of January 2023
[73] Mr. Bambang, interviewed by writer, Jember 24ᵗʰ of January 2023

about the meaning. We must read more for understanding about the question so that we can answer the question correctly. But, read more make me increase my vocabulary."[74]

Maura IX-C also gives the statement:

"The evaluation of implementation digital storytelling in teaching reading ability is multiple choice. We must read more to understand about the question so that we can answer the question correctly. Actually, I dislike reading, but compered to speaking I prefer reading. Read more than ones make me increase my vocabulary."[75]

Every finish the chapter, the English teacher always give evaluation to the students. For the evaluation in the narrative text material the teacher used reading assessment by multiple choice, but in the core activity when the teacher wants to assess the students, the teacher used performance test which is the students come forward one by one in front of the class. They retell the story of The Elephant ant The Ant. They can choose to read their text or not.[76]

Mr. Bambang gave the statement:

"The evaluation of teaching reading ability of narrative text through digital storytelling is reading assessment by multiple choice. In the core activity when implementing the digital storytelling, I used performance test which the students come forward one by one in front of class. I give the choice; they can read with their own text or not. The students who come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class"

Karin IX-C also gave statement:

"Usually, Mr. Bambang give the evaluation of the material is multiple choice, but after implementing the digital storytelling and giving time for us to write the conclusion of the story, Mr. Bambang

[74] Raka, interviewed by writer, Jember 24th of January 2023
[75] Maura, interviewed by writer, Jember 24th of January 2023
[76] Observation, SMPN 1 Rambipuji, 24th of January 2023

asked us to come forward one by one to retell the story of The Elephant and The Ant. We can come forward by read text or not the students come forward one by one in front of the class with read their text or not, who students come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently we speak in front of class"[77]

This supported by Maura IX-C, she stated:

"Mr. Bambang used multiple choice for the evaluation of narrative text material. But in the core activity Mr. Bambang used performance test which we come forward one by one in front of class to retell the story of The Elephant and The Ant. We can come forward with text or not. Retelling in front of the class with text or not is different. The students who come forward with text will get 75-80 score and the students who come forward without text will get score 80-95. The score also looked at out fluently."[78]

Based on the result of the interview above, the researcher describes that the evaluation of teaching reading ability of narrative text through digital storytelling at 9th grade of SMPN 1 Rambipuji is reading assessment. The evaluation used by Mr. Bambang was reading assessment is multiple choice test to measure student's ability with multiple choice they can read more and try to understand about the question so that they can answer correctly and can improve their reading and increase their vocabulary. In the core activity, the teacher used performance test which is the students come forward one by one in front of class to retell the story of The Elephant and The Ant with read text or not, the students who come forward without text they will get score 80-95 and who the students come

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[77] Karin, interviewed by writer, Jember 24th of January 2023
[78] Maura, interviewed by writer, Jember 24th of January 2023

forward with their text the score is 75-80. Their performance is seen by

how fluently they speak in front of class

C. Discussion

The findings that researcher obtained while researching the

implementation of digital storytelling in teaching reading ability of narrative

text at 9th grade of SMPN 1 Rambipuji are as follows:

Table 4.3
The recapitulation result of the research

No.	Research Question	Result
1.	The implementation of digital story telling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji.	The implementation of digital storytelling in teaching reading ability with narrative text material includes material, method and steps. The material here is narrative text. The method that used by teacher is digital storytelling. The activities of the students are: 1. Preliminary activity 2. Core activity 3. Closing activity Besides that, the steps of implementation digital storytelling here is Preparation stages, production stages, and presentation stages. Digital storytelling here is video on YouTube. The video can be repeated by 2-3 times for making the student understand about the video that had been seen. The students come forward one by one in front of the class with read their text or not, who students come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class
2.	The evaluation of teaching reading ability of narrative text through digital story telling at 9th grade of SMPN 1 Rambipuji.	The evaluation of teaching reading ability of narrative text through digital storytelling at SMPN 1 Rambipuji using reading assessment by multiple choice test. But, the student's evaluation after

		watching the video is used performance test. Performance test here is the students come forward one by one to retell their own conclusion of the story that had been seen. The students come forward one by one in front of the class with read their text or not.

Based on the results of the interviews that have been described, a discussion of the research finding carried out which associated with the theories that have been explained and adopted to the research focus. The details of the discussion of the findings in this study are as follows:

1. **The implementation of digital story telling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji**

   Based on the result of presenting research data through observation, interview, and documentation, namely the implementation of digital storytelling in teaching reading ability of narrative text, includes material, method and steps. The steps there are preliminary activity, core activity, and closing activity.

   a. Material

   Based on the result of the research activities at SMPN 1 Rambipuji, its show that the material of teaching reading ability at 9th grade is narrative text. Narrative text is a text used to amuse/entertain people. The purpose of the text is to entertain the people. The generic structure of narrative text are orientation, complication, resolution, reorientation, and coda. The kinds of narrative text are fairy tale, folktale, fable, humor, romance, and myths. The kind of narrative text

here is fable with the tittle The Elephant and The Ant. The teacher delivers the narrative text by direct method and uses LKS for source of teaching. When showing the video the teacher used digital storytelling media for making the students more enthusiasm following the class

The teacher explains the material mix between English and Indonesian language so that the students can get used to English sentence and increase their vocabulary. The condition of class is conducive but there some students less of attention. Actually, with direct method, the students are less of attention about the material. But the teacher keeps trying so that the students understand about the material that has been explained.

Based on some theories from Pardoyo (2007) that Nrrative text is a text that used to entertain the readers.[79] The findings that have been present in this research, the material of implementation digital storytelling in teaching reading ability is narrative text. One of the narrative text stories here is fable. The fable story with the tittle The Elephant and The Ant.

b. Method

Based on the result of the research activities at SMPN 1 Rambipuji, its show that the method of teaching reading ability of narrative text at 9th grade is digital storytelling. Digital storytelling has many kinds are photo stories, word video, presentation, staging and

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[79] Rodearta Purba, 29

video clips. Digital storytelling here is video clips. The video taken by youtube with subtitle so that the students can be easy to understand about the content. This video can make the students more enthusiasm following the class and high attention. The video here is fable story with tittle The Elephant and The Ant. The student's activity after watching the video is the students are given 15-20 minutes by the teacher for writing conclusion about the story, after that the student should come forward one by one to performance their own conclusion/retelling with their text or not.

Based on some theories that according to Helwa (2014) there are kinds of digital storytelling that are photo stories, video words, presentation, staging and video clips.[80] The result that have been present in this research, the finding is the students feel enjoy with digital storytelling method because it doesn't make them bored. They are happy and more enthusiasm following the English class with see the video on youtube. The video there is subtitle so that make them easy to understand about the content. The subtitle also can make the students increase their vocabulary.

c. Steps

Based on the result of the research activities at SMPN 1 Rambipuji, its shows that:

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[80] Hull G. A., Nelson M. E. "*Research in the Teaching of English*", Locating the semiotic power of multimodality written communication, vol 22 no. 2, July 2018, 224

1) Preliminary activity

Based on the result of research activities at SMPN 1 Rambipuji, its shows that in the preliminary activities of teaching reading ability through digital storytelling: the teacher starts the lesson with greeting and pray together led by the chief of class, then the teacher check student's attendance list, after that the teacher reviews about the last material with several questions, the teacher introduces the material that will be learned and then the teacher conveys the learning objectives.

The findings above are in line with theory that activities. Preliminary activities are intended to prepare students so that they are already accept the new material. The activities carried out are greeting to say hello to the students and praying so that the teaching and learning process run well. Then, the teacher gives a review to the students by several question so that they can remember the previous lesson. The teacher introduces the material that will be learned and convey the learning objectives.

2) Core activity

Based on the results of the research activities at SMPN 1 Rambipuji, its shoes that the main activity of implementation digital storytelling in teaching reading ability is the teacher uses PPP stages. The first is Preparation stages which the teacher shows the video on youtube, the video can be repeated 2-3 times for

understanding the students, the second is the production stages which the teacher gives the students time for writing the conclusion about the story that has been seen, then the third is presentation stages is the students asked by the teacher to come forward one by one to retell their own conclusion with text or not. The student's performance here can we called as presentation. The students present their own conclusion about the video that had been seen with retell the story. The students who come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class

The steps that have been implemented at SMPN 1 Rambipuji are the same as the theory that mentions the steps of the digital storytelling:

1) Prepare stages

2) Production stages

3) Presentation stages

So, it can be seen that the results of the research at SMPN 1 Rambipuji then the theory of Cennamo (2010) and Frazel (2010) which states that the steps of digital storytelling are preparation stages, production stages and presentation stages.[81] The teacher uses this step so that the students can be easy for understanding

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[81] Intan Satrani, 58

about the story, high attention, and more enthusiasm following the learning process.

Based on some theories and findings that have been present in this research, teaching reading ability of narrative text through digital storytelling can make the students more enthusiasm following the English class, high attention, easier to understand the content of the story.

3) Closing activity

Based on the results of research activities at SMPN 1 Rambipuji, it shows that closing activity of teaching reading ability through digital storytelling is the teacher gave the gave a conclusion at the end of the lesson, he also gave several questions as like the structure of The Elephant and The Ant story and review about narrative text material. Besides that, the teacher also gave the moral value about The Elephant and The Ant story. Then closing by pray together.

The findings above are the same as the theory which states that, this activity is conclusion of the material in the core activity. This activity, the teacher gives moral value of the story to the students so that they can take a message from the story that they should help other people and may not disturb and underestimate other people.

2. **The evaluation of teaching reading ability of narrative text through digital story telling at 9ᵗʰ grade of SMPN 1 Rambipuji**

Based on the results of research activities at SMPN 1 Rambipuji, it shows that the evaluation of teaching reading ability of narrative text through digital story telling at 9ᵗʰ grade of SMPN 1 Rambipuji is reading assessment by multiple choice. Every finish the chapter, the English teacher always give evaluation to the students. For the evaluation in the narrative text material the teacher used reading assessment by multiple choice, but in the core activity when the teacher wants to assess the students, the teacher used performance test which is the students come forward one by one in front of the class. They retell the story of The Elephant ant The Ant. They can choose to read their text or not.

The evaluation of students with multiple choice can train the students to read an English text normally. Especially, reading makes the students increase their vocabulary, such as information that has been written in English. According to Hariyati and Syakur (2018) reading is a process that is carried out and used by readers to obtain messages, which will be conveyed by the writer through the media of words/written language. Reading is a way to get information from something written.[82]

The evaluation of teaching reading ability of narrative text through digital storytelling is: the teacher prepares evaluation of learning using reading assessment. Assessment is usually carried out at the end of the

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[82] Abd. Syakur, Rosidi Azis, and Sukarsih, *"Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education"*, Nation Journal, vol 2 no. 1, November 2020, 485

lesson. In evaluation of teaching there is also reading assessment.[83] The reading assessment is multiple choice. Multiple choice test can make the students read more the text and they will try to understand the question for selecting the answer well.

Based on the findings, the researcher concludes that the evaluation of teaching reading ability of narrative text through digital storytelling is reading assessment by multiple choice. But in the core activity when the teacher wants to assess the students, the teacher used performance test which is the students come forward one by one in front of the class. They retell the story of The Elephant ant The Ant. They can choose to read their text or not. The students who come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class

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[83] Heather Fry, Steve Ketteridge and Stephanie Marshall, *Teaching & Learning in Higher Education*, (London: N19JN, 2003), 200

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of findings and suggestion for the English teacher and other researcher.

Based on the results of the data analysis of the research on the implementation of digital storytelling in teaching reading ability of narrative text at 9th grade if SMPN 1 Rambipuji, it can be concluded as follows:

1. The implementation of digital story telling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji, which includes material, method and steps. The material is narrative text. Narrative text here is fable. The method used by the teacher is digital storytelling. Digital storytelling that used is video clips. The student's activity here is Preliminary activity, Core activity and Closing activity. The steps of implementation digital storytelling are Preparation stages, production stages and Presentation stages. Furthermore, teaching reading ability of narrative text by using digital storytelling can make the students more enthusiasm following the English class, high attention, and easy to understand about the story that had been seen, can improve their reading and their vocabulary and also increasing motivation.

2. The evaluation of teaching reading ability of narrative text through digital story telling at 9th grade of SMPN 1 Rambipuji, namely: multiple choice reading assessment. This can make students read more to understand the

meaning to choose the best answer. By reading more, they will indirectly read more fluently and increase their vocabulary. In the core activities after watching the video, the teacher gave an evaluation in the form of a performance test to students. Performance test here students come forward one by one to retell the conclusion of the story. The students come forward one by one in front of the class with read their text or not, the students who come forward without text they will get score 80-95 and who the students come forward with their text the score is 75-80. Their performance is seen by how fluently they speak in front of class

B. **Suggestion**

After researching about the implementation digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji, in the last writing the researcher want to give the suggestion which can be used as further consideration in order to optimize the learning and teaching process, suggestions are proposed as follows:

1. For the English teacher, it is suggestion to all English teachers of SMPN 1 Rambipuji used digital storytelling as a medium and strategy in the learning process, because this strategy can help students to understand the material, and can also make students more enthusiastic in attending English classes because sometimes students are lazy to learn English because they are bored, and finally don't forget to always motivate students so that students know that English lessons are also important for them.

2. For the other researcher, the results of this research are expected to provide further information about digital storytelling and prove that digital storytelling can make students more enthusiastic in participating in lessons. In addition, this study is also expected to be a reference for other researchers to improve reading mastery by using digital storytelling.

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Appendix 1

MATRIX OF RESEARCH

TITTLE	VARIABLE	SUB VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
The implementation of digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji	1. Digital storytelling 2. Teaching reading ability	1. The implementation of digital storytelling 2. The evaluation of teaching reading ability	1. Teaching reading 2. Definition of reading 3. Types of reading 4. The purpose of reading 5. Definition of narrative text 6. Types of narrative text 7. Definition of digital storytelling 8. Kinds of digital storytelling 9. The benefit of digital storytelling 10. Evaluation	1. **Primary data** a. Students in 9th grade of SMPN 1 Rambipuji b. The English teacher of SMPN 1 Rambipuji 2. **Secondary data** a. Documentation b. Literature	1. **Research Approach:** Qualitative Research 2. **Type of Research:** Descriptive Qualitative 3. **Data Collection**: - Observation - Interview - Document review 4. **Data Analysis** - Data condensation - Data display - Conclusion/verification 5. **Validity of Data** Triangulation	1. How is the implementation of Digital storytelling in teaching reading ability of narrative text at 9th grade of SMPN 1 Rambipuji? 2. How is the evaluation of teaching reading ability of narrative text through digital storytelling at 9th grade of SPMN 1 Rambipuji?

Appendix 2

The undersigned below:

Name   : Lailatul Fitria

NIM   : T20196026

Program   : Tadris Bahasa Inggris

Faculty   : Tarbiyah and Teacher Training

Institution   : State Islamic University of Kiai Haji Achmad Siddiq Jember

State the undergraduate thesis entitled "**The Implementation of Digital Sorytelling in Teaching Reading Ability of Narrative Text at 9th Grade of SMP Negeri 1 Rambipuji**" is truly my original work. It's doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, April 14th 2023
The Writer

Lailatul Fitria
SRN. T20196026

Appendix 3

Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-5936/In.20/3.a/PP.009/12/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 RAMBIPUJI
Jl. Dr. Soetomo 1 Rambipuji

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196026
Nama   : LAILATUL FITRIA
Semester   : Semester tujuh
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Digital Storytelling in Teaching Reading Ability of Narrative Text at 9th Grade of SMPN 1 Rambipuji" selama 21 (dua puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Setiyo Martono

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Desember 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 4

Letter of Finishing Research

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 1 RAMBIPUJI
Jalan dr. Sutomo No. 1 Telp. (0331) 711339 Rambipuji

SURAT KETERANGAN
NO. 421.3/026/310.16.20523874/2023

Yang bertanda tangan di bawah ini :

nama	: Drs. SETIYO MARTONO
nip	: 19680325 199001 1 002
jabatan	: Kepala Sekolah
unit kerja	: UPTD Satuan Pendidikan SMPN 1 Rambipuji
alamat	: Jl. dr. Soetomo No. 1 Rambipuji

menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

nama	: LAILATUL FITRIA
nim	: T20196026
universitas	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
fakultas	: Tarbiyah dan Ilmu Keguruan
jurusan	: Tadris Bahasa Inggris

benar-benar telah mengadakan penelitian di UPTD Satuan Pendidikan SMPN 1 Rambipuji pada tanggal 9 Januari s.d. 28 Januari 2023 dalam bentuk Penelitian Pembelajaran di kelas dengan judul **"The Implementation of Digital Storytelling in Teaching Reading Ability of Narrative Text at 9th Grade 0f SMPN 1 Rambipuji"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rambipuji, 28 Januari 2023
Kepala UPTD Satuan Pendidikan
SMPN 1 Rambipuji

Drs. SETIYO MARTONO
NIP. 19680325 199001 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

CHAPTER 7

KD 3.7 DAN 4.7

Narrative Text

Satuan Pendidikan   : SMPN 1 Rambipuji

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IX/2

Materi Pokok   : Narrative Text/Fable

Alokasi Waktu   : 4 JP (2 Pertemuan)

A.   KOMPETENSI INTI (KI)

3.   Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian yang tampak mata.

4.   Mengolah, menyaji, dan menalar dakam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di Satuan Pendidikan dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi yang terkait *fable*, pendek dan sederhana, sesuai dengan konteks penggunaannnya.	3.7.1 membandingkan fungsi sosial beberapa teks naratif lisan dan tulis dengan memeberi dan meminta informasi terkait *fable*, pendek, sederhana, sesuai dengan konteks penggunannnya. 3.7.2 membandingkan struktur teks beberapa teks naratif lisan dan tulis dengan memeberi dan meminta informasi terkait *fable*, pendek, sederhana, sesuai dengan konteks penggunannnya. 3.7.3 membandingkan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memeberi dan meminta informasi terkait *fable*, pendek, sederhana, sesuai dengan konteks penggunannnya.

| 4.7 | Menangkap makna secara kontekstual terkait fungsi sosial, struktut teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fable*. | 4.7.1 | Perform secara lisan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fable* |
| | | 4.7.2 | Perform secara tulis menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fable* |

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi dengan tepat jenis text, bila diberikan sebuah teks narrative dengan mandiri
2. Siswa dapat menyebutkan fungsi sosial dengan tepat, bila diberikan sebuah teks narrative secara komunikatif
3. Siswa dapat mempraktekkan membaca dengan menggunakan lafal yang tepat, bila diberikan sebuah teks narrative secara komunikatif

D. MATERI PEMBELAJARAN

- **Fungsi sosial**
  - ✓ Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
  - ✓ Membandingkan 2 teks yang memiliki 2 pesan moral berbeda
  - ✓ Mencari teks narrative, yang memiliki pesan moral:
    1. Menghormati orang tua
    2. Menghargai teman
- Narrative text is a text used to amuse/entertain people. The purpose of the text is to entertain the people.
- The generic structure of narrative text:
  1. Orientation: the beginning of the story that concist of the introduction of character, time, and place.
  2. Complication: a problem starts to appear.
  3. Resolution: how a problem is solved/problem solving.
  4. Reorientation (optional): closing expression or statement that shows the story ends.
  5. Coda (optional): it may the change of character and moral of the story.
- Types of narrative text:
  1. Fable
  2. Fairy tales
  3. Folktale
  4. Legend
  5. Myths
- **Unsur kebahasaan**
  - (1) Kalimat deklaratif dan interogatif dalam simple past tense
  - (2) Frasa adverbial: *a long time ago, once upon a time, in the end, happily ever after*

(3) Nomina singular dan plural dengan tanpa *a, the, this, those, my, their, dan sebagainya*

(4) Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

(5) Menuliskan salah satu teks narrative dengan ejaan dan tanda baca yang benar

E. METODE PEMBELAJARAN

- Ceramah
- Digital storytelling

F. MEDIA/ALAT DAN BAHAN

1. Media/alat
   Lcd, Projector, Whiteboard, board marker, etc.
2. Bahan
   Video

G. SUMBER BELAJAR

1. Buku paket Bahasa Inggris kelas IX "*Think Globally Act Localy*" Kementrian Pendidikan dan Kebudayaan Republik Indonesia, Jakarta, 2018
2. Lembar kerja siswa "Bahsa Inggris untuk SMP/MTS Kurikulum 2013"

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan pertama : (2 JP)

Kegiatan	Deskripsi	Waktu
Pendahuluan	1. Berdoa bersama 2. Memeriksa kehadiran siswa 3. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari 4. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai 5. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas	10 menit
Inti	1. Guru menjelaskan materi mengenai narrative text 2. Guru memberi contoh cerita tentang narrative text 3. Guru memberi kesempatan siswa untuk bertanya apa yang mereka belum dapat memahami 4. Guru meminta beberapa siswa membaca keras secara bergantian tentang salah satu cerita di LKS yaitu "*The Girl and The Dead Man*" 5. Guru meminta siswa menganalisis cerita tersebut	55 menit
Penutup	1. Guru mereview materi yang sudah disampaikan 2. Melakukan penguatan terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran 4. Menyimpulkan materi	15 menit

Kegiatan	Deskripsi	Waktu
	5. Memberi tugas individual maupun kelompok sesuai hasil belajar peserta didik 6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	

Pertemuan kedua : 2 JP

Kegiatan	Deskripsi	Waktu
Pendahuluan	1. Menyapa siswa menanyakan keadaan dan berdoa bersama 2. Memeriksa kehadiran siswa 3. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari 4. Mengenalkan sedikit materi yang akan dipelajari 5. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan tujuan pembelajaran	10 menit
Inti	1. Guru menayangkan video narrative text yaitu fable yang berjudul "*The Elephant and The Ant*" 2. Guru memberi waktu 20 menit untuk siswa agar merangkum isi video tersebut 3. Guru meminta siswa untuk maju kedepan satu persatu untuk menceritakan kembali isi video tersebut	60 menit
Penutup	1. Guru menyimpulkan materi yang sudah disampaikan 2. Guru memberi pertanyaan kepada siswa mengenai structure dari cerita The Elephant and The Ant serta memebri beberapa pertanyaan tentang materi narrative text 3. Guru memberikan pesan moral dari video The Elephant and The Ant agar siswa dapat mengambil hikmah dari video tersebut 4. Guru menutup kelas degan berdoa bersama	10 menit

I. PENILAIAN HASIL PEMBELAJARAN

A   Teknik   Penilaian **Observasi (sikap), tes tulis (pengetahuan), dan unjuk kerja** (keterampilan)

B. Penilaian Sikap (Tanggung Jawab,Peduli, Kerja Sama, Cinta Damai)

No.	Aspek yang dinilai	Kriteria	Skor
1	Tanggung jawab	Sangat sering menunjukkan sikap tanggung jawab	5
		Sering menunjukkan sikap tanggung jawab	4
		Beberapa kali menunjukkan seikap tanggung jawab	3

No	Aspek yang dinilai	Kriteria	Score
		Jarang menunjukkan sikap tanggung jawab	2
		Tidak pernah menunjukkan sikap tanggung jawab	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Jarang menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Jarang menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1

D. Penilaian Keterampilan (lisan)

No	Aspek yang dinilai	Kriteria	Score
1	Intonation	Nyaris tidak ada kesalahan	4
		Ada beberapa kesalahan tetapi tidak mengganggu makna	3
		Ada beberapa kesalahan dan mengganggu makna	2
		Ada banyak kesalahan sehingga sulit dipahami	1
2	Fluency	Mampu mengucapkan dengan sangat lancer	4
		Mampu mengucapkan dengan cukup lancer	3

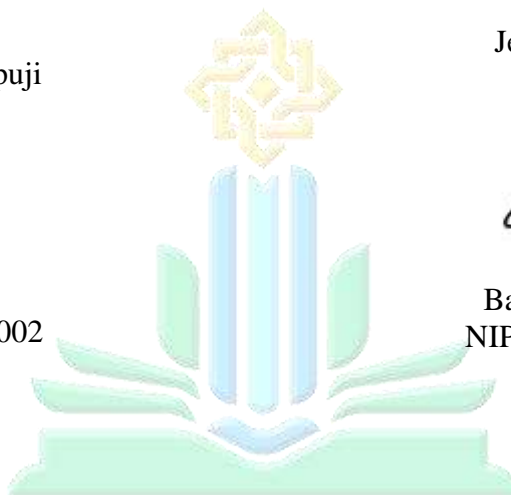|		Mampu mengucapkan dengan kurang lancer	2
		Mampu mengucapkan dengan tidak lancer	1
3	Pronunciation	Nyaris tidak ada kesalahan	4
		Ada beberapa kesalahan tetapi tidak mengganggu makna	3
		Ada beberapa kesalahan dan mengganggu makna	2
		Ada banyak kesalahan sehingga sulit dipahami	1

Menyetujui,
Kepala SMPN 1 Rambipuji

Jember, 10 Januari 2023
Guru Bahasa Inggris

Drs. Setiyo Martono
NIP. 196803251990011002

Bambang Sudiyono, S. pd
NIP.19640707 198703 1 009

I. Answer the following questions correctly, choose A, B, C or D on your answer sheet!

Once upon a time an owl and a pigeon met and talked.

"There are more owls than pigeons," said Owl.

"No, way," said Pigeon, "There are many more pigeons."

"Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day. the owls came first. The trees were full of them. The owls laughed and said, " OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes. The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky. In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. The writer's purpose of writing the text is ….
    a. to entertain the readers
    b. to relate the writer's experience.
    c. to describe owls and pigeons.
    d. to explain how owls have big, flat eyes.

2. Why were the owls laughing when they first arrived?
    a. They were making jokes about the pigeons.
    b. They were telling foolish stories about the pigeons.
    c. They were sure they would outnumber the pigeons.
    d. They were talking about how ugly the pigeons were.

3. Why were the owls staring at the pigeons?

    a. They were afraid that the pigeons would.
    b. They were shocked there were so many pigeons.
    c. They'd like to count the number of all the pigeons.
    d. Thay wanted to scare the pigeons by acting wicked.
3. What can we learn from the story?
    a. Boasting will do more harm to others.
    b. Friendship is very easy to build.
    c. We can do anything if we are together.
    d. Being too proud does not make us noble.

5. What is the generic structure of narrative text?

    a. Orientation-complication-resolution
    b. Goal-material-step
    c. Complication-resolution-orientation
    d. Orientation-resolution-complication

6. What the story that tells about the animals?

    a. Fairy tale
    b. Legend
    c. Fable
    d. Folktale

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?" "Yes, yes, indeed!" the woodcutter replied. "Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?" The scared hunter said, "No … No … I only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot.

7. What is the best title for the text?
    a. Boastful Hunter
    b. Brave woodcutter
    c. Woodcutter's Advice
    d. Woodcutter's Rewards

8. What did the hunter boast about himself?

    a. Nobody defeated him.
    b. He was the smartest man.
    c. He was the strongest man.
    d. He was the most courageous man.

9. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

    a. Upset.
    b. Scared.
    c. Jealous.
    d. Disappointed.

10. If the hunter met a wild animal on the way, he probably would … it.

    a. trap.
    b. fight.
    c. catch.
    d. Avoid

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

11. What is the main idea of paragraph five?

    a. A man picked the second fish.
    b. The second fish could finally save itself.
    c. The second fish pretended of being dead.
    d. A man threw the second fish back to the pond.

12. What was the main problem of the story?

    a. The fish could not escape from the men.
    b. The second fish pretended of being dead.
    c. A man threw the second fish back to the pond.

13. What was the main problem of the story?

    a. The fish could not escape from the men.
    b. Two men was going to catch the three fish.
    c. The third fist didn't think about how to save itself.
    d. The fish looked for ways to escape themselves from the men.

14. How could you describe the first fish?

a. Smart   b. Honest   c. Patient   d. Humble

15. From the test we can learn that ….

    a. a good man is hard to find
    b. two heads are better than one
    c. no one succeeds without efforts
    d. a good beginning makes a good ending

16. What type of the text?

   a. Procedure Text   b. Narrative Text   c. Recount Text   d. Descriptive Text

17. How many generic structures of narrative text?

   a. 7   b. 6   c. 5   d. 4

18. The story tells about the animal character is….

   a. Fairy tale   b. Humor   c. Fable   d. Legend

19. how to solve the problem or problem solving is one of the generic structures of narrative text is….

   a. Orientation   b. Complication   c. Resolution   d. Coda
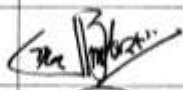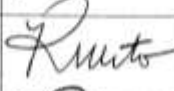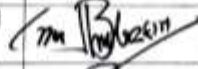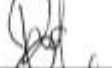
20. What is narrative text?

   a.   Text used to tell us about how to make something
   b.   Text to amuse/entertain people
   c.   Text used to describe something
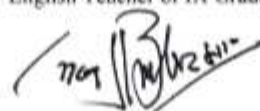   d.   Text used to tell us about hot news
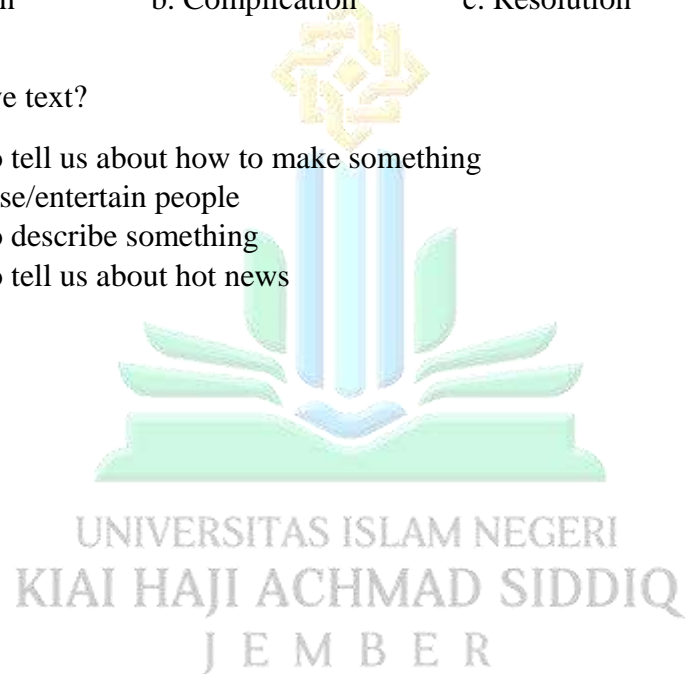
Appendix 6

JOURNAL OF RESEARCH

NO	Day, Date	Activity	Note/Infroman	TTD
1.	Friday, 21st of October 2022	Pre-Observation	Asking about the general description about the research object	
2.	Monday, 9th of January 2023	Giving the permission letter for conducting the research in SMPN 1 Rambipuji	Received by the headmaster of SMPN 1 Rambipuji	
3.	Tuesday, 17th of January 2023	Asking the profile and history about the school	Staff TU	
4.	Friday, 20th of January 2023	Observation teaching reading	Bambang Sudiyono, S.Pd	
5.	Tuesday, 24th of January	Interview with the English teacher	Bambang Sudiyono, S.Pd	
6.	Tuesday, 24th of January	Observation teaching reading through digital storytelling	Bambang Sudiyono, S.Pd	
7.	Tuesday, 24th of January	Interview with the students	Karin and Raka	
8.	Tuesday, 24th of January	Interview with the student	Maura	
9.	Saturday, 28th of January	Receiving declaration of finishing observation letter from SMPN 1 Rambipuji	Headmaster and principle of SMPN 1 Rambipuji	

Jember, 28th of January 2023
English Teacher of IX Grade

Bambang Sudiyono, S.Pd
NIP.196407071987031009

Appendix 7

RESEARCH INSTRUMENT

Interview English teacher (Mr. Bambang)

1. R: What are the difficulties did you experience when teaching reading ability?
   T: So far, my difficulties is about make them understanding about my explanation. Because sometimes they are attention well but still don't understand about what did I explain.
2. R: What the student's difficulties?
   T: The students are low of reading English text, because they are less of vocabulary so that they don't know about the meaning and they are feels difficult when speaking practice
3. R: How do you solve the student's difficulties?
   T: Usually I ask them to reading aloud in front of class that way those who initially don't know about the meaning and pronunciation and then know about it when they are corrected by me.
4. R: What's the material will you teach in teaching reading by using digital storytelling?
   T: I will use narrative text for the material in teaching reading ability
5. R: What's types of narrative text will you teach in teaching reading by using digital storytelling?
   T: I teach and introduce several kinds of narrative text, as like fable, fairy tale, folktale, legend, humour, myths. But more specifically in fable
6. R: What are the steps in teaching reading by using digital storytelling?
   T: I use PPP. The first step is preparation stages is I prepare the video for the students and show to them, the video can be repeated by 2-3 times, the second step is production, I give 20 minutes for writing their conclusion that had been seen the story. And the last is presentation stages is I ask them to come forward one by one to performance their storytelling or their conclusion.
7. R: What kinds of digital storytelling will you use?
   T: I use video clip its like video on youtube
8. R: What are the benefits of use digital storytelling?
   T: There are several benefits of use digital storytelling in teaching reading ability of narrative text are we can introduce to the student now technology, that handphone not always for sending message or for searching in google but also, we can see fun and interesting video on youtube. With digital media also can make the students more enthusiasm following the learning English process.
9. R: How is the evaluation of teaching reading ability of narrative text through digital storytelling?
   T: The evaluation in teaching reading ability of narrative text by reading assessment is multiple choice test. But in the core activity, I used performance test like retell the story of The Elephant and The Ant.

10. R: Can digital storytelling increase the student's reading ability?

T: Yes, can. Because this strategy or this media very helpful increase the student's reading ability. it can make the students more enthusiasm following the English class.

Interview students (Maura)

1. R: What the difficulties did you experience when learning English?
   S: Less of understanding about the meaning
2. R: What's the material will your teacher teach in teaching reading by using digital storytelling?
   S: the material is narrative text
3. R: What are the steps in teaching reading by using digital storytelling?
   S: for the first, Mr. Bambang shows the video, then ask us to write the conclusion about the story, after that we come forward in front of class for performance our conclusion
4. R: Can you understand about the material if your teacher uses digital storytelling?
   S: Yes, I can understand the material if Mr. Bambang uses digital media like video on youtube
5. R: How is the evaluation of teaching reading ability of narrative text through digital storytelling?
   S: Usually Mr. Bambang gives us daily test by multiple choice. In the core activity, Mr. Bambang used performance test. Its like we come forward one by one in front of class to retell story of The Elephant and The Ant.

Interview students (Karin)

1. R: What the difficulties did you experience when learning English?
   S: I feel difficult because lack of vocabulary
2. R: What's the material will your teacher teach in teaching reading by using digital storytelling?
   S: The material in teaching reading is narrative text
3. R: What are the steps in teaching reading by using digital storytelling?
   S: the first step is Mr. Bambang prepare the video, and then the video can be repeated by 3 times, and then he asks us to write the conclusion of the video/story that had been seen, and then we performance our conclusion one by one in front of class
4. R: Can you understand about the material if your teacher uses digital storytelling?
   S: Yes, I can understand well about the video mean. Sometimes I don't know about the meaning but when look the picture I can understand about the meaning
5. R: How is the evaluation of teaching reading ability of narrative text through digital storytelling?
   S: For the evaluation Mr. Bambang uses multiple choice for our test and performance test after showing the story of The Elephant and The Ant. We come forward one by one in front of class to retell.

Interview students (Raka)

1. R: What the difficulties did you experience when learning English?
   S: I can't understand the meaning well because of lack of vocabulary

2. R: What's the material will your teacher teach in teaching reading by using digital storytelling?
   S: The material is narrative text
3. R: What are the steps in teaching reading by using digital storytelling?
   S: First, Mr Bambang gives us the video narrative text is fable, then after watching the video, Mr. Bambang asks us to write the conclusion from the story, after that we come forward one by one to performance our storytelling.
4. R: Can you understand about the material if your teacher uses digital storytelling?
   S: Yes, I can understand about the material when Mr. Bambang used digital storytelling as video on youtube
5. R: How is the evaluation of teaching reading ability of narrative text through digital storytelling?
   S: The evaluation is used by Mr. Bambang is daily test is multiple choice. In the core activity Mr. Bambang asked us to retell the story of The Elephant and The Ant in front of the class one by one.

Appendix 8

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DOCUMENTATION

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The learning process of Digital Storytelling
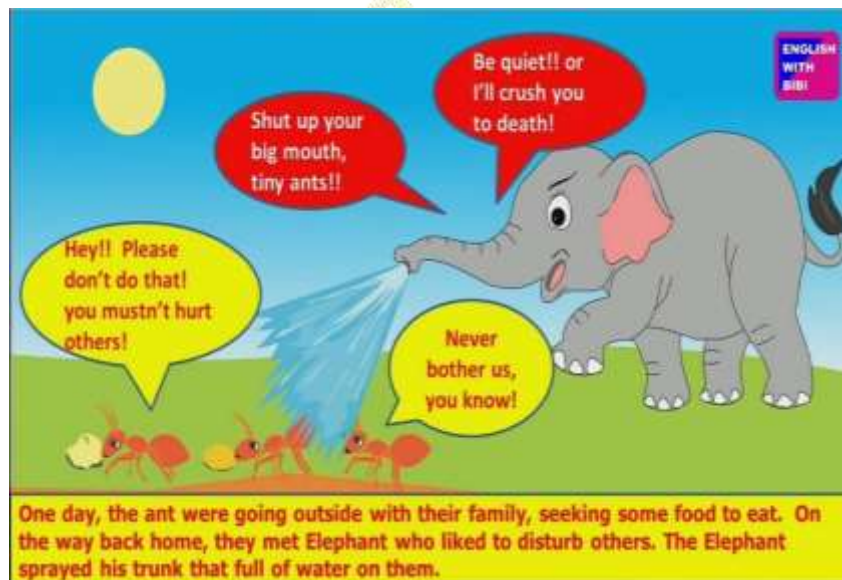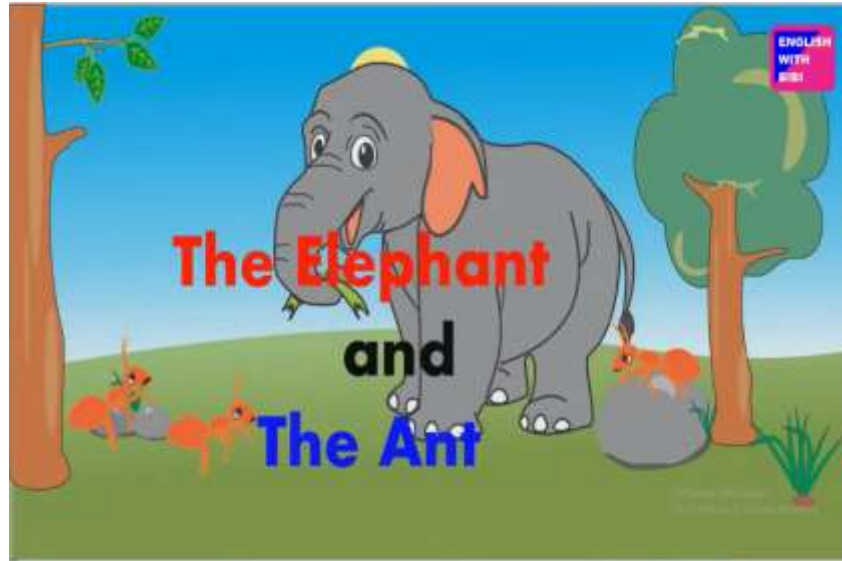
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The process of Evaluating on the digital storytelling

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Interview with the English teacher

Interview with the 9th grade students

The fable video with subtitle

Appendix 9

<p align="center">**CURRICULUM VITAE**</p>

Name	: Lailatul Fitria
NIM	: T20196026
Place/Date of Birth	: Surabaya, August $29^{th,}$ 2000
Address	: Sumberanyar-Nguling-Pasuruan
Faculty	: Tarbiyah and Teacher Training
Program	: English Department (Tadris Bahasa Inggris)
Email	: fitria.laila029@gmail.com

Educational Background

a. TK DHARMA WANITA : 2005-2007

b. SDN SUMBERANYAR II : 2007-2013

c. SMPN 2 NGULING : 2013-2016

d. SMK KESEHATAN AL-YASINI : 2016-2019