IMPROVING STUDENTS' READING A NARRATIVE TEXT THROUGH DIGITAL STORYTELLING AT THE ELEVENTH GRADE STUDENTS OF MA DARUS SHOLAH JEMBER 2022/2023 ACADEMIC YEAR

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Study Program

By:

Fika Nur Fatika
SRN: T20196170

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER ENGLISH EDUCATION PROGRAM FACULTY OF TARBIYAH AND TEACHER TRAINING JUNE 2023

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Has been examined and approved in partial
Fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Study Program

Day: Monday
Date: 26th June 2023
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MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهُ

Meaning:"whoever does the slightest good, surely he will see (reply) Him." (Q.S Al-Zalzalah: 7)[1]

[1] Al-Qur'an Translation online version. Access from https://quranhadits.com/quran/99-az-zalzalah/az-zalzalah-ayat-7/

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Beloved parents, Mr. Hartono my beloved father and Mrs. Kholipah my beloved mother who have been giving their support and effort for me to get Bachelor Degree.

2. My beloved young twin sister Silvi Zakiya, Silva Dakiya and the last my beloved little sister Akifa Nayla who have been giving support, and pray for me.

3. The Ughtea Family Alam Hijau "Noviana, Icha, Hanum, Marisa, Revy, Zakia, Nadina, Mila" who have collered in my life during we live together under the same roof in Jember.
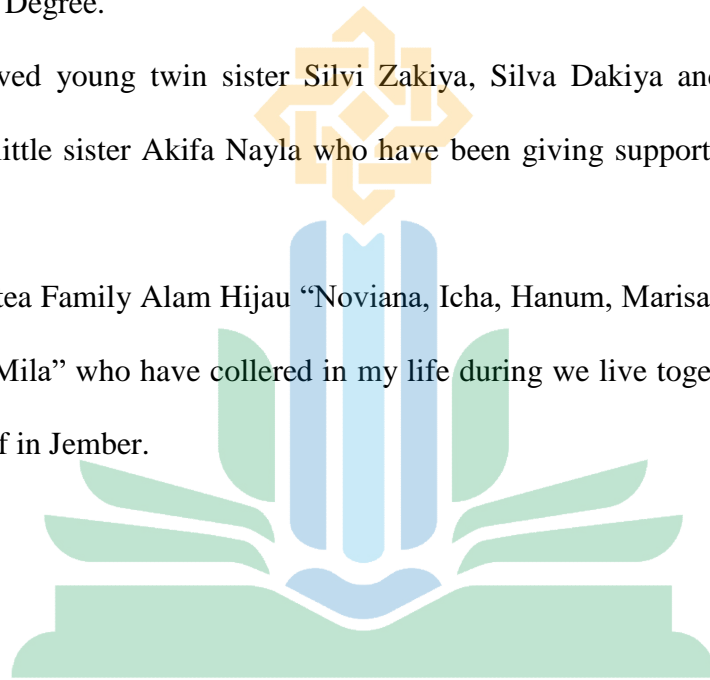
ABSTRACT

Fika Nur Fatika, 2023*: Improving Students' Reading A Narrative Text Through Digital Storytelling At Eleventh Grade Of MA Darus Sholah Jember.*

Keywords: Digital storytelling, Reading skill.

Insufficient interest in reading is a common problem found in the educational environment. The same problem is also found in MA Darus Sholah. Students' reading ability is still low, and they find it difficult to understand the text. the problem is caused by various factors, for example, studnets' lack of interest in reading and feel bored during classroom learning. So that's using Digital storytelling as media to solve the problem. This media peovides audio, image, video, animation that can be used in learning especially in reading class. Previous research primaliry relied on the usage of digiral storytelling has a good impact for teaching and learning in the classroom.

The research question of this study is how the application of digital story telling can give improving students' reading skills in class. The research objective is to describe how to improve students' reading comprehension in narrative text by using digital storytelling at 11th Grade of MA Darus Sholah Jember.

This research design is a Classroom Action Research (CAR) with two cycles. One cycle was conducted in three meetings. This research was conducted at MA Drus Sholah tegal besar-jember. The participants of this study were 17 students of class XI Science. This research used procedures of Kemmis and McTaggart (1988) which are planning, action, observation, and reflection. This study used two tests to measure the improvement of students' reading skills, namely pre-test and post-test. The data collection techniques used in this study were observation, document review, tests, and refelction. The success criteria in this study is if the students achieve the KKM score (70) equal to or higher than 90% of the total students in this study. The result cycle one showed that 53% passed the KKM (9 students). While second cycle showed increasing 94% it meant 16 students who passed the criteria of success (90%). It could be said successful.

The results of students' reading test scores after the cycle 2 showed that the average score of students was 79.70 with the percentage 94% or 16 students who passed the KKM score and for students who did not pass the KKM score were 6% or 1 students. It can be said that this research was successful. The researcher also gives suggestions to future researchers to conduct research on reading skill with digital storytelling media used in English language teaching and learning.

ACKNOWLEDGEMENT

All praise and gratiude is due to God for His mercy and grace, the planning, implementation, and completion of the thesis as one of the requirements to complete the undergraduate program, can be completed smoothly.

This success can be obtained by the author due to the support of many parties. Therefore, the author relizes and expresses her deepest gratitude to:

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

2. Prof. Dr. Hj. Muk'niah, M.Pd.I as the dean of the faculty of education and teacher training of Islamic State University of KH. Achmad Siddiq Jember who has facilited me to study in this faculty.

3. Dr. Rif'an Humaidi, M. Pd, I. as the Head of Islamic Studies and Language Education Department who has been managing the departement.

4. Mr. As'ari M.Pd.I as the head of English education Department

5. Dr. Suparwoto Sapto Wahono M.Pd as the examiner of final thesis examination the writer.

6. Sandi Ferdiansyah, M.Pd as the secretary of final thesis examination the writer.

7. Dr. Khoiriyah M. Pd as the advisor who has given a lot of guidance and suggestion in completing of my undergraduate thesis.

8. All lecturers of English Education Department Faculty of Tarbiyah and Teacher State Islamic University of K.H Achmad Siddiq Jember.

9. Moh. Hanif Luthfi,S.H.I M as the Headmaster of MA Darus Sholah, Farida Muktiana, S.Pd as the English teacher, and students of grade 11th Science, for their assistance and cooperation in finishing my study.

Finally, the researcher hopes May Allah always bless and guid us to the best way of life, especially to all who have already helped compile this undergraduate thesis.

Jember, 3th June 2023

Researcher

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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were the research background, the research problem, the research objective, the significance of the research, action of hypothesis, and the definition of key terms.

A. Research Background

Reading is very important for humans to get information's in daily life. It is very beneficial for students to gain more knowledge. In particular, reading has many benefits, including increasing vocabulary, understanding the context, and comprehension. Nugraheni states that "reading is one of the most important skills in English teaching. Students are expected to develop their knowledge of the specific context given to students to learn."[2] Basically, reading is needed to gain extensive knowledge, information, and insight, and the students can obtain sources of information from the text. The information obtained will increase the knowledge. Dr. Seuss wrote, "*The more that you read, the more things you will know. The more that you learn, the more places you'll go"[3]* Dr. Seuss has explained the importance of reading as a condition for the future. Therefore, reading is important to learn as a basic ability to achieve broad knowledge.

Reading can be categorized into 2 types, namely intensive reading, and extensive reading. both have different meanings which have been put forward

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[2] Nugraheni Suci Pratiwi, "the important reading in everyday life" (university of jambi), p.2 2020

[3] James J. Robinson, "In the Final Analysis." *JOM,* no. 10 (2019): 3329.

by Kevin Miller 2011 that "teaching reading in English to ESL students typically involves a choice by teacher as how to balance intensive and extensive reading."[4] Students are accustomed to reading from an early age, because basically reading in English is not easy because of differences in vocabulary, spelling, grammar, word forms, and pronunciation. So, Kevin miller has said that "there are 2 types of reading including intensive and extensive." Which the aim is to help the students construct detailed meaning from the text and to develop reading skill.

By getting used to reading then someone will have broad insights, creativity open, highly imaginative, advanced, and developing thinking and become the forerunner of intelligent and human empowerment intellectual. Reading provides the way to the reader how to read text, to understand, to get the meaning, to analyse to evaluate, and recreate.[5] Reading is a manifestation of the nature of the learner. it is appropriate if the book is called a window to the world and reading is future investment.[6] as in the Qur'an (surah Al-Alaq (96)) the word of Allah SWT says:

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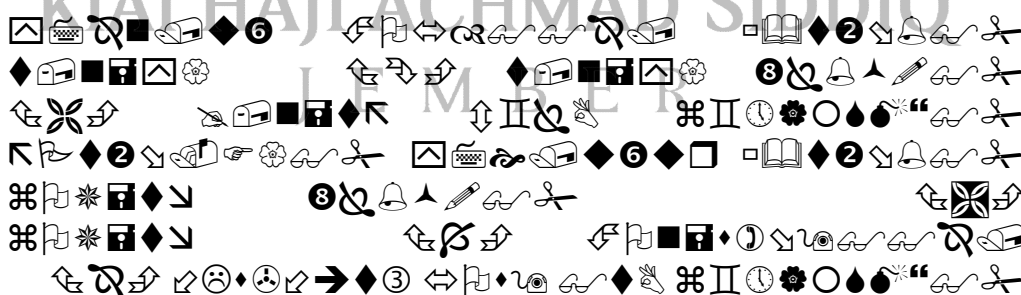
[4] Miller Kelvin "Intensive reading, Extensive Reading and the English Reader Marathon" 2011 p.78

[5] Ngozi U. Emelogu, 'Teaching Reading and Writing in English', I.Vii (2019), 1–35.

[6] Shofaussamawati, 'Menumbuhkan Minat Baca Dengan Pengenalan Perpustakaan Pada Anak Sejak Dini', *Libraria*, 2.1 (2014), 46–59.

Meaning: "(1) Read by (mentioning) the name of your Lord who created, (2) He has created man from a clot of blood. (3) Read, and your Lord is the Most Glorious, (4) Who teaches (humans) with a pen. (5) He taught man what he did not know."[7]

The first revelation delivered by Allah SWT through the angel Gabriel to the Prophet Muhammad SAW is reading. "Read it by (mentioning) the name of your Lord who created." (QS: al-Alaq 1).[8] The verse above explains that reading is the key to acquiring knowledge. Conducted by sura Al-'alaq reading is written over and over again, but the repetition of this word has a broader meaning than reading, learning what you don't know. Therefore, by becoming interested in reading books and making it a habit in addition to developing brain will also get good attitude.

Many previous studies have investigated reading skill. According Hilman found out that "reading is considered one of the ways to get information and extends the knowledge of the language." In short, that reading will give information and knowledge in learning process. Another researcher, Nurjannah indicated that "reading need to be mastered for communicating and receiving some information (technology, science). She also explained that to improve reading ability, the students should get good understanding about the material through reading well and effectively." Research result conducted by Nurul showed that "reading is important ability to get more understanding through GRASP (Guided reading and summarizing procedure) to enlarge knowledge and can give useful information for English teacher." This means

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[7] Al-qur'an and translation, surah Al-'alaq. (verse 1-5) P. 597
[8] Zaenani Nani Qodriyatun, Muqowim Muqowim, and Radjasa Radjasa, 'Menanamkan Tradisi Membaca Pada Siswa Menurut Pandangan Kh. Wahid Hasyim Dalam Menjawab Tantangan Era Industri 4.0', *Ta'allum: Jurnal Pendidikan Islam*, 8.2 (2020), 267–85

that reading does not only have benefits in giving information and knowledge, but also it can be applied in education with appropriate strategies or certain learning methods. Even though reading skill has been researched by many researchers, but rarely discussed in depth regarding reading specifically, that's using digital storytelling.

Digital is one of technology in using for teaching and learning English. Using multimedia technologies can be used all over the world, it should be well-prepared. Combining images and written or record text improve pupils' comprehension.[9] Digital storytelling is useful for creating, analysing, and combining images with text. Tsou, Wang and Li recommended that "teachers could use digital storytelling in learning. It also improved pupils' language performance." It is commonly used in education for learning, explaining, and entertaining. In this research the researcher used the procedure, which started with an idea, explore/learn, write or script, story board/plan, recording, put it all together, share, reflection and feedback.[10] Developing reading skills using digital stories is the main concern of the present study.[11] In short, digital storytelling is a tool recommended for the teachers as the media fur learning, which is the contain combining image, record or video, writing. It means the digital storytelling can increase the students creative in learning English especially in reading ability.

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[9] Bumark "the use digital storytelling" Hamburg 2004 p.54.

[10] Bernard R Robin, "Digital Storytelling: a powerful technology tool for the 21st century classroom. 50.

[11] Mohammed Alkhlili, 'Using Digital Stories for Developing Reading Skills of EFL Preparatory School Pupils', *Electronic Comprehensive Journal For Education And Science Publications (MECSJ Knowledge-Multi ISSUE*, 4, 2018, 68–88

According to the results of the scientific journal by Donny A.G. and his friends stated that after using digital storytelling to teach short story reading, the students demonstrated this progress. The production of materials improves students' grades and can increase their enthusiasm in reading short stories.[12] Digital storytelling has clarified into different kinds, there are photo stories, video words, presentations and video clips. Photo stories are combinations of images and texts. In addition, there were many researchers showed that digital storytelling was an appropriate technique to improve students reading skill. The previous research was conducted by Rila Apriltya, Regina, Zainal Arifin the result of rila and zainal's study findings thet the data of students' score of pre-test and post-test was significantly improved. Rila and zainal also conclude in their research that digital story telling could help the students in improving their reading skill through multiple choice test.[13] Another previous research was from Shahala Nassim the result of the research showed that "digital storytelling give improvement in reading and writing skill. And by using digital storytelling can increase the students critical thinking, creative, and the students confident."[14] From the previous study many researchers have been conducted that digital storytelling give good impact to students in reading skill, but the researcher has the novelty in this study, that is to create digital storytelling media using video scribe, which

[12]A.G Donny, R. Maitri, H. Muhammad, Yusrah English Deparment and Study Program, 'enhance students' reading comprehension through digital storytelling ',Vol. 12.2 (2021), 201–6.

[13] Rila Apriltya, Regina, zainal Arifin "the use of digital story in teaching reading narrative text foe smp students". (Journal of Education and Equator Learning.) 5(4).

[14] Shahala Nassim "digital storytelling; an active learning tool for improving students' language skills" International Journal of Teaching, Education and Learning ISSN 2457-0648 Volume 2 Issue 1, pp.14 – 29.

combines several images, writings, and animations available and can record their own voices or contain video, in accordance with the desires of its users.

Those are previous studies that have been conducted by many researchers about digital storytelling. Many researchers have successfully carried out strategies using digital storytelling in reading skill but some of the previous studies have not used narrative text material with the design classroom action research method. The researcher chooses digital storytelling as the media for teaching and learning cause the school has not applied it before, but the school has a projector and it never uses as the media teaching and learning, it just uses when there is an event like seminar or workshop. The researcher and the teacher collaborate applying this digital storytelling as the media whether it will give a good impact or not. And the researcher uses narrative text as material for research through digital storytelling in teaching Narrative text.

According to the 2013 curriculum on the basic competencies of narrative material read and understand short functional texts in the form of narrative. Narrative text is one of the texts that must be understood by grade XI high school students. For acquiring new knowledge in a curriculum requires a reading strategy.[15] According to the researcher this is a suitable material to collaborate with English teachers. The researcher chose narrative text in her research because it is in accordance with the syllabus. In short, narrative text material about narrative text is already in the 2013 curriculum of

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[15] Khoiriyah, Ach. Faridul Ilmi "Multimodal digital extensive reading program: a reflection on literacy movement in Madrasah and Pesantren" Jember 2023 P.268

the Ministry of Education and Culture for grade 11 high school level and will be studied in the even semester of this year. so, teachers and researchers want to develop the level of reading interest in the context of developing reading skills in narrative text.

There were several problems that occur at school, students became discouraged when the material given is difficult, especially by using monotonous teaching strategies, such as students were being asked to read aloud, and looked for difficult words the translate one by one. That was where the lack of students' ability in learning in class. The same problem was previously found at MA Darus Sholah by researchers who interviewed the English teacher on Thursday, 23 February 2023. The teacher explained the questions asked by the researcher related to students' reading ability. When the teacher started reading material, a number of the students did not understand the text.[16] They also had difficulties in comprehend the text, then how to read with pronunciation correctly. Various factors caused, for example, they were still confused in answering the teacher's questions, some students sleep in the class, some students did not focus on the material, some students often entered and leaved the class during the teaching and learning process, students were lazy in reading the text and had a short vocabulary of reading. So, the researcher has uniqueness in her research in applying digital storytelling media that has never been made from previous studies.

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[16] Observation and interview English teacher in MA Darus Solah, tegal besar-kaliwates-jember

Based on the results of observation and interview with English teachers, the researcher found some difficulties and deficiencies experienced by students during the learning process. just as they felt bored when learning English material in reading. they were only asked to read, interpret, and asked to look for difficult words in the reading text and then looked them up in the dictionary.[17] with a strategy like that continuously will make reading skills decrease. In essence the English teacher only asked students to read, and looked for information in the reading text, by interpreting difficult words in the dictionary. After discussing with the English teacher, we concluded that improve students' reading skill and active in the class. So strategy that could solve the students speaking problem in the class was using Digital storytelling media.

Based on the explanation aforementioned, it can be argued that by using digital storytelling in explaining a narrative text is a good alternative and effective way of teaching reading English in MA Darus Sholah because this technique could make the students' reading skill improved, by using this technique they can learn to read more spirit, they can improve their confidence, and they will not feel bored. With this case, researcher collaborates with English teacher and provide the latest innovations that have never been done in this school before, more specifically in class XI grade, so that the researcher is interested in conducting the researcher entitled "*Improving students' reading a narrative text through Digital Storytelling at XI Garde of MA Darus Sholah Jember*"

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[17] Observation in MA Darus Solah, 23 February 2023 at 9.00-10.00.

B. Research Question

Based on the background above, the researcher formulated the research question:

How do the students improve reading a narrative text by using digital storytelling at 11th grade of MA Darus Sholah Jember?

C. Research Objective

Based on the research question above, the research objective of this research was:

To describe how digital storytelling can improve students' reading comprehension in narrative text at 11th Grade of MA Darus Sholah Jember.

D. Research Significance

The researcher hopes that this research could give kinds of significances in this research: theoretically and practically.

1. Theoretically

   a. The result of this research is to support theory of digital story telling in improving reading skill.

   b. Enrich the sources of the knowledge about strategies in teaching and learning process, regarding digital storytelling. Besides, this research is expected that it can contribute to education of Indonesia.

2. Practically

   a. This research is expected to provide advantages through the analysis presented to education parties, not only teachers and students, but also the community.

b. This research is expected that it will become a reading and discussion material which can enhance the knowledge of educational strategies.

E. **Action Hypothesis**

The action hypothesis of this classroom research is the implementation of digital storytelling can improve students' reading skill at 11th grade of MA Darus Sholah Jember year 2022-2023.

F. **Definition of Key Terms**

1. Reading

Reading is the process of cognitive reasoning that extracts information from text by understanding its meaning. The activities involved in reading process are receiving, analyzing, and interpreting the meaning of the reading. The purpose to provide and track more information for intellectual development or knowledge.

2. Narrative text

Narrative text is a text to tell a story that has a series of connected chronological events. The purpose of this text is to entertain the reader about a tale or stories. These types of narrative text: fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experiences.

3. Digital Storytelling

Digital storytelling is telling a story or text by using an audio-visual. It is also a technique of teaching by using recording an audio and videos. In this study the researcher used digital storytelling to improve the student's reading skill.

CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Studies

There were some previous studies that were relevant. It could be references for helping this research. The previous research had been conducted by several researchers, but each research had its own uniqueness. This is due to different in places of research, research objects, and literature used by researchers. There were five recent researchers chosen, those are:

1. The first previous research was from Rila Apriltya, Regina, Zainal Arifin (2014/2015) from University of Pontianak, entitled *"the use of digital story in teaching reading narrative text for smp students"*. The method of the research was quantitative method which used a pre-experimental and the research design that used was the one group pre-test and post-test. The sample of this research was class VIII D which consisted of 35 students. Then, the researcher focused on the effectiveness of digital story as media in reading to improve junior high school students reading ability. The result of this study indicated that there was a significant score in the pre-test and post-test. The data were collected through pre-test and post-test by using the multiple-choice test which consist of 20 items. The mean score of pre-test was 60.85 while the mean score of post-test was 79.28.[18] so from the score of pre-test and post-test of the research, it could be

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[18] R Apriltya and Z Arifin, 'The Use of Digital Story in Teaching Reading Narrative Text for SMP Students', *Jurnal Pendidikan Dan Pembelajaran …*, 2016, 1–11.

concluded that by using digital story as a media could improve junior high school students' reading skill.

2. The second previous research was conducted on international journal of teaching, education and learning from Shahala Nassim, Arab Open University, Muscat, Oman (2018) entitled *"digital storytelling: an active learning tool for improving students language skill"*. The method used a classroom action research method and focused in reading and writing skill. The grade participants were Arab open University consisted 24 students. This study aimed to give a better understanding of the usage of multimodal approach like digital storytelling in language learning classrooms. The result of the study showed that the rubric was developed to asses' students' digital story together with a survey to get students' perception about digital storytelling device in English classrooms. The study found the effectiveness of digital story as a tool in enhancing learning process and improving reading and writing skills.[19] It could be concluded that digital story proved as highly recommended tool for improving students reading and writing skill in Arab Open University.

3. The third previous research was a journal of Muhammad Fajri Hamdy (2017) from State Islamic University of Sultan Syarif Kasim, Riau. Entitled *"the effect of using digital storytelling on students'* reading comprehension and listening comprehension". The purpose of this research was to find out the effect of using digital storytelling strategy on students' reading comprehension and listening comprehension. The

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[19] Shahala Nassim, 'Digital Storytelling: An Active Learning Tool for Improving Students' Language Skills', *PUPIL: International Journal of Teaching, Education and Learning*, 4.1 (2018), 14–29

method that used in this research was quasi-experimental with pre-test and post-test. The sample there are 2 classrooms containing 60 students of level II at Language Development centre of UIN Suska Riau. The result of the research there were no significant in pre-test (p>0.05) and there were significant differences (p<0.05) between the means of both groups post-test scores, in reading comprehension (p=0.02), and listening comprehension (p=0.04).[20] it could be concluded that the score of the students was significant in post-test, and it indicated that the media digital storytelling has a good impact in the classroom.

4. The fourth previous research was from Fatma Mohamed El Sayed from Mansoura Univeristy Egyptian Association (2016) entitled *"using digital stories for developing reading skills"* the method used in this research was quasi-experimental method. The purpose was aim at investigating the effectiveness of digital stories in developing some reading comprehension skills of the preparatory school students. The subject for this study was divided into three groups. The first experimental group was taught using ready-made digital stories downloaded from instructional sites in the internet. The second experimental group was taught using digital stories designed by the researcher. The last control group was taught using the predetermined method mentioned in the teacher's guide. Each group consisted of 35 students. The result of this research indicated the effectiveness of the experimental group, compared to the control group

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[20] Muhammad Fajri Hamdy *the effect of using digital storytelling on students' reading and listening comprehension,* State Islamic University of Sultan Syarif Kasim, Riau 2017 p.30

who taught in teaching and learning.[21] Thus the researcher concluded that using digital storytelling gave the effectiveness among 3 experimental groups.

5. The last previous research was conducted on thesis by Citra Ayu Murgayyah (2022) entitled *"Improving students' reading comprehension of narrative text using digital storytelling".* The researcher used qualitative descriptive method. The subject of this research were the tenth grades students at Islamic High School, the researcher used observation, interview, and documentation to collect the data. The result of the researcher showed that after using digital storytelling the students could comprehend the reading material od narrative text easier. By showing the video of digital story telling of narrative text, thus it helped them to illustrate the story by their own mind. Besides, students' participation showed that student's engagement into reading class actively, and enthusiastic, whereas the students' interest and focus in reading material narrative text.[22] It showed that digital storytelling gave improvement in reading English, by using digital storytelling could increase the students reading comprehension skill better. Therefore, this study could be references for learning reading comprehension of narrative text in the future.

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[21] El Dweil *using digital stories for developing reading skills* University Egyptian Association 2016.

[22] Citra Ayu Murgayyah, 'Improving Students' Reading Comprehension Of Narrative Text Using Digital Storytelling' (Walisongo State Islamic University, 2022).

Table 2.1
The Similarities and Differences between Previous
Research and This Research

No.	Author and Title	Similarities	Differences
1.	A journal article written by Rila Apriltya, Regina, Zainal Arifin.(2015) "The use of digital story in teaching reading narrative text for smp students"	a. Both researches focused on teaching reading narrative text b. Both researches used digital storytelling	a. The subject of previous research was the students of junior high school, while the current research was the students of senior high school. b. The previous research used quantitative method which used pre experimental, while current research used classroom action research
2.	A journal article written by Shahala Nassim (2018) "Digital storytelling: an active learning tool for improving students language skills"	a. Both researchers used digital storytelling b. Both researchers used classroom action research	a. The subject of previous research was students at university, while current research was junior high school. b. The previous research implemented two skills; those are reading and writing, while current research implemented in reading skill. c. The previous research focused on the digital story telling as a tool which can improve reading and writing, while current research focused on the implementation of digital storytelling media in teaching and learning reading a narrative text.

No.	Author and Title	Similarities	Differences
3.	A journal article written by Muhammad Fajri Hamdy (2017) "The effect of using digital storytelling on students' reading comprehension and listening comprehension"	Both used digital storytelling	a. The previous research used quantitative method which used quasi-experimental, while current research used classroom action research. b. The previous research focused on reading and listening comprehension, while current research used reading a narrative text. c. The subject of previous study was student at Islamic university of Riau, while current research
4.	A journal article written by Fatma Mohamed El Sayed (2016) "Using digital stories for developing reading skills"	Both researchers used digital storytelling for developing reading ability	a. The subject of previous research was student at university, while current research was students senior high school. b. The previous research used quasi-experimental method, while current research used classroom action research.
5.	A thesis written by Citra Ayu Murgayyah (2022) "Improving students; reading comprehension of narrative text using digital storytelling"	a. Both researchers used digital storytelling. b. Both researchers implemented reading comprehension of narrative text.	a. The previous research used qualitative descriptive method, while current research used classroom action research. b. The subject of previous was tenth grade of senior high school, while current research was eleventh grade of senior high school

Based on some journal above, it could be seen although generous studies focused on the use digital storytelling for teaching and learning in junior high school students and students in universities. With this mind, the researcher would like to concentrate on presenting how digital storytelling strategy is applied to understand narrative text for high school students. Moreover, while previous studies have investigated the application of digital storytelling in learning, few researchers have focused on how digital storytelling media can help students' problems in reading narrative text. Therefore, this study aims to investigate how digital storytelling can improve students' reading ability in narrative text. Other side some studies have applied qualitative and quantitative, and only a few have used classroom action research; therefore, this study uses classroom action research to achieve the goal of students' reading problems and improve students' ability reading narrative text.

B. Theoretical Framework

1. Reading

   Reading is the act of looking at text and the process of comprehending the content of the text loudly or silently. Reading is a way to get information from something that was written.[23] English language has four skills those are speaking, reading, writing, listening. One of the important skills in English is reading skill. By reading the writer can express an imagination towards a reader that is liked by the public and also understood by someone. Reading as a means of communication and

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[23] Blogspot.com, Reading Definition, Upload on August 2010, http://definisi-pengertian.blogspot.com/2010/08/reading-definition.html,

getting shared information and ideas. The reading process requires continuous practice, development, and refinement.

Reading involves looking at a written or printed symbol and translating it into sounds that match the shape of the symbol. This phonetic symbol is spoken to the object that represents it. Therefore, reading has three elements. Signs (written or printed), sounds, and meanings. The two key words here are creation and meaning.[24] There is no reading activity if no meaning is created.[25] Another definition comes from Shen states that reading can act as a stimulus and react to the text being read, arousing emotions and leading readers to generate ideas. On other hand, in McDonough and Shawn William argues that reading is used to obtain general and specific information through text, and for enjoyment and interest. Moreover, reading activities can not only stimulate the reader to think critically, but also encourage the reader to write or conclude. Another assumption made by Anthony and Richard is that reading is a process consisting of a complex set of interrelated skills:[26]

a. Mastery of basic general and subject-specific vocabulary may be required.

b. The intelligence necessary to comprehend sentences, paragraphs, and long passages that form thought units.

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[24] M. E. S Elizabeth and Digumarti Bhaskara Rao, "Methods of Teaching English" (Indiah: Discovery publishing House, 2004)

[25] Lulut Widyaningrum, "mapping readability of the text and reading abilities of the users" (Semarang, LP2M, 2014)

[26] Nadiah Makmun, "Teaching reading using multiple intelligence approach" Vision: Journal for language and foreign language learning, 1.1 (2012), 10-11

c. The intelligence necessary to track the progress of existing thought and draw relevant conclusions, and critical judgments.

d. Ability to concentrate on reading.

Therefore, reading is one of the language learning skills that needs to be mastered with several elements' signs (written or printed), sounds, meanings. Thus, reading is necessary to be learned by everyone to know and to get more knowledge. The aim of reading is to know the content of the paragraph about the message written by the author.[27] There are several purposes of reading that pointed by Beatrice and Linda.[28]

1) To obtain information

Reading provides the reader with all the information, data and ideas that the reader was previously unaware of. Reading gives a new information, solutions to problems, and facts. Reading here provides a lot of information that enriches the reader's knowledge.

2) To understand ideas or theories

Most readers have poor reading comprehension, so readers need to focus and understand the main points of the book. In this way, the reading comprehension process can achieve the purpose of reading comprehension. Reading is therefore a direction for finding the source of theories and ideas.

3) To discover the authors' viewpoint

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[27] Suparwoto Sapto wahono "The Students Reading Ability on The Third se-mester of English Department at Iain Jember" Jember 2016, p.381

[28] Azizah, "The Influence of students' reading habit of short stories on their abilities of writing narrative text" (state Islamic university of walisongo semarang, 2019), Undergraduate thesis.

Based on the Oxford Learner's Pocket Dictionary, a perspective is a way of thinking about a subject. To find the author's point of view, the reader must read and understand the text. The author's point of view may not be included in the text. So, the reader must understand it.

4) To seek evidence for their point of view

Reading gives the reader all the information, and then the reader can write a lot of information while easily knowing their point of view by structuring the sentences.

5) To know when or where something will take place or what is available.

6) For enjoyment or excitement.[29]

Reading includes intensive reading and extensive reading. Intensive reading focuses on reading comprehension. Intensive reading is also a deliberate reading activity that teaches someone hoe to read critically. Intensive reading includes explanatory texts, stories, reports, etc. while, extensive reading means reading longer and more material quickly. Extensive reading us used to achieve this a general understanding and focus on the material's importance to the individual. Extensive reading is also defined as the text in the shortest possible time to understand the content of the text. The material used especially in book, long articles and essays.[30]

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[29] Hossein Tavakoli and Reza Biria, "The impact of language-learning strategies on the development of reading comprehension," Elixir International Journal, (2014): 23078.
[30] M. Zaini Miftah "Implementation of intensive-Extensive reading strategy to improve reading comprehension," *Journal on English as a foreign Language,* (March, 2013): 21-23

The researcher used reading comprehension for this study. According to linger (2007), there are many definitions of reading comprehension. Reading comprehension is multifactorial, including not only readers' responses to the text, but also the interactions between readers and what they contribute into the text. There is a process of meaning construction involving all variables related to the text, such as prior knowledge, use of strategies, and understanding of the text's interest and type of text.[31] According to stephanie Harvey and Anne Goudvis, comprehension is the process by which the reader constructs meaning using the information on the printed page as building material, and the knowledge of the text in the reader's mind is preserved. Woodley interprets text comprehension is the process of extracting meaning from text. The goal is not to extract meaning from individual words and phrases, but to provide information between reader and author by fully understanding what the text describes. Reading comprehension is understanding what you read, although comprehension is the goal of the reading activity, but it also understanding the text, the teacher, as a facilitator, must support effective strategies for teaching English earning. Appropriate strategies for teaching and learning English reading can affect student

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[31] Nuna Mustikawati Dewi "The using of collaboratie strategic reading (CSR) to improve reading comprehension skill" (Semarang: DIPA, 2015)

comprehension. Grellet states that reading has a valuable skill for guessing, predicting, checking, and understanding.[32]

Based on the statements of several experts that have been found, the researcher can conclude that reading is a a process of gathering more information by recognizing, thinking, and interpreting the text. And also reading is a job that involves a lot of mental work such as thinking, understanding, and looking for something or new information. Thus, with this activity, readers can increase and improve their language knowledge. In addition, reading is one of the fun activities for some people, especially for a bookworm. However, reading is an ability that students must master to support or reinforce academic success.

There are three levels of reading: literal, inferential, and evaluate comprehension. These levels are described as follows:[33]

a) Literal comprehension is the first level of reading comprehension, easiest to understand. The readers require exposing information directly in the text.

b) Inferential comprehension is the next level for identifying the intended purpose of the text. In order for the reader to draw the correct conclusion, the reader must interact with the text.

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[32] Francoise Grellet, "Developing reading skill" (London: Cambridge University press, 1996), 8.
[33] Julie Alonzo, et al, "They read, but how well do they understand? An empirical look at the nuances of measuring reading comprehension" *Northern Arizona University,* (December, 2009): 35. https://doi.org/10.1177/1534508330082

c) Evaluate understanding is an important level of understanding consider iteral and speculative understanding. Additionally, the readers refers to inferential understanding and contrasts it with the reader's knowledge, experience, and understanding.

The level of reading ability used in this study is literal comprehension. The researcher took literal comprehension because this level of reading is applied in junior and senior high school so that it makes it easier for students to understand the text fundamentally. In addition, this level asks students to find information from the text explicitly.

2. Narrative Text

The narrative text has many definitions from some experts. Narrative text is a type of text that describes a sequence of events using chronological or interconnected system. The narrative text is generally imaginative, or not real which the result of the imagination of the author. According to Celce and Murcia, narrative text is structured parallel to the chronological development of events and focuses on one person or character.[34] Thus, narrative texts are usually personal or personal in nature, detailing the persons involved or the events associated with them. Another experts from Susan Dymoc narrative text is known as story that are we related a single story or several related stories one.[35] the result of his

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[34] Anom, 'An Analysis of the Narrative Writing the Ninth Grade Students of Smp Negeri 1 Gianyar Based on Text'S Cohesion and Coherence', 2013.
[35] Susan Dymock "Comprehension strategy instruction: teaching narrative text structure awareness" *international literacy association* vol.61, p. 161 2011

research that the results were that some children were able to discover on their own the structure narrative texts (that is, stories that have plots, characters, settings, and themes). So this research suggested using narrative texts in his research that helps the teacher play an important role helping students to develop a good understanding of awareness of the structure of narrative texts. According to Zaimar and Harahap states that narrative text is signed by the chronological use of time. Moreover Anderson states that narrative is a piece of text tells a story and in doing so, with the aims for entertaining or informing the readers or listeners.[36] Then, narrative or narration has the same meaning as stated before, that narrative tells a story chronological for amusing or giving information to the reader and listener. It also supported in curriculum 2013 narrative text is defined as a text which has function for amusing, entertaining and to deal with actual experience un different ways.

There are many types of narrative text, Neo states there are some categories of narrative text, they are Humour, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels and adventures.[37] For general constructions and rhetoric there is narrative structure, some structure and conventional structure. the focus of narrative text is on a series of plots, exhibition, ascending plot, climax, falling plot and resolution. [38] in this case of generic structure of narrative text there are

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[36] P. Strajhar and others, 'The use of Cohesion in Students' Narrative writing at english department of Maulana Malik Ibrahim state islamic university of Malang', *Nature Methods*, 7.6 (2016), 2016
[37] Neo, Ernest "Narrative for 'O' level" Malaysia, long man 2005. P. 58
[38] *Ibid,* p. 2

some structures that is focus of the text is on a series action: orientation, complication, and resolution.[39]

Generic structure of narrative text is the distinctive beginning – middle – end structure of a genre. In more detail that narrative text has generic structure they are orientation, complication, a sequence of events, resolution, and the last re-orientation.[40]

a. Orientation introduces participants and provides information about time and place. This is where the characters, places and times of story are constructed. For guidance, stories describe who the story is, when the story takes place, and where the story takes place.

b. Complication describes a new crisis that affects what happens in the story. This part covers starting and creating stories.

c. Sequence of events shows how the characters in the story react to the complication.

d. Resolution shows where story issues are understood or comprehended.

e. Re-orientation that's the end of the story. It can be a happy ending or a sad ending. In the final part of the story, authors sometimes place moral values that benefit the reader or spectator(viewers) a lot.

Furthermore, besides narrative text has generic structure, but also narrative text has a language features. According to mark and Kathy Anderson, the language features of narrative text as bellow:

1) Focus on specific, usually individual participants.

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[39] Anom. "an analysis of the narrative writing the ninth grade students' of smp negeri 1 ganyar based on the text's cohesion and coherence" ganesha university of education. 2013 p.46

[40] AZIZAH, 'The Influence of Students ' Reading Habit of Short Stories on Their Abilities of Writing Narrative Text', 2019, 29–39.

2) Use of material (action process)

3) Using relationships and mental processes.

4) Use of temporal conjunctions and temporal contexts.

5) Use of the past tense.

6) Short, telegraphic information about the story, summarized in a one-sentence headline.[41]

3. Media

a. Definition of Media

Media is a means of communicating and carrying out information or a message that occurs between a sender and a recipient. We can find various media such as books, newspapers, and magazines around us, such as TV, telephone, radio. Susant defined media as a tools used to: a learning process to facilitate teacher-to-teacher communication support students in making the learning process effective.[42] Other cases on the other hand, we can conclude that learning media are the process of learning, to convey information and messages to facilitate communication. Ensure a smooth learning process between teachers and students to be effective.

b. Kinds of Media

According to Susanto there are 4 kinds of media:

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[41] Risma Wijayanti, 'The Effectiveness Of Using Survey, Question, Read, Recite, Review (Sq3r) Method To Teach Students' Reading Comprehension On Narrative Texts At Tenth Grade Students Of Sma Negeri 13 Semarang In The Academic Year Of 2016/201' (Walisongo State Islamic University Semarang, 2018)

[42] Ahmad Susanto, Pengembangan Pembelajaran Inggris di Sekolah Dasar. (Jakarta: Kencana, 2014.) p.13

1) Audio media is media that rely on recorded text or sound capabilities. Example: radio and cassette recorder.

2) Visual media is media that displays an image. Example: picture, photo, real object, map, flash card.

3) Audio visual media is media that can be seen, touched and listened. Example: TV, film, video.

4) Computer media is learning media based on computer. Example: zoom, g-meet, power point, Microsoft word.

Based on the explanation above, there are many kinds of media. While in this research the researcher takes digital storytelling as audio visual and computer media in teaching and learning process. the use of digital storytelling in teaching and learning process can be more effective than the conventional storytelling method. Also, it can make students motivated and active in the class during teaching and learning process.

4. Digital Storytelling

The understanding of digital is an electronic system that is commonly used to record sound and share information with the viewer. This kind of electronic technology has been widely used in teaching applications such as audio, video, recording, cameras, projectors, and other software programs. While storytelling is an activity of conveying a story or information in it to the listeners, either in the form of words, pictures, sound, and video. In telling a story, storytellers sometimes use expressions when telling stories such as facial expressions, gestures and voice intonation. So, it can be concluded that the incorporation of digital

storytelling is a process of combining images, sounds, texts, and videos in a media or applications and then containing a story or information to tell or describe something using an electronic system.

Ferdiansyah stated learning english through digital storytelling means learning in an integrated way that involves the skills of reading, writing, speaking, and listening.[43] in the quote from Ferdiansyah stated that an illustration in digital storytelling of English learning activities that involve the four skills. for example, one of them is in reading, such as the initial step of learning, students are invited to take a reading journey (literacy activities). So it can be concluded that in teaching and learning English can be used digital storytelling for all skills English (reading, speaking, listening and writing). The researcher uses digital storytelling for reading skill.

According to Bernard R. Robin stated that digital storytelling is the process of combining the arts of telling stories with variety of digital multimedia, such as an image, an audio, and video or an oral video.[44] According to porter, digital storytelling is the combination of the ancient art of oral storytelling with a technical tools to waves personal stories using digital image, graphic, music, and sound mixed together with the author's own story voice. [45] Nathalie Grant and Brien Bolin stated that digital storytelling is a short movie by using image, music, and mixed

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[43] Sandi Ferdiansyah *Pendekatan Pendagogis Membuat Digital Storytelling: panduan praktis untuk Guru dan Calon Guru,* Meja Tamu 2019 p.12

[44] Bernard Robin, 'A Review of Australian Neoseiulus Hughes and Typhlodromips de Leon', *Invertebrate Taxonomy*, 15.1 (2001), 73–158.

[45] Anita Ni'matus Solihah, "Digital storytelling in engaging non-english students department" walisongo state Islamic university semarang, 2019.

together with the author's own story voce.[46] Another expert from Frazel also stated that Digital storytelling is essentially a process of combining images, sounds, texts, and video to tell describe something.[47] It can be concluded that using digital storytelling media in teaching and learning English can make the students are more interesting, interactive and understandable during learning process in the class. By using digital storytelling which the speaker explains the stories by giving combining images, audio, picture it makes the atmosphere come alive.

The categorize of digital storytelling, according to Robin there are three types of digital storytelling such as:

a. Personal narratives: stories that contain accounts of significant events in a person's life.

b. Historical documentaries: stories that examine dramatic events that help us understand the past.

c. Stories designed: to inform or instruct viewers about a particular concept or practice.[48]

Based on the quotation above, there are three main types of digital storytelling, then type of digital storytelling that will be applied by researcher is the third type which is stories design. This type of digital storytelling is used to convey information from media to learners.

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[46] Natalie Grant and Brien Borlin, "Digital Storytelling : A method for engaging students and increasing cultural competency". *The journal of effective teaching.* Vol.16.3 (2016) p. 45-48

[47] Midge Frazel, *Digital Storytelling Guide for Educators* (Oregon: International Society for Technology in Education, 2010) chap 3.

[48] Robin, "The Educational Uses of Digital Storytelling" University of Huston 2007

The effectiveness of digital storytelling in the English learning process is one of which is able to increase student confidence and student creativity. According to Endang stated that "students' emotional intelligence has an important role, therefore digital storytelling media is needed to broaden students' horizons in learning and provide effectiveness on students' emotional intelligence."[49] This can be one of the media in the learning process that can have a significant effect such as giving creativity to students. With digital story telling media, it can be a way for students to express their ideas and increase their creativity and confidence. Ohler also reinforces his opinion that "using digital storytelling media has been interpreted in creative pedagogy where students synthesize creativity."[50] Endang sulistianingsih also explained in her another journal that "digital storytelling media can provide benefits for learners, on the other hand this media provides effectiveness in research and improves students' reading skill."[51] So from the explanation of the effectiveness of digital storytelling various experts can be concluded that using digital storytelling in the learning process can improve reading ability and increase self-confidence, and brave to read English. Digital storytelling is one of the strategies that can provide opportunities for students to practice reading comprehension and understand the content of a story text.

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[49] Endang Sulistianingsih, 'Efektifitas Model Pembelajaran Berbasis Dongeng Digital Untuk Meningkatkan Kecerdasan Emosi Peserta Didik', *Jurnal Penelitian Pendidikan*, 34 (2017).

[50] Jason Ohler, 'Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity', 2016 .

[51] Endang Sulistianingsih, 'The Impact of Using Digital Storytelling on Higher Education Students' Reading Comprehension and Learning Motivation', *UNNES-TEFLIN National Seminar*, 2021

CHAPTER III

RESEARCH METHODS

This chapter presented about research methods. It consisted of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

A. Research Design

The design of this research is classroom action research (CAR). Action research designs are systematic procedures done by teachers to get and gather information and subsequently improve, the ways their educational setting operates, their teaching, and their students learning.[52] Moreover Rustiyanto emphasized that "classroom action research is type of research carried out by teachers in the form of certain actions to improve student learning processes and outcomes."[53] From the above description, we can conclude that classroom action research is a form of research conducted by teachers to improve educational learning in class. Using classroom action research can solve problems for students in the classroom, then to collect data, and the researcher does observation and interview with English teacher.

This research is a collaborative Classroom Action Research (CAR), which is collaborative between teacher and researcher to carry out research at school. It is important for researcher as collaborator and teacher to make this classroom action research successful by making strategies together to solve

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[52] w. john creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition*, fourth (Boston: Pearson Education newyork, san francisco, 2012). P. 576

[53] Rustiyarso, m.si dan tri Wijaya, m.pd., Penelitian Tindakan Kelas, (Yogyakarta: noktah, 2020), 14

problems in the classroom during the teaching and learning process. Here the role of the teacher is as an observer or collaborator who observes research actions during teaching and learning activities in the classroom, while the researcher acts as an English teacher who teaches English. The researcher in designing lesson plans and carrying out reflections with the English teacher.

This research was done in 2 cycles which aimed at solving classroom problems in depth substantially. One cycle is sufficient if there is a positive change in their scores or shown an increase the standard school value limit (KKM) then one cycle is sufficient. But when cycle action has not improved, it can be continued to the next cycle. Classroom Action Research design by Kemmis and Mc. Taggart (1992) emphasises that there are four components in one cycle to conduct classroom action research. These components consist of parts (1) planning, (2) acting, (3) observing, and (4) reflecting.[54] Thus this research used Kemmis and Mc. Taggart strategy to use the cycle for improving students reading students. Here the explanation of the steps cycle of classroom action research (CAR):

1. **Planning**

    Planning is an action that is prepared by the teacher as a researcher together with collaborators based on the result initial reflective observations.[55] The planning that is prepared has foresight and flexible in order to improve the quality of learning. Planning engages in activities, such as thinking process about what, why, when, where, whom, and how

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[54] Loouis Lawrence Manion and Keith Morrison Cohen, *Research Methods in Education, Sixth Edition* (New York: Routledge, 2017). P.297

[55] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.41

the researcher does the research. Muallimin stated that "there are three primary activities in researching the planning research, namely the identification of the problem, specifying the identification of the problem, and problem solving based on the theories."[56] In this action research was conducted after extracting problems in students' English reading comprehension. It happened in the classroom, as evidenced by conducting observations and interviews. Additionally, this step includes several activities such as:

a. Researcher found the cause of the problems from preliminary study.

b. Researcher made a research plan or schedule.

c. Researcher chose digital storytelling as a learning media.

d. Researcher created a lesson plan (learning steps through digital storytelling)

e. Researcher prepared the instrument of assessment.

f. Researcher implemented the following action plan such as: preparation of lesson plan, observation checklists, reading test, and acceptance criteria of success (assessments).[57]

To improve students' reading skill, researcher chose to apply digital storytelling media. It is hoped that by implementing digital storytelling it will be able to improve their reading ability in narrative text. In addition, the researcher collaborated with the English teacher at school with the aim

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[56] Mu'alimin and Rahmat Arofah Cahyadi Hari, 'Penelitian Tindakan Kelas Teori Dan Praktek', *Ganding*, 44.8 (2014), 1–87

[57] Tedi, Mahmud, Priatna, *Penelitian Tindakan Kelas, Teori Dan Praktik*, ed. by Ija Suntana (Bandung: Tsabita, 2008)

of the research that the actions taken were as expected. The researcher and teachers also discussed what kind of preparations the researcher had made while teaching lessons in the classroom.

2. **Acting**

After the planning is complete, the next step is class action. Action in the classroom is an action carried out by the teacher as researcher consciously, planned, and controlled by following the learning steps in the lesson plan.[58] Researcher caried out classroom learning in accordance with the lesson plan that has been prepared. Here some things that need to be considered in the implementation of the action:

a. Preliminary activities include opening, orientation, attendance, apperception, motivation, group division in accordance with the lesson plan that has been designed.

b. Core activities include exploration, elaboration, and confirmation by using digital storytelling media.

c. Closing activities include giving test, repeating material back or summarizing, giving short question and answer tests and providing follow-up learning such as homework.[59]

Researcher takes an action in accordance with the steps that have been prepared. Researcher also took the role of empowering students so that students succeeded in becoming agent of change in themselves and in the

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[58] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.43
[59] Muhamad Afandi, *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar Dan Umum*, (Bandung: Alfabeta. 2011). P.22

classroom. In addition, the researcher also applied this digital storytelling media to improve the problem of students' ability to understand text.

3. **Observing**

The third step is observing. Observing is an activity of observation the actions that are being carried out by the teacher and documenting the influence or impact of these actions.[60] Moreover Anne Burns pinpointed that "observation is a responsive activity with foresee observation by documenting the actions that occur in the field."[61] This step is used to collect all data in the use of digital storytelling media to enhance students' reading ability during teaching learning.

The collaborator observed the class situation include of the student's reading activity, and the student's response during teaching and learning activities. Researcher can prepare observation sheets, field notes, and even video recordings to cover all the actions for reflection. With the aim that everything that causes advantages and disadvantages at the time of taking action can be observed properly.[62] So the teacher and researcher as collaborator also made some notes during observation by using observation checklist.

4. **Reflecting**

The next step is in the reflection phase, where this reflection is an activity of remembering, reviewing, and re-analysing the actions that have

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[60] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.45

[61] Anne Burns, "Action Research: An Evolving Paradigm?" *Language Teaching,* no. 2 (April, 2005): 59

[62] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.46

been taken and recorded in observations with the aim of evaluating the previous phase.[63] From this reflection, the researcher and teacher could know the success or failure of the research activities that have been implemented. Gibbs stated that "reflection has 6 stages such as description, feelings, evaluation, analysis, conclusion, and last is lesson plan."[64] Gibbs' reflective cycle was developed by Graham Gibbs in 1988 to give structure to learning from experience. There are 6 stages in this reflection they are:

a. Description of the experience

b. Feelings and thoughts about the experience

c. Evaluation of the experience, both good and bad

d. Analysis to make sense of the situation

e. Conclusion about what learned and what could have done differently

f. Action plan for how it would deal with similar situations in the future, or general changes that might find appropriate.[65]

Besides this action research will be conducted using the spiral model of action research proposed by Kemmis and McTaggart, the research design could be illustrated as follows:

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[63] *Ibid,* p.47

[64] Gibbs' Graham, *Reflective Cycle.* Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford. University of Edinburgh 1988.

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Kemmis and McTaggart (1990) Cycle of Action Research
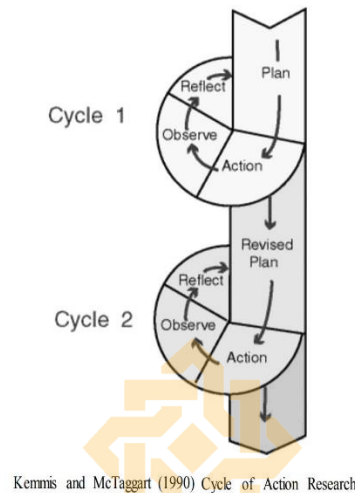
Figure 3.1 cycle of Action Research Kemmis and McTaggart Model

The study is conducted to improve reading ability of second grade student of MA Darus Solah Jember by using research procedures proposed by Kemmis and McTaggart: plan, action, observation, and reflection.[66] Through these actions, researcher can conclude that there is a process of reflection. The researcher evaluated the learning process done in first cycle by analyzing the data from the observation during teaching and learning and the data was from the test as an impact on learning outcomes accompanied by the teacher. Therefore, with a cyclical process like this in the class action research can be ended or not. This cycle is sufficient to do once if it has seen an improvement in the process and an increase in quality of learning and student learning outcomes according to the success indicators made. However, this cycle cannot be ended if the learning process and results have not reached the success indicators. Through the act of reflection, researcher and teacher can

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[66] Kemmis and McTaggart "*The Action Research Planner : Doing Critical Participatory Action esearch"* (New York: Springer Library 2014) p.85

refine the actions in the next cycle which includes planning, action, observation, and reflection again until the learning problems can be overcome.

B. Research Settings, Time of The Research and Research Subject

1. Research settings

The research environment for this study was performed at MA Darus Sholah on Moh. Yamin Street, No. 25 Tegal Besar Kulon, Kec. Kaliwates, Jember Regency, East Java. The reason why researcher chose this school because digital storytelling has never been used in MA Darus Sholah by English teacher and the Director gave Permit to apply the use of digital storytelling in that school, which was granted permission to conduct this study. In addition, the researcher also found interesting learning problems that should be studied in school and in accordance with the objectives of this study. Therefore, the researcher would like to help teachers and students in solving the students' learning problems in reading. Then the researcher decided to take research at MA Darus Sholah Tegal Besar-Kaliwates-Jember.

2. Time of The Research

This Classroom Action Research (CAR) carried out through one-two cycle to improve students' reading a narrative text by using digital storytelling.

3. Research Subject

The subject of this study were eleventh grade students of science consisting of 17 students which 7 female students and 10 male students who had problems in learning to read English narrative text. That students

who passed the KKM score were 18% or 3 students, and those who did not pass the KKM score was 82% or 14 students. That's the reason they need strategies in learning to read to help them improving reading skill in a narrative text.

C. Procedure of The Study

In this section, it explained the researcher's plan in carrying out the learning process that has been arranged from beginning to ending which will be caried out in the classroom during learning. As explained in the Kemmis and McTaggart model (1997) that classroom action research has a research procedure that forms a cycle consisting of planning, acting, observing, and reflecting.[67] Each cycle consists of three meetings, then will be repeated until it shows positive changes in the classroom. This research was conducted to improve students' reading ability on narrative text by using digital storytelling media. Mahmud stated that "there are 5 stages: identifying problems, collecting data, planning, acting, and evaluating or reflecting." The explanation will be explained in detail below:

1. Identifying the Problem

In the early stages, researchers sought information and found the causes of the problems that occurred in the classroom. The information was obtained from the results of interviews and observations in the field submitted from researchers to teachers regarding learning techniques, teaching techniques, and students' reading problems that were very lacking.

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[67] Mahmud. Priatna. Penelitian Tindakan Kelas, Teori dan Praktik, (Bandung: Tsabita, 2008), p.14.

2. Collecting data

The next stage is collecting data. This data is in the form of student grades in class when reading English text and reading class conditions then collected to be used as reference material in the progress of research in the classroom. Then the researcher studies the literature review and previous theories to formulate a hypothesis of action and plan action.

3. Planning

Researchers plan of activities that will be carried out during this class action research especially in eleventh grade of science 2. Afandi explained that there are several activities that need to be done in the planning stage, among others:

a) Conduct a meeting of teachers and researchers to discuss research preparation.

b) Make a lesson plan.

c) Prepare learning resources or learning materials.

d) Prepare learning media in the context of conducting research.

e) Develop research guidelines or instruments consisting of teacher observation sheets, student observation sheets, reading tests, interview guidelines, success criteria and field notes.

f) Holding a meeting of teachers and researchers to discuss research preparation.[68]

4. Action

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[68] Muhammad Afandi, Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum, (Bandung: Alfabeta, 2011), p.91.

Then at this stage, namely the action stage which is carried out simultaneously with observation. The implementation of the action is based on the schedule of English class eleventh grade of science 2 MA Darus Sholah. In this study, researchers taught narrative text using digital storytelling media to help students read narrative text during the study. With the use of digital storytelling media, students certainly feel new changes in learning to read English. During the research, the researcher accompanied and observed the learning in the classroom. In this phase, cycle 1 was implemented which consisted of three meetings. The teacher used the first meeting to teach narrative text in class. Then followed by the second meeting still explaining the material in detail and checking student participation during class learning. Then at the third meeting the teacher conducted a reading test to measure students' understanding in reading narrative text using digital storytelling media.

5. Reflection

In the last phase, at the reflection stage, the teacher and researcher will discuss the observation results. In the observation results from cycle 1, they will both review and assess whether the actions that have been taken have made a good change in the classroom in students' reading ability or not. However, if it has not provided a positive change or impact, the cycle will be repeated until the students' reading skills improve. Only then can it be said that this research is successful if there has been an increase, and the cycle stops there.

D. Data Collection Technique

Data collection technique is a way of finding data or information that can be used to reveal problems in research.[69] In the process of collecting data and information, researcher prepared data collection instruments, so that researcher got accurate data, the instruments used must be valid and reliable. This data collection tool and research instrument is used objectively to be used as material for analysis and reflection on data that is not recorded in observation sheet.[70] According to Supardi, "a valid instrument is an instrument that can measure exactly what is to be measured."[71] In addition to using a valid instrument, researcher must also use a reliable instrument. Widoyoko stated that "an instrument can be said a reliable if the instrument used in the study can provide fixed, consistent, steady results when tested many times."[72] There are four data collection techniques that will be used in research in research instruments that can be used, namely observation, document review, reflection, and test. The following is an explanation of each technique and instrument in CAR:

1. Observation

Observation is a data collection technique by observing and recording everything that is observe directly on the object of research.[73]

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[69] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.62
[70] Salim, Isran Rasyid K. and Haidir *Penelitian Tindakan Kelas, Teori dan Aplikasi Bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah*, (Medan: Perdana Publishing, 2015), 46.
[71] Supardi, "Penelitian Tindakan Kelas Edisi Revisi" (Jakarta: Bumi Aksara, 2017), p.222.
[72] Eko Putro Widoyoko, *Teknik Penyusunan Instrument Penelitian* (Yogyakarta: Pustaka Pelajar, 2012), p. 157.
[73] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.65

Saat and Mania stated that "observation is a systematic observation involved with visible phenomena."[74] This observation has the purpose that to collect the result data during teaching and learning in a class. Then further this observation is carried out for teachers and students regarding activity, participation, and interaction during the teaching and learning process.[75] The observation checklist to make it easier for observer and collaborator to fill it in.

2. Document review

In section, documentation is needed as proof that the researcher the truth conducted the research. Documentation is information that can be done in writing or printed, used as a record or evidence for researcher.[76] In this study, researcher needed some of necessary data, including:

a. Curriculum data at MA Darus Sholah

b. List of names of eleventh grade students' science at MA Darus Sholah

c. Pre-test and post-test Scores of students' reading at MA Darus Sholah

d. Pictures of teaching and learning process during the research.

3. Reflection

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[74] Sulaiman. Saat and Sitti. Mania, *Pengantar Metodologi Penelitian, Panduan Bagi Peneliti Pemula*, ed. by Muzakkir (Gowa: Pusaka Almaida, 2020). P. 95

[75] Husna Farhana and Nurul M. Awiria, Penelitian Tindakan Kelas (Jakarta: Harapan Cerdas, 2019), 27.

[76] Mu'alimin and Hari. Penelitian Tindakan Kelas, Teori dan Praktek, (Pasuruan: Ganding Pustaka, 2014), p.34.

In complement to observation, interview is also a data collection technique that is often used in Classroom Action Research. Reflection can be interpreted as a data collection technique through a question-and-answer process conducted by researcher and informants either face-to-face or through other communication media.[77] Gibbs' reflective cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences.[78] This is one of the most famous cyclical models of reflection through six stages exploring an experience: description, feelings, evaluation, analysis, conclusion, and action plan. The researcher used dialogue reflection which is the reflection was done by researcher and the English teacher in discussion and asking and answer each other about what have been doing during teaching and learning in the class. Reflective dialogue is a special kind of discussion that can be used strategically in the classroom to build community[79] So basically reflection in classroom action research is discussion activities between researchers and interviewees (students and English teacher) with the aim of retrieving and collecting data.

4. Test

Test is a data collection instrument used to measure students' cognitive abilities or the level of mastery of learning material that has

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[77] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.68

[78] Gibbs Graham, *learning by doing: A guide to teaching and learning methods. Reflective cycle,* University of Edinburgh 1988.

[79] Volker J. David, *Reflective dialogue*, University of Wisconsin-Green Bay 2017. P.18.

been taught by the teacher[80] in additional Afandi gives his explanation regarding test which is "one of the data collection techniques that functions as a cognitive aspect of mastery of student leaning material."[81] Related in this case, the researcher uses two types of tests to measure the extent of the improvement of students' ability to read, namely pre-test and post-test, more explanation is below:

a. Pre-test is the initial test used the test is about to take place the delivery of material with the aim of knowing the extent of reading ability in the material to be taught by the teacher and whether the material has been mastered.

b. Post-test is an examination after the research action. It is used to determine the improvement of students' abilities after giving material using storytelling media.

Rustiyarso mentions that "there are two types of written tests, namely subjective tests and objective tests."[82] Written tests are a form of test in the form of question items that students must answer in writing. Meanwhile, a subjective test is a form of test where students are asked to answer question explicitly. This test is used to assess learning progress that requires essay-shaped answers. Furthermore, objective tests are test forms where students can choose answers that have been determined.

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[80] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.71
[81] Muhammad Afandi, Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum, (Bandung: Alfabeta, 2011), 85.
[82] Rustiyarso, Dll *Penelitian Tindakan Kelas,* (Yogyakarta: Noktah, 2020) p.72

This objective text can take the form of true and false, matching, and multiple choice.

In this study, researcher used objective tests to measure the improvement of students' reading skills. The total number of reading tests is 20 items. There are 2 types of tests that will be used in this study, those are in the pre-test which contains 20 multiple choice questions. Then the post-test includes 15 multiple choice questions, 5 true-false statement test questions. Regarding the score, the correct answer will be scored 5 and the wrong answer will be score 0.

E. **Data Analysis Technique**

Data analysis is an activity carried out after the teacher has successfully collected the research data. In this study using data analysis techniques in every aspect of research activities. There are two data analyzed in this study. Both data are quantitative data and qualitative data.

1. Quantitative data, in this case the researcher uses test result data. The tests scores were analyzed using the following formula.

$$\text{Score} = \frac{\sum \text{score}}{\text{maximal score}} \times 100\%$$
(Sudirman and Maru, 2016:27)

The researcher used mean formula to know students' improvement in their reading ability by using digital storytelling media and the average score formula used is the formula from Sudirman:[83]

$$M = \frac{\sum x}{N}$$

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[83] Sudirman & Rosmini Maru, *Implementasi Model-Model Pembelajaran Dalam Bingkai Penelitihn Tintihkhn Kelhs*, (makassae : Bada Penerbit Unniversitas Makassar 2016.) P.28

(Sudjana, 1999:27)

Note:

M: the mean

$\sum x$: the sum of scores

N: the number of students

Second, the researcher tried to get the class percentage which passed the minimal mastery level criterion (KKM 70) which adapted from the school agreement at MA Darus Sholah, it used formula:[84]

$$P = \frac{F}{N} \text{ x } 100\%$$

Note:

P: The class percentage of the students

F: Total number of the students who participated actively

N: Number of students.

Table 3.2
Criteria for Percentage of Reading Skill

Percentage (%)	Criteria
80% - 100%	Very Good
50% - 80%	Good
25% - 50%	Enough
0% - 25%	Poor

2. Qualitative data, in this case qualitative data provides a description of student observation activities during the teaching and learning process and reflection after the implementation of classroom action research (CAR). Description of students in the class, student expressions are included in the level of understanding of a subject (cognitive), attitudes, activities,

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[84] Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

student enthusiasm in learning. And there is also reflection cycle that will be done by the researcher and English after treatment in the class. It will be shown what will be do next after doing dialogue reflection by doing 6 steps and gather all the information that have been concluded then do next step.

F. **Criteria of Success**

This research will be successful if the percentage of students learning outcomes after the cycle increases with the application of digital storytelling media can increase the average value of students reading ability tests of at least 70 (based on the minimum standard KKM for English subjects at MA Darus Sholah) and can be achieved by at least 90 % of students.

G. **Research Team**

At this point, the research team for this study includes researcher, English lecture by English teacher in UIN KH. Achmad siddiq Jember. In this study, researcher investigated student problems. Researcher discusses teaching and learning processes with teachers resolve issues and implement actions before proceeding tests to verify. English teachers in Classroom Action Research (CAR) become teacher and as expert in this study. Researcher and English teachers collaborate to find out student problems, discuss methods or media to be used, make lesson plans and research schedules. English Lecturer as an expert judgment to check the validation of research instruments, she checked the research instrument whether the instrument was valid or not.

H. Research Schedule

In this research, the research schedule was explained by the researcher, were:

Table 3.3

Research Schedule

No	Activities	March				May			
		1	2	3	4	1	2	3	4
1.	**Preparation**								
	Arrange the concept of the research	V							
	Arrange the instrument of the research	V							
	pre-cycle	V							
2.	**Action or Implementation**								
	Treatment 1 (cycle 1)		V						
	Treatment 2 (cycle 1)			V					
	post – test (cycle 1)				V				
	Revise plan					V			
	Treatment 1 (cycle 2)					V			
	Treatment 2 (cycle 2)						V		
	post – test 2							V	
3.	**Report of The Research**								
	Arrange the draft report								V
	Complete the report								V

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the resaearcher presents two things, research findings and discussions on the result of data anlysis. The detail of the research processes were presented bellow:

A. Overview of Research Objects
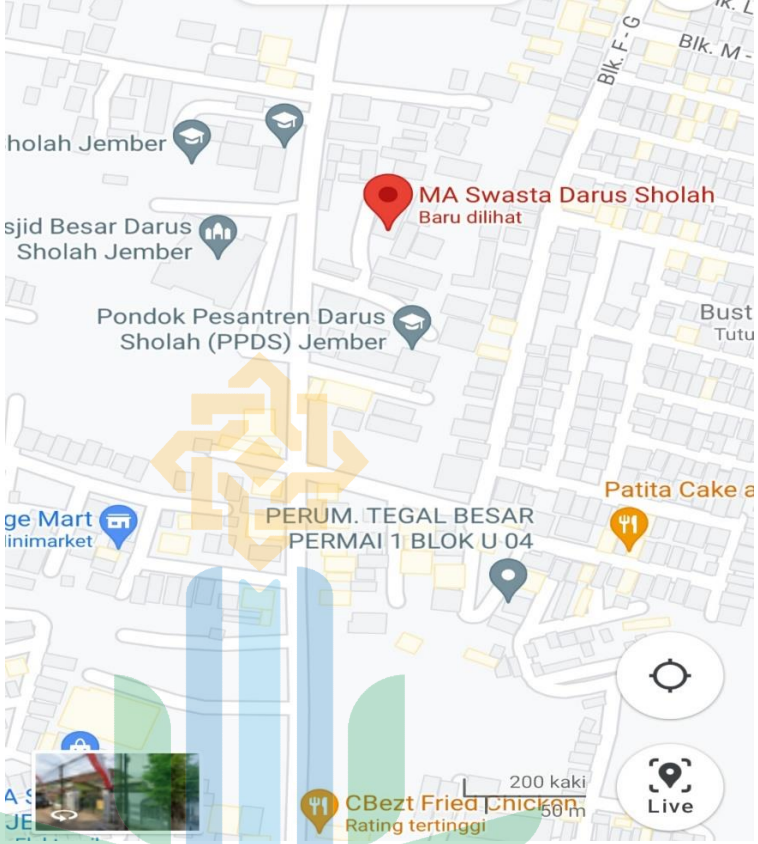
1. Profile of MA Darus Sholah Jember

MA Darus Solah Jember was located in Moh. Yamin street No.25 - Tegal Besar Kulon, Tegal Besar- Kaliwates District - Jember Regency - East Java. The headmaster of this school is Moh. Hanif Lutfi, S.H.I, M.H. Ma Darus Sholah is one of the Islamic schools in Jember. MA Darus Sholah implements Islamic-based schools and there are male and female boarding schools held to develop attitudes, abilities, knowledge and skills of learners.

Table 4.1
Profile of MA Darus Sholah

School Name	:	MA DARUS SHOLAH
Fondation	:	Yayasan Pondok Pesantren Darus Sholah
NPSN	:	20580279
Education Level	:	MA (Madrasah aliyah / Senior High School)
School Statues	:	Swasta
School Address	:	Moh. Yamin street No.25 - Tegal Besar Kulon, Tegal Besar- Kaliwates District - Jember Regency - East Java
Geographical Position	:	Latitude : -8.1931000 Longitude : 113.686100000000

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Telephone	:	0858-7626-7660
Email	:	madarussholah1@gmail.com
Website	:	http://www.darussholah.net
Facebook	:	MA Darus Sholah Jember
Instagram	:	madarussholah
Youtube	:	MA Darus Sholah Jember
Expertise Program	:	1. MIPA 2. Islamic religion
Accreditation	:	A

2. **Vision and Mission of MA Darus Sholah Jember**

    a. The Vision of MA Darus Sholah Jember

    "The formation of students who are religious (ad-din), knowledgeable (al-aql), integrated (al-ahya'), and outstanding (al-amalus solih)" [85]

    b. The Mission of MA Darus Sholah Jember

        1) Implamanting the teachings of islamic in a kaffah manner.

        2) Optimizing learning and guidance in order to develop academic and non-academic potential.

        3) Fostering optimal development of interests and talents through a programmed and integrated learning process.

3. **Featured Program (Extracullicular Activities)**

    Self-development:

    a. Tahfidz

    b. Batik

    c. Calligraphy

    d. Science club (physics and chemistry)

    e. Music

4. **Facilities and Infrastructures**

Table 4.2
Facilities and Infrastrucures

No	Facilities	Amount	Condition
1.	Headmaster's Office	1	Good
2.	Teacher's Room	1	Good
3.	Administration Office	1	Good
4.	Library	1	Good
5.	Classroom	6	Good

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[85] MA Darus Sholah Jember "visi dan misi MA Darus Sholah-Jember,"

6.	Musholla	1	Good
7.	Teacher's Toilet	1	Good
8.	Canteen	1	Good
9.	IT Room	1	Good
10.	Hall	1	Good
11.	Guidance and Conseling Room (BK)	1	Good
12.	Student Council Room	1	Good

5. Teacher and Staff Profile

Table 4.3
Teacher and Staff Profile

No	Name	Main Duties
1.	Moh. Hanif Luthfi,S.H.I M	Headmaster
2.	Hj. Nur Chotimah, S. Ag	Vice Head of Curriculum
3.	Abdul Majid, S.pd	Vice Head of Student Affairs
4.	Misbahuddin, S.I.Kom	Facilities and Infrastrutcure
5.	M. Edi Riski Setiawan	Administration 1
6.	Linggar Ayu Octaviani, S.Pd	Administration 2
7.	Anis Azizah, S.Pd	Treasur
8.	Muhammad Auda Rifqi, S.Pd	Public Relations
9.	Ust. H. Sayyid Abdurrahman, S.Pd	School Committee
10.	Mariyanik, S.Ag	Head of the Library
11.	Dra. Jahro	Counseling Guidance
12.	Drs. H. Hawari Hamim, M.Pd	Vice Clase XII Religion
13.	Mohamad Holili, S.Pd.I	Vice Clase XII Science
14	Hj. Nur Chotimah, S. Ag	Vice Clase XI Religion
15.	Farida Muktiana, S.Pd	Vice Clase XI Science
16.	Muhammad Awali Imron, S.Pd	Vice Clase X Religion
17.	H. Muhammad Sukron, S.Pd	Vice Clase X Science
18.	Saifuddin Zuhri, S.Pd	Teacher
19.	Drs. M Sjai	Teacher
20.	H. Ahmad Zaini, S.Pd	Teacher
21.	Arif Zainullah Sahroni, S.Pd	Teacher
22.	Imam Sujarwadi, S.Pd.I	Teacher
23.	Ust. Fadholi Mukti	Teacher
24.	Ust. H. Abdul Fatah Thoyyib	Teacher
25.	Muhammad Abdul Adhim, S.Pd	Teacher
27.	Ust. Syamsul Arifin	Teacher

6. Students and Number of Classes in MA Darus Sholah

Table 4.4
Number of Students

a. Number of Classes

No	Class	Male	Female	Total
1.	X MIPA	8	10	18
2.	X AGAMA	9	6	15
3.	XI MIPA	10	7	17
4.	XI AGAMA	11	5	16
5.	XII MIPA	9	8	17
6.	XII AGAMA	11	9	20

b. Number of Levels

Class	Male	Female	Total
X	17	16	33
XI	21	12	33
XII	20	17	37
Total	58	45	103

B. Research Findings

This section was the outcome of Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were obtained from the beginning to the end of the teaching and learning process. The research was undertaken at MA Darus Sholah Jember. This research was conducted in two cycles. Cycle implementation consist of four main stages namely planning, implementation, observation and reflection. This research was conducted six times a meeting in two cycles, for the first cycle conducted a multiple choice reading test and for cycle 2 the reseacher conducted a multiple choice reading test in addition to essay questions. This research cycle was carried out in two meetings in one week on

Thursday and Friday on 17 march - 19 may 2023 this class consisted of 17 students male (10) and female (7). The cycle findings are below.

1. Preliminary Research

   Before conducting the first cycle, researcher conducted preliminary research. This preliminary research is intended to obtain some information about students' problems in reading English in class XI Science MA Darus Sholah Jember. Before researcher applied digital storytelling media, the problems in question are students' understanding in reading narrative text, students' scores on the pre-test. In this peliminary research, the researcher gave a reading test as a pre-test, observation, and interview. The reading test as a pre-test was intended to assess or evaluate students' understanding in reading narrative texts and to find out the pre-test scores.

Table 4.5
Students' Score from English Teacher in Preliminary Research (pre-cycle)

No	Name of Students'	Students' Score
1.	AF	30
2.	AB	40
3.	AMI	35
4.	AML	40
5.	AHR	45
6.	ABM	50
7.	CKMS	70
8.	KT	60
9.	MDH	50
10.	MAA	30
11.	MN	40
12.	SY	45
13.	TKD	35
14.	RAY	40
15.	ATW	40
16.	ROH	70
17.	LNH	70
	TOTAL	790

Based on the minimum standard/KKM of English subjects at MA Darus Sholah Jember. Students were declared to have passed if they get a minimum score of 67 which was conducted on march 10, 2023 proved that out of 17 students, there were 3 students who passed the KKM, while 14 students did not pass the KKM. The total score of the students pre-test was 790, and the average student score was 46,47. Reviewing the students' pre-test scores, it can be concluded that the ability of students in reading narrative text of XI Science was still not good. This can be proven from the average pre-test score which reached 46,47. The percentage of pre-test scores of students who passed the KKM or scored 67 was 18%, or only 3 students. However, the percantage of who did not pass or did not score up to 67 was 82%, or as many as 14 students. In addition, observations were also made to find out the conditions in the reading class. On other hand, interviews were conducted to convey the impressions of students and collaborators regarding their impressions during the reading class. The interview was conducted before the implementation of the results of the interviews with the teachers and students are attached in Appendix 2.

In relation to the result of the interviews, it was found that the students' problem was difficulty in understanding the text. This is evident from the results of interview with the students. The researcher asked,

> *"do you have any difficulty in reading english class? Does the teacher use a certain media in learning in reading class?"*

Some of students answered as follows:

> *"yes, we have difficultes. We find it difficult to understand the text because we don't know the meaning of the words. Although we use dictionary book to translate the text, but we don't know how to interpret the whole text. And the teacher doesn't use any media except books and the whiteboard"*[86]
>
> *"yes, we have miss, absolutely cause english is difficult subject as I have. We don't know the text and also it has different structure with indonesia language.and the teacher only ask as translate it using dictionary book. Im bored miss"*[87]
>
> *"yes, that's right miss. Moreover the teacher only ask us to translate using dictionary book. We feel it's not effective we need media to make us easier and feel not bored when reading class"*[88]

From the student's opinion, this indicates that students still have difficultes in interpreting the text and asnwering questions related to the text, and also students need a medium that can help their reading skills.

The result of the interview with the teacher also reinforced this. The teacher did not use the appropriate learning strategy/media to improve students' comprehension skills in reading. The teacher explains the material, gives examples of the text, asks students to translate them using a translator, and ask the students to do exercise. This is shown in the interview result from one of the english teachers in class XI Science as folows:

> *"in reading class, I explain the material then I give an example text. After that, I ask the students to read the text and translate it. Finally, I give them exercise. Sometimes, I ask students to discuss. I have never used any media also for learning english"*[89]

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[86] Student 10, *interview,*

[87] Student 5, *interview*

[88] Student 13, *interview,*

[89] Teacher interview

It can be inferred that the teacher does not provide new learning strategies/media to make students understand the text. In addition, the learning method used by the teacher was not appropriate to be applied in class XI Science.

From the data above, it can be concluded that the comprehension ability of class XI Science students in reading was still low and requires a media that can help in reading skills so as not to get bored. Therefore, students' pre-test scores did not pass the minimum standard or KKM MA Darus Sholah. Then, researcher continued to conduct learning with class action research XI Science to imrpove students' reading skill by applying media in reading a narrative text in cycle 1.

2. Cycle 1

In the first cycle, reseacher conducted four stages. These stages are planning, acting, obsrving, and reflecting. There were three meetings in this cycle, which were divided ided into two metings and one test. Te test was conducted at the end of this first cycle. The four stages are explained below:

a. Planning

At this stage, reseacher prepared everything to conduct action research in class XI Science for the first cycle. There are several instruments prepared by researcher to collect data such as preparing lesson plan (RPP) to carry out learning. The lesson plan was checked by the teacher or collaborator. In this first cycle the students will be

carry out the post-test 1 which the KKM 70. If the students can pass the kkm the cycle will stop, but if it is not pass the kkm will be continued in the second cycle. In addition, resaercher prepared learning media, example of narrative text, laptop, projector, and student partiticipation observation sheets. Learning implementation plan of the first cycle lesson plan is in appendix 5.

b. Result acting and observing

In this phase, the reseacher carried out action in the classroom. The reseacher acted as a teacher in class XI Science, while the English teacher as a collaborator. Reseacher carried out several activities in the classroom, including introductory activities, core activities, and closing activities.

1) Meeting 1

In the first meeting was conducted on Friday, 17th March 2023 at 07.00-08.30 there were several activities carried out by the reseacher, such as greeting, praying, and checking the students' attendance list. Then, the researcher prepared students' readiness to start learning. After that, the researcher explained first what is digital storytelling is, the function, and the leaning objectives I teaching and learning for today. Next researcher conveyed the learning objectives of learning about narrative text. Then, the reseacher showed the picture in the digital storytelling (cinderella) and asked some questions related to the picture. The questions

aimed to find out the students' general knowledfe about the picture given by the reseacher. Students about the picture given by the researcher. In the core activities, the researcher carried out several activites, including exploration, elaboration, and confirmation. In the exploration activities the researcher involved students to find information about the topic actively in learning. Then, the researcher facilities students to interact between students and researcher, the learning environment and confirmation with the researcher, after explaining narrative text and the example, the reseacher asked the students questions orally related to the material that has been learned. Then, the resaercher gave students opportunity to the sudents active to answer those some questions.

In the observasing phase, the reseacher collected the data about the implementation of digital storytelling by giving reading test to the students to know the students reading improvement, and during the teaching and learning process English teacher observes the students by checking the observation checklist.

After applying the first treatment, namely digital storytelling in the first meeting, the researcher taught the students based on the lesson plan based on the syllabus. The resaecher also checked the field notes of the english teacher during the teaching and learning process, to find out the results of the teaching and learning process in one meeting, because this research is a collaborative classroom action research.

Based on the the observation sheet, the researcher saw that the students looked interest during learning by using digital storytelling[90] the students were more active and enjoyed the learning process. The students can be more active and enjoy seeing and reading the material that is delivered. Explanation given by the researcher in the classroom. However, some of the student still have problems in reading skill. The students did not well understand the meaning and content of the text. They were really focused when the researcher explained the material but they were still confused to interpret word by word because they lack vocabulary. When the researcher asked them to read in front of the class, they were still confused and shy. It was known from the learning process in the classroom. After examining the field notes, the researcher had to try and see the imrpovement of the students' reading ability on the second meeting.

2) Meeting 2

The second meeting was conducted on Friday, 23rd march 2023 at 07.00-08.30 which was in the first and second lesson hours allocated (2x45 minutes). On the second meting, reseracher and collaborator came to class XI science. At this meeting the english teacher as a collaborator helped the researcher to oserve the classroom situation and make field notes to find out the results of

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[90] Observation sheet 17th march 2023

the teaching and learning process. the researcher opened the lesson by greeting the class and asking the students to lead the prayer. After that, the researcher chceked the students' attendance list and asked about the students' condition.

On that day, there were 2 students who were absent because of getting sick. Previously, the resaercher reviewed and asked the students about the last meeting (narrative text) to refresh the students' memory. The resarcher also asked about the students' feelings when they got the material. Some students told the reseacher that they were happy when learning by using video (digital storytelling as media). It happened because they can find out the meaning of words, how to write words and pictures from the video that makes students happy with the material. To ensure students' understanding, the researcher chose and asked students about what narrative text was, there were only 1 students who dared and felt confident to answer the question. The researcher asked the students randomly. Of the 16 students present in the class, 1 student can answer the question corect, and 3 students tried to answer but still confused and afarid to say the sentences.

At this meeting, the researcher took the same action as the previous meeting's learning plan, which was about narrative text but at this meeting the researcher focused on the material about past tense, and examples of positive, negative and interrogative

sentences. Some students asked questions to researcher. Her name

is Rina,

Rina asked: *"miss kenapa kok naratif teks menggunakan Verb 2, kan lebih gampang menggunakan verb 1"* the resracher said: *"ada yang bisa jawab rina?"* (the researcher did not answer Rina's question first, but asked the students to answer Rina's question to make sure that thet had understood the material.) finally, one student raised her hand, her name was Cheryl: *"saya miss, saya akan mencoba menjawab pertanyaannya rina".* Researcher: *"oke, silahkan cheryl menjawab pertanyaannya rina".* Cheryl: *"karena teks naratif itu ceritanya menceritakan cerita di masa lalu makanya menggunakan verb 2. Kalau cerutanta sekarang kan ga mungkin, karena kita sekarang sedang belajar di kelas haha makanya pakai verb 2 bukan verb 1."* Researcher *"betul apa yang di katakan cheryl, jadi teks naratif itu menceritaan kejadian di masa lampau, dan ceritanya itu termasuk kategori fiktif mkanyamenggunakan verb 2, paham rina?"* Rina answered: *"yes miss"*

After summarizing the material to the students and asking

them some questions, then the researcher informed them that at the

next meeting they will get a reading test by filling in multiple

chioce and essay about narrative text. At the end of class, the

researcher asked them to learn about narrative text. Then, the

researcher gave advice to the students, said closing greetings and

left the class.

Figure 4.1
The teacher is explaining the material to the students

Figure 4.2
The students pay attention to the teacher

In this cycle 2 meeting 2, researchers also carried out the same activities as meeting 2, which focused on improving students' ability to guess words and understand the content of the text. The class situation was the same as the first meeting, but now it was better because in this cycle 2 they were more attentive to the teacher, and rarely left the class. Moreover, the students were noisier because they felt comfortable with the learning media.

In the action of teaching in this classroom was carried out well by the researcher. he no longer felt nervous when delivering in class. students also began to pay attention to what material was conveyed by the researcher. they feel interested in the media applied in the classroom. but still a little difficulty in understanding the meaning of the contents of the narrative text conveyed. they find it difficult to find the meaning of meaning one by one. in English sometimes in interpreting a text cannot be interpreted one by one. but it is interpreted in one sentence to another sentence.

some use majas too. dai here can be used as evaluation material in reflection with the English teacher at the reflection stage.

The results of the checklist participation sheet conducted by the English teacher show a slight increase in student activeness, but there has been no improvement in answering questions posed by the researcher. can be followed up in the improvement of the lesson plan to the next cycle.

1) Post Test 1 Cycle 1

After the researchers conducted cycle 1 which consisted of 2 meetings, researcher conducted a final test (post-test) of reading. The test was conducted on Thursday, 24th March 2023 showed an increase in student scores on the first post-test. There were 9 students out of 17 students in the class who passed the KKM, while 8 students still did not score up to 67. The total score of this post-test was 1130, and the average student score was 66,47. The percentage of students who passed the KKM was 53%. While the percentage of students who did not get a score of up to 67 was 47%. It can be concluded that reading post-test 1 scores increased from the students' scores from the reading pre-test scores. However, the scores obtained by students have not met the requirements of the success criteria of this study.

The following table is the observation student participation sheet.

Table 4.6
Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			v		
2.	Students can read the material that is given by the teacher			v		
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material		v			
4.	Students can find the difficult word in the text.			v		
5.	Students can retell the understanding of the text conveyed by the teacher.		v			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{13}{25} \times 100\%$$

p= 52%

Figure 4.3
Students are do the pre-test 1

From the result of observation checklist above, it was concluded that from the observation student participation sheet categorized fair 52%. The students paid attention and interested in learning process by using digital storytelling, but they were still less understanding to know the meaning of the text. The students were difficult to answer the question that delivered by the teacher about the text. So it will be more explain and revise the lesson plan in the next cycle,

c. Reflection of Cycle 1

In this reflecting, the researcher used Gibbs' theory which it was designed as a continuous cycle of imrpovement for a repeated experience.[91] reflected on the first cycle by evaluating the teaching and learning process, observation results of students' scores on post-test 1 that had been carried out in the first cycle. In addition, the researcher also re-examined the learning by asking students's opinion. Students were asked to suggestions for further learning improvement. The english teacher as the collaborator gave some reflections and suggestions imrpovements for the next cycle.

1) Discussion

This is the first-time researcher has done research at MA Darus Sholah which is precisely teaching in class XI Science which has 17 students, 7 female students and 10 students. researchers and English teachers conducted teaching and learning for 3 meetings which were held

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[91] Gibbs', *reflective cycle,* (University of Cumbria1988), p.49

on 7-8 march Thursday-friday. in the classroom there are English teachers, researchers and students. during learning at meeting 1 the researcher looks nervous and the students look a little crowded and less conducive. some male students go in and out to the bathroom. when delivering the material some students female are paying attention, some male have permission to leave. at meeting 2 the researcher tried to stay calm and not nervous delivered the material well. And the students seemed more attentive and more respectful of the researcher as a teacher.

2) Feelings

The researcher felt sad and nervous because at meeting 1 she felt less than optimal in delivering the material because she felt nervous in front of the class. because it was the first meeting, so it was natural to feel nervous. on the other hand, the researcher tried to convey the material with the media he brought well, it's just that the students were less attentive, and polite to the researcher. In the meeting 2 the researcher began to feel better in dealing with students in the classroom during the teaching and learning process. she tried to remain calm in delivering the material in front of the students. And the students felt enjoyed during learning in the class and felt exciting.

3) Evaluation

At that time the researcher was less in control of the class in meeting 1, so students made noise in class, and many came in and out of permission. the English teacher gave input suggestions at meeting 2

researchers tried to be more confident again, then make the class atmosphere comfortable, and moreover give lessons on how to respect the people in front of us. in the delivery of good material actually if the nervousness is eliminated, and more confident. Next is about the media digital storytelling it is better before coming to core activity it is better if warming up giving the vocabulary first related to the text. And the text is divided become 3 parts orientation, complication and resolution. Additional in this meeting researcher uses English language for next cycle it can be mix languages Indonesian and English language, to make students more understand.

4) Analysis

when learning in the classroom the researcher delivered the material quite well. at meeting 1 looked less confident and nervous. the class studied was class XI Science. maybe because the students were all grown up so she felt embarrassed. it's normal if the first meeting to feel embarrassed. at the second meeting the researcher gave the material well according to the lesson plan. some students noticed that there was still permission to go in and out of class. from there the researcher gives lessons to students about morals. Jon A Krosnick stated that attitudes that people consider personally important have been shown to be more powerful determinants of perceptions of others' attitudes, of liking of others, and of social behavior than unimportant attitudes.[92] Supported by

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[92] Krosnick Jon A. *Attitude Importance and Attitude Accessibility,* p.297 1989

Krosnick's theory that behavior greatly influences the perception of the surrounding environment, if you want to be respected, then respect them first.

In addition to storytelling digital media, you can add material about memorizing vocabulary before entering the core material. it can make students understand the meaning of the contents of the narrative text that will be conveyed. so as not to waste time in the teaching and learning process. students do not over time look for the meaning one by one in the dictionary. "A teacher is required to make an innovation in the learning process, she teacher's job to find ways to create a comfortable, pleasant classroom atmosphere and the learning process can run smoothly."[93] The media can be filled with definitions, functions, generic structures, vocabulary, examples of the text, then separate the orientation, complication and resolution sections. just given a question-and-answer session about their understanding of the contents of the text.

5) Conclusion

After doing cycle 1 (meeting 1 and meeting 2) the researcher and the English teacher concluded that the importance of morals or manners respecting others. fix and plan how to make students focus in reading class. Besides that, researchers and English teachers pay attention to students who have good potential, but more attention is needed from teachers who are firm in taking a stance, so they don't feel belittled or

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[93] Yuliana Dyan and Putri Wulandari *The Effect of The Use Digital Storytelling on Basic Learning Result of Graphic Design Basic* p.81 2012

ignored. we agreed to redo the lesson plan/revise plan on how students could pay more attention to learning, as well as understand the delivery of the material provided. what things are needed for this improvement are in the next action plan session. Therefore, this research was continued to cycle 2.

6) Action plan

In this step, the researcher plans a discussion on the lesson plan which will be revisited, media, and behavior/etiquette for students. because the teacher does not only teach a material, give, receive assignments completed and go home. but also teaches good manners. having as much knowledge as anything but lack of morals is useless. In the lesson plan, the researcher adds steps when learning, namely memorizing vocabulary beforehand, and learning motivation, media in digital storytelling. then in this cycle using full English it is better if the next cycle uses a mix language or bilingual Indonesian and English languages. in the next cycle, it is hoped that the researcher can provide better results, a good impact on students, post-test scores, and morals from the previous cycle.

From the reflection of the first cycle, the reseracher decided to continue to cycle 2 to improve students' understanding in applying digital storytelling media to meet the success criteria in this study. On the other hand, the researcher revised the next lesson plan, which was further checked by the English teacher.

mixture of English during the teaching and learning process. in cycle 2, the students had to convey their ideas in indonesian mixed with English. In terms of digital storytelling media, the reseracher tried to explain and give more vocabularies. Then, the researcher should motivate, embrace, and involve studets during the teaching and learning process to make increasing in post-test 2 that students will pass the kkm (70) until 90% in 17 students. . The lesson that has been revised in appendix 5.

b. Action and observing in cycle 2

In this phase, the researcher conducted cycle 2 using the plan that had been discussed by the researcher and the english teacher. The researcher conducted the same activities in the classroom, including introductory activities, core activities, and closing activities. In particular, the researcher still used digital storytelling media which added vocabulary words and reading with three phases of reading. In this cycle 2, the researcher used two different topics, the story of rainbow and the lion and the mouse. Cycle 2 data was also collected through observation of student participation checklist and reading post-test 2.

1) Result of cycle 2 meeting 1

In this cycle 2 meeting 1, researcher carried out the same activities as in cycle 1. The activities were the same as cycle 1 but the reseracher added vocabulary in the digital storytelling media,

additional tricks to answer questions related to text using 5w + 1h and guess the word. In addition, the reseracher also disscussed with the students about their difficultes when answering the questions in post-test 1. Most students enthusiastically listened and followed the instructions the researche's explanation in the classroom. The meeting held on Friday, may 5 2023 showed an increase in student participation during the teaching and learning process. the topic discussed was about the story of the rainbow. The researcher showed a picture of a rainbow to the class to activate their prior knowledge .

The researcher asked one of the sudents, "*what did you think when the teacher show the picture of the topic?does it help you to know the topic that will be discussed?*" Students 8 responded.

"*I think the picture can help me to know information about the topic in general such as the name of picture, what is it*"[94]
"*yes miss of course, I can guess what material will be discuss today, absolutely it's about rainbow, isn't it?*"[95]

"*with the picture, I can already guess what text we will learn.*"[96]

In cycle 2 meeting 1 students began to feel more attentive to the explanation of the teacher, even some of them could answer some questions from the teacher. So far in classroom learning in thismeeting felt better because of the revise plan that had been disscused by the English teacher..

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[94] Student 8, answer 12 March 2023
[95] Student 10, answer 12 March 2023
[96] Student 16, answer 12 March 2023

2) Result of cycle 2 meeting 2

In this cycle 2 meeting 2, researcher also carried out the same activities as meeting 1., which focused on imrpoving students' ability to guess words, and understanding the content of the story text. The classroom situation was the same as the first meeting in this cycle 2. The students were noisier because they felt comfortable with the researcher's teaching method. This meeting was held on Thursday, may 11, 2023. The topic discussed at meeting 2 was about the lion and the mouse. in addition the researcher tried to ask questions to summarize the text orally containing information about what, when, where, who, why, and how the text in the media, and adding vocabulary to make them knowing more vocabularies. The students also gave feedback after they were given the questions by the teacher. Some of them argue that it can help them to know more about the text, understanding to comprehend the text. for the observation from 1st meeting cycle 1 – 2nd meeting cycle 2 in appendix 7. here is the result observation in meeting 2,

Table 4.7
Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class				✓	
2.	Students can read the material that is given by the teacher				✓	
3.	Students can answer the questions that is deliver by the teacher by using			✓		

	5W + 1H related to the material					
4.	Students can find the difficult word in the text.					✓
5.	Students can retell the understanding of the text conveyed by the teacher.				✓	

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{18}{25} \times 100\%$$

p= 72%

Figure 4.4
Students are asking when teaching and learning process

Figure 4.5
The student is reading the summarize what have been explained

Figure 4.6
Student answers the question and get the prize

From the results of observation of students' participation checklist, which had been done by the teacher showed a number of 72%. There was an increase from the observation shet in the previous cycle from 52% in the first cycle, and there was an increase in the second cycle, that was 72%. It can be concluded that student participation in learning by using digital storyrelling media had a good impact.

3) The Result of Post Test 2 Cycle 2

After the researcher conducted cycle 2 which consisted of two meetings, researcher also evaluated and measured the second reading post-test score. The test was conducted on Friday, May 19, 2023. The test result showed an increase in students' scores on the second post-test. The scores obtained by students, there were 16 students who scored up to 67 or passed the KKM, but 1 students still did not reach the KKM score. Total score of the second post-test was 1355, and the average students score was 79,70. The percentage of the students who passed the KKM was 94%. It can be concluded that there is an increase after using digital

storytelling media in cycle 2 compared to cycle 1. Therefore, it can be concluded that the research has been success criteria of 90%.

Figure 4.7
Students are doing the pre-test 2

c. Reflection of cycle 2

1) Description

During the teaching and learning process, the researcher provided material in accordance with the lesson plan and provided warming up by memorizing vocabulary first, then providing motivation for students about morals and enthusiasm for learning. when in class students began to be active, attentive, and more interaction with questions and answers with the teacher.

2) Feeling

The English teacher thinks that the researcher did a better job of learning in this cycle 2. we are happy about that. there was a good change in the students. students seemed to have a lot of good progress changes in this cycle 2. it can be seen from the results of the

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participation checklist observation that there is an improvement in terms of attitude, activeness in class, and students' understanding of the material presented.

3) Evaluation

The learning process of the XI Science reading class went well. the researcher conducted the lesson according to the lesson plan that had been revised together and discussed with the English teacher. students got a good score in post-test 2. many exceeded the kkm score (70). namely 15 students passed the kkm score, while 2 were almost close to the kkm score. from this it has shown a good change.

4) Analysis

The researcher provides the material well, from the opening, core activities, and closing by using digital storytelling media. the results of using this media really have a good effect on learning. Bernard R. Robin suggests digital storytelling has emerged over the last few years as a powerful teaching and learning tool that engages both teachers and their students.[97] It has been supported by previous researchers listed in the previous study that why the reason researchers suggest this media to be applied at MA Darus Sholah is because now the times are getting more advanced. era 4.0 is all electronic. so fortunately, with the research on the use of digital storytelling media in learning English can be an innovation for teachers to teach in the future.

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[97] Robin Bernard R. *Digital storytelling: a powerful technology tool for the 21st century classroom,* p.220 DOI: 10.1080/00405840802153916

5) Conclusion

In this conclusion section, it can be concluded that this cycle 2 the researcher did teaching and learning well by using digital storytelling media. students focus on the media, and get scores above the kkm passing criteria (70) in post-test 2. students are more polite to the teacher, and do not leave the room during learning, and many actively raise their hands to answer questions.

6) Action plan

In this session, researchers are good at delivering material using digital storytelling media. First, it has a positive impact on students to study more actively in reading, then not getting bored during learning. The second shows progress in the results of post-test 2 scores increased from post-test 1. from 52% to an increase of 94%. Which is where this has been said to be successful research. The three students are more polite and willing to pay attention and focus on the teacher. They get to class on time, don't have as often permission as they used to, and pay attention to their teachers. And there ae 16 students passed the score kkm which is the average is 1355 and the percentage is 94% more than criteria success (90%). So it can be concluded that this research was successful and completed in this cycle, there is no need to continue with the next action plan.

Based on the discussions of researcher and English teacher that using digital storytelling media can improve student ability to read

narrative text. this it was proven that student participation and student exam scores it had been improved. She also concluded that the students were interested using this media. She gave her views on the benefits from the application of digital storytelling about the student's activities happened while teaching. As a result, teacher claims that this research was successful to improve learning quality and improving student reading skills at XI Science MA Darus Sholah.

Furthermore, this is proven that student participation and students test scores increased. She also concluded that students were interested in using this media. She gave her perspective on the benefits of the using digital storytelling as the media during the teaching and learning process. Therefore, the teacher stated that this research was successful to improve the quality of learning and increase students' reading ability in class XI Science MA Darus Sholah.
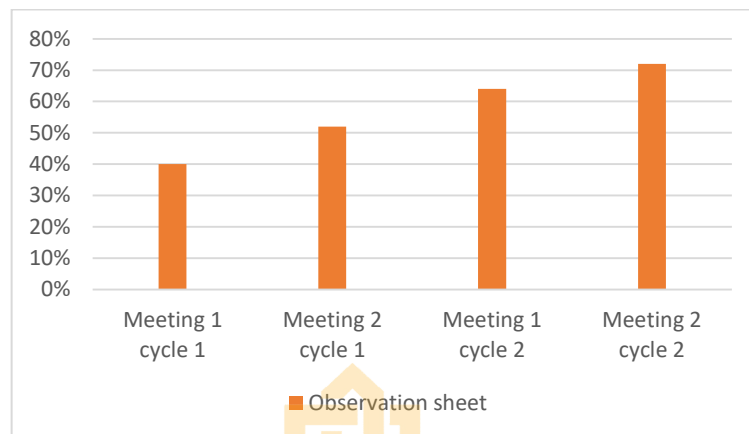
Figure 4.8
The Result of Observation Students' Participation

From the graph above student participation in the use of digital storytelling media while from cycle 1 meeting 1 to cycle 2 meeting 2. Students participation in cycle 1 meeting 1 was 40% which categorized poor. Improvement occurred at meeting 2 which was 52% categorized fair. Then in the cycle 2 meeting 1 increased into 64% which categorized fair. Next in the cycle 2 meeting 2 increased 72% categorised good. It can be concluded that the use of digital storytelling media is able to increase participation in reading class. It can also involve interaction between students and teachers in the classroom, so that the teaching and learning process will run well. The results of the students scores are attached the following graph is the students' average score improvement from pre-test, post-test 1, and post-test 2.
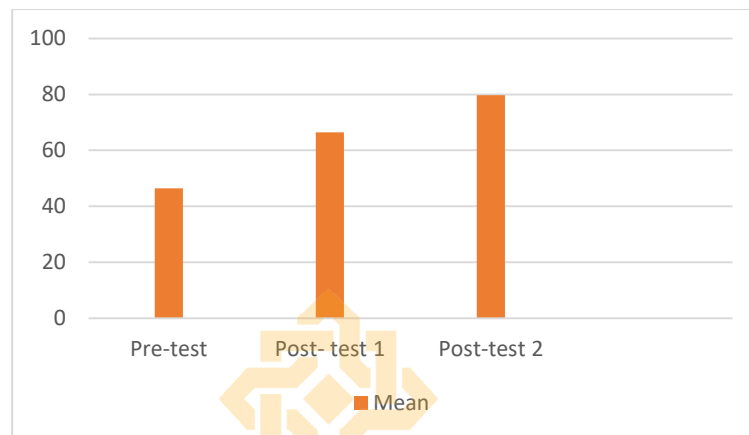
Figure 4.9
The Students' Mean Score Enhancement

From the graph above, students score from pre-test to post-test 2 improved. It can be seen that the number of students who pre-test score before the researcher used digital storytelling in class was 790, and the average was 46,47. The percentage of students who passed the KKM from the pre-test was 18%, or only 3 students. Then there was an increase in post-test. the total score of students post-test 1 score was 1130, and the average was 66,47. The percentage of students who passed the KKM was 53% or as many as 9 students out of 17 students in XI Science. In addition, there was an increase in post-test 2. There were 16 students who passed the KKM, with a total value of was 1355 with the average value of student scores was 79,70 and the percentage was 94%. It can mention that using digital storytelling media can improve students' grades on understanding the text. however, there are some problems during the teaching and learning process. students' noise in the

classroom is one of them problem that require the researcher to handle the class well and challenge the researcher to make the class more fun. Besides students can understand the text well gradually. It was evident from the classroom observation. So, it can be concluded that the use of digital storytelling media can improve students comprehension skills in reading narrative text.

C. **Discusson of The Research**

This section presents a discussion of the researchh findings on learning to speak by using digital storytelling which is associated with exsiting tehories. After applying digital storytelling as a medium in the teaching and learning teaching process of this research process, the result showed that students' reading scores gradually increased. This means that there is an increase in students' reading scores gradually increased. This means that there is an increase in students' reading ability.

This research was conducted in 2 cycles, and consisted of three meetings. Two meetings for treatment or teaching and learning process, and one meeting to measure students' learning outcomes through reading test. From the data in the preliminary study, the average score of students was 46,47 and the precentage of students who reached the minimum completion criteria (KKM 70) was 18% or 3 students. It can be said that students; reading skill is still low. Based on the results of the students reading post-test 1 scores, the average score of the students is 66,47 with a percentage of 53% or 9 students who pass the KKM. Then procced to cycle 2 because it still does not

meet the success criteria and for the average scre of cycle 2 is 79,70 with the percentage of students' reading test scores can increase and te success criteria can be achieved.

The application of digital storytelling in teaching reading English, the instruction received a good response from the students and the Eng;lish teacher. During the teaching and learning process using digital storytelling, students focused when the researcher explained the material. Students could know how to understand the content of the text, what the meaning of the word was. However, some students still had problems in reading such as they were shy, afraid and did not know the word in the text and how to pronounce the word. This makes students not understand well about the material presented.

However, the most of the students were really focused when the researcher explained about the narrative text but some students were still confused about the meaning of the text due to lack of English vocabulary. The researcher started the reading class by explaining the material using digital storytelling and this made the students enjoy the learning process. They already knew about narrative text (what is narrative text, the purpose of the text, general structure and also the language features). During the teaching and learning process, the students initially did not make noise in the classroom because the students' reading achievement. It can be concluded that students need new media or strategies in teaching and learning process so that students are more active and interseted in reading. Most students enjoyed the class when the researcher provided the material given by using digital

storytelling. According to Frazel, he stated that digital storytelling is the process of combining media to enrich and improve reading or speaking skills.[98]

In this study, the researcher noticed the students' reading skills were better than before after applying 2 cycles. The students could improve their knowledge of vocabulary, text comprehension and reading fluency. They can memorize the vocabulary and pronounciation fluently. This happens because in digital storytelling, the researcher provides writing, pictures, and sound/video. After the researcher explains the material, the researcher explains the material, the researcher sometimes check the students' understanding by retelling every few sentences that have been read and asking students to repeat the sentences (words). Thus, students can know the meaning of the sentences or word without having to look at the dictionary and students can repeat the sentence. As we know that, vocabulary is a compnent that students need to read in order to understand the meaning of what they are reading. Accroding to Bogaards and Dyorkin, vocabulary is one of the important elements in teaching and learning to understand reading comprehension.[99] In addition, students also understand the generic structure of narrative text using digital storytelling.

In this case, the researcher explained the meaning of narative text, generic structure (using simple past), and language features. When the

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[98] M. Frazel, Digital Storytelling Guide for Educators, (Oregon: International Society for Technology in Education, 2010), 9

[99] Bogaards, Paul and Bata Laufer-Dvorkin, Vocabulary in a Second Language: Selection, Acquisition, and Testing (Amsterdam: John Benjamins Publishing, 2004), 40.

researcher asked them to read and the researcher gave questions such as, what is the content of the text, when did the incident occur. The students could answer according to the context in the narrative text, some boldly answered, some answered shyly. They practiced analyzing the text and answering the questions given by researcher in each meeting to explain each part of the paragraph and the 5w+1h question.

Therefore, students can remember vocabulary that they did not know before, understand the content of the text, and understand which points are part of orientation, complication and resolution in narrative text using simple past tense. Sometimes, the researcher also asked students to explain what is the purpose of the text, "can you answer what is the purpose of this text? then another question, what is the content of the last paragraph? Is it happy ending or sad ending? As we know that comprehension is neded by students especially in learning reading skill. To understand the text we need to know that grammar also is also necessary for reading ability. Heaton also reinforces that, grammar is needed for students to construct correct sentences in reading.[100] That is, grammar is very necessary in learning to read English.

During the teaching and learning process using digital storytelling, students responded well, this can be seen from the students' activeness in the classroom. The students were very interactive. When the researcher asked them to read the text in the media they could answer correctly. The students could understand the meaning of the words in the text. Some even had known

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[100] Heaton, Teaching Speaking and Component of Speaking (New York: Cambridge University Press, 1990), 32.

from synonyms and antonyms. In the classroom, the researcher saw some interaction between the researcher and students during the question and answer session, guessing vocabulary, synonyms and antonyms, they could answer the researcher's questions well and correctly. From the explanation above about condition of students, that students can be active and understand the meaning of the content of the text by using digital storytelling media that makes students not bored, besides that they also feel that there will be something new in reading class.
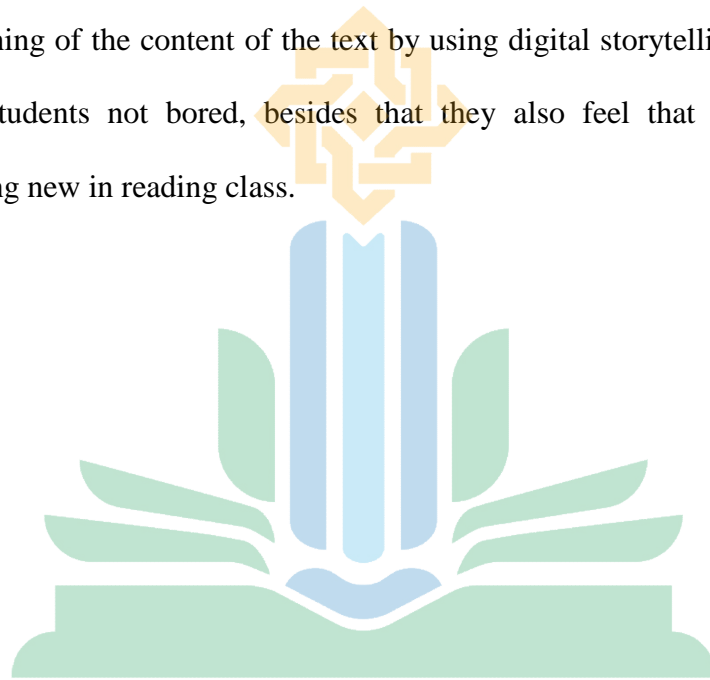
CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the results of research findings and discussions that have been carried out, the researcher concludes that in applying digital storytelling media is able to have an effective impact on learning reading classes. it can be seen from the results of the pre-test, post-test 1, post-test 2 and supported by the results of the observation sheet of student participation assisted by the English teacher in learning in the classroom. this can be seen from the initial data of the pre-test is from 18% or 3 students who passed the KKM score (70) with an average score of 46.47. After cycle 1, the results of students' reading scores increased to 66.47 or 9 students who passed the KKM score with a percentage of 53%. this cycle was continued to the second cycle, because it still did not meet the success criteria of 90%. in cycle 2 get results with an average score of 79.70 or 16 students with a percentage of 94% and for students who did not pass the KKM score as many as 6% or 1 students.

So from the results the percentage of research reached 94%. Reading aspects that have improved after applying digital storytelling are comprehension (word, sentence, paragraph), vocabulary, grammar.

B. Sugestion

After conducting this study, the rsearcher offers some recommendations that can be suggested to english teachers and futur researchers.

1. For English Teacher

    English teacher can use digital storytelling as a medium to make students active and more interested in participating in every reading activity. Active and interested in adapting to every reading activity. Digital storytelling helps students in enriching vocabulary, improve reading comprehension and increase students' interest in reading during class.

2. For Student

    Students are encouraged to actively participate in reading class by using digital storytelling during teaching and learning process. This digital storytelling can help improve their comprehension in reading a text.

3. For Future Researcher

    For future researcher and English teacher who have the same problem when teaching English reading, researcher recommend using digital storytelling as the recommended to use digital storytelling as a medium to improve students' reading ability. The researcher hopes that this study can be used as a reference to conduct better English teavhing and learning strategies.

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MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	General Question
Improving students' reading a narrative text through digital storytelling at 11th Grade Of MA Darus Sholah In Academic Year 2022-2023	1. Reading 2. Digital storytelling	1. Reading a. word b. sentence c. paragraph d. text 2. Digital Storytelling a. Start with an idea b. Research/explore/learn c. Write or script d. Story board/ plan e. recording f. Reflection and feedback	1. Observation 2. Reflection 3. Students reading test	1. Research Design: classroom action research. the stages of CAR: a. Planning b. Implementing c. Observing d. Reflecting 2. Data collection Method: a. Reading test b. Observation c. Reflection 3. Data Analysis a. Average Score: $$M = \frac{\sum x}{N}$$ Notes : M: the mean $\sum x$: the sum of scores N: the number of students b. Pass Score : $P = \frac{F}{N}$ x 100% Notes : P: The class Percentage F: Total Percentage Score N: Number of Students 4. Validity of Data: Content Validity 5. Criteria of success: This research will be successful if the number of students who reach the minimum score (67) are equal to or higher than 90% of the total students in the research	how to improve students' reading a narrative text by using digital storytelling media at 11th Grade Of MA Darus Sholah In Academic Year 2022-2023?

APPENDIX 2

INTERVIEW

A. Interview questions for the teacher

No	Questions	Answer
1.	What Curriculum used at MA Darus Sholah?	This school uses K13 curriculum
2.	How many times English is taught in a week?	English is taught twice a week in Thursday and Friday.
3.	how many times is allocated for learning in one meeting?	The time allocation is 2x40 minutes
4.	what problems are faced by students?	the students have a problem in reading ability. they have low in comprehend the text. In my opinion the students less vocabulary, and then they are less confident to read the text and also, they feel difficult to answer the questions related to reading a text.
5.	how do you overcome the problem?	I have done many things to train their reading, such as asking them to read one by one in turn, then I ask students to bring a dictionary so that they can look up difficult words and the interpret them using the dictionary. Then I have even led students to translate texts together so that they can hone their reading comprehension.
6.	from all classes, which class has the most problem in reading?	among classes, the one class is the most has the lowest score problem in reading class is XI Science. It is only 2 people who have good score in reading class among 17 students in that class. In additional they always feel bored and sleepy when reading class, they said like storytelling lesson.
7.	what about student's participation in reading class?	there are only 2 students who participated in reading class.
8.	how do you teach reading	in reading class, I explain the material,

	in the class?	then I give the example of the text. After that, I ask students to read the text and translate it. Last, I give them exercise.
9.	does the school have a projector?	yes, we have but only 1 and also, we have computer lab for final examination.
10.	have you ever using projector as the media for learning English?	No, I never use it. Because it only use when we have agenda school that need projector as showing the material or something else.
11.	what is the minimum standard score of reading test?	it is 70 score.
12.	have you ever used digital story telling as media in teaching English or teaching reading?	no, I have not. But I think it is good idea. We can try it as a learning media as tool during English reading class. Who knows they are more excited, not sleepy, not bored in learning. That is good idea that can be used as an alternative strategy for teaching and learning English.

B. Interview questions for the students.
   R: Researcher
   S1: Student 1
   S2: Student 2

The Script of Interview with The Students.

R: Anyone do you like English lesson?

S1: yes I like it, but I just know a few about English lesson.

S2: No, miss I don't really like English lesson.

S3 & S4: I like it miss, but not really like it

R: alright, so do you think English is difficult lesson?

S2: yes miss, English lesson is the most difficult lesson after Math.

S1 & S3: it's little bit difficult, but we like in listening section.

R: alright, so what about your difficulties experience in reading class during learning with bu farida?

S1: actually bu farida taught us enjoy, she taught us slowly, but me my self has difficult when bu faridah asked me to comprehend the text, because I don't know the meaning of the text, in every word. We are asked to translate using dictionary, google translate and also we don't know how to interpret on the whole text. Meanwhile bu faridah gives a question related to the text, sometimes we can not answer that question.

S2: I think all about English skill is very difficult for me miss, it because I less in vocabulary, I don't know whole the text, I don't understand. Sometimes I'm tired of looking at the text English. It makes me dizzy to understand English language.

S3: yes, we do. It is difficult for us to understand the text. Because I do not like English at all.

R: so, in our opinion, what should be done to overcome these difficulties? Should we improve the method/media/strategy??

S: in my opinion, yes, it is. The teacher should give alternative strategy/ using media to make students understands in comprehend the text.

R: how does the teacher teach reading?

S: the teacher teaches reading well, slowly and friendly.

R: Does the teacher invite the students to be active in learning reading class?

S: yes, she is. Sometimes she asks us to read a text every morning before starting the class, and it turns every meeting.

R: What if, for example, Miss Fika teaches later giving her material while using videos, do you think you will be interested?

S1: wahh, it sounds interesting miss. Moreover we will be enjoy during studying, and also not feel sleepy.

S2: yes miss, I think I will like it, and my friends also will pay attention during class.

R: okey thank you for the answers, nice to meet you.

S: yes miss, nice to meet you too.

Appendix 3

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class					
2.	Students can read the material that is given by the teacher					
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material					
4.	Students can find the difficult word in the text.					
5.	Students can retell the understanding of the text conveyed by the teacher.					

Notes:

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The Description of Observation Students' Participation Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class	Students did not pay attention when the teacher is doing teaching and learning in the class	Less than 5 Students pay attention when the teacher is doing teaching and learning in the class	Less than 9 Students pay attention when the teacher is doing teaching and learning in the class	More than 12 Less than 5 Students pay attention when the teacher is doing teaching and learning in	Almost Students pay attention when the teacher is doing teaching and learning in the class

No.						
					the class	
2.	Students can read the material that is given by the teacher	Students couldn't read the material that is given by the teacher	Less than 5 students can read the material that is given by the teacher	Less than 9 students can read the material that is given by the teacher	More than 12 Less than 5 Students can read the material that is given by the teacher	Almost Students can read the material that is given by the teacher
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material	Students couldn't answer the questions that is deliver by the teacher by using 5W + 1H related to the material	Less than 5 Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material	Less than 9 Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material	More than 12 Less than 5 Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material	Almost Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material
4.	Students can find the difficult word in the text.	Students couldn't find the difficult word in the text.	Less than 5 Students can find the difficult word in the text.	Less than 9 Students can find the difficult word in the text.	More than 12 Less than 5 Students can find the difficult word in the text.	Almost Students can find the difficult word in the text.
5.	Students can retell the understanding of the text conveyed by the teacher	Students couldn't retell the understanding of the text conveyed by the teacher	Less than 5 Students can retell the understanding of the text conveyed by the teacher	Less than 9 Students can retell the understanding of the text conveyed by the teacher	More than 12 less than 5 Students can retell the understanding of the text conveyed by the teacher	Almost Students can retell the understanding of the text conveyed by the teacher

Appendix 4

The Result Observation

Class	: XI Science of MA Darus Sholah
English Teacher	: Farida Muktiana, S.Pd
Researcher	: Fika Nur Fatika
Day	: Friday
Date	: 24 February 2023
Time	: 07.00 – 08.30

The Result of Observation

pada hari kamis, tanggal 24 februari tepatnya pada pukul 09.40 sampai dengan 10.50 WIB, Researcher berkesempatan untuk melakukan observasi di kelas XI IPA di MA Darus Solah yang dimana dilakukan sebagai pra peneleitian untuk melengkapi data yang akan digunakan dalam mengerjakan skripsi. Pada hari kamis itu, Teacher akan mengajar kelas XI IPA pada jam ke 5 untuk mata pelajaran Bahasa inggris. Kelas XI IPA mempunyai jumlah murid sebanyak 17 siswa. Kelas XI IPA adalah 7 siswi perempuan dan 10 siswa laki-laki. Kegiatan ini dilakukan untuk mengobservasi kelas XI IPA pada saat pembelajaran berlangsung. Materi pembelajaran saat itu adalah simple present tense. Sebelum memulai pembelajaran Teacher memastikan apakah semua siswa sudah tenang dan siap untuk menerima pelajaran, karena jam mata pelajaran siang jadi agak kurang kondusif kelasnya. Kemudian Teacher membuka kelas dengan mengucapkan salam kepada siswa dan menyapanya dengan menanyakan kabar mereka dengan berkata "How are you today?", dan siswa menjawab "I am fine, how about you?" dengan suara kompak dan semangat Teacher menjawab "I am fine thank you". Setelah itu, Teacher mengecek presensi atau daftar hadir siswa pada hari tersebut, siapa saja yang absen, izin dengan menanyakan "who is absent today?", siswa pun menjawab tidak ada bu, semua masuk hari ini.

diawal sesi, Teacher seperti biasa meminta salah satu siswa untuk maju kedepan untuk menceritakan sebuah cerita menggunakan Bahasa inggris, jadi Teacher membiasakan siswa secara bergantian saat jam mata pelajaran Bahasa inggris untuk telling story. Ceritanya bebas boleh descriptive, narrative, asal mereka maju kedepan dan siap bercerita kurang lebih 4-5 menit untuk durasinya. Kemudian Teacher memberikan sebuah arahan kepada siswa tentang materi yang akan dibahas. Sebelum Teacher menjelaskan materi pada pertemuan ini, Teacher meriview materi sebelumnya pada pembelajarn minggu lalu untuk mengetes pemahaman siswa apakah masih ingat pada materi sebelumnya. Lalu

Teacher memberikan contoh untuk memancing siswa bisa menjawab dan menebak materi yang akan dibahas pada hari itu. Selanjutnya, setelah ada salah satu perempuan Namanya cindy yang memjawab bahwa hari itu akan mempelajari tentang simple present tense. Lalu Teacher melanjutkan penjelasan lebih khusus dan rinci terkait materi yang akan disampaikan. Setelah selesai menjelaskan Teacher memberikan conto-contoh dalam kalimat Bahasa Indonesia, dan siswa diminta untuk mentranslate contoh tersebut ke Bahasa inggris dengan menggunakan kamus atau google translate. Teacher menanyakan "apa Bahasa inggrisnya Saya memakan roti setiap pagi Bersama keluarga saya", lalu Cindy menjawab "saya bu ingin mencoba menjawab, I eat bread every morning with my family" kemudian Teacher bertanya ke siswa lain "Apakah jawaban cindy benar murid-murid?" beberapa siswa menjawab "iyaaa benar ibu" kemudian Taecher memberikan text kepada seluruh siswa tentang cerita Bahasa inggris daily life menggunakan simple present. Teacher meminta siswa untuk membaca dan mencari kalimat present tense di dalamnya. Kemudian siswa diminta untuk mencari kosakata yang susah didalam nya lalu di cari artinya didalam kamus. Teacher memberikan waktu kurang lebih 10-15 menit untuk membacanya.

setelah waktu berlalu, Teacher menanyakan "apakah ada yang sulit?" Siswa menjawab "iya bu, banyak yang ga tau artinya dan juga sulit mengerti isi makna dari cerita ini bu?. Teacher meminta salah satu siswa yang berani maju kedepan untuk membaca ulang apa saja informasi yang iddapat terkait teks yang dibagikan. Dan cindy maju kedepan untuk membacakan hasil pekerjaannya. Dan hasil yang disampaikan cindy lumayan cukup akurat, dari kalimat yang di temukan simple present dalam textnya, kemudian isi ceritanya, dan kosakata yang menurutnya susah juga sedikit. Lalu Teacher menanyakan "ada lagi yang ingin maju?" ada 2 siswa maju dan membacakan hasil pekerjaannya, namun apa yang disampaikan masih bisa dibilang kurang akurat.

banyak yang malu Ketika Teacher meminta siswa untuk maju kedepan untuk membacakan textnya, setelah reaceher melakukan interview ke beberapa anak yang tiak maju, kendala yang mereka alami yakni susah nya membaca text Bahasa inggris karena tidak tahu how to pronounce the text, kemudian mereka kekurangan kosakata sehingga tidak tahu informasi apa yang akan mereka sampaikan dari text tersebut. Hasil inti dari kegiatan observasi di kelas XI IPA ini adalah mayoritas siswa di kelas tersebut sangat rendah dlaam kemapuan readingnya.ada beberapa hal yang membuat mereka merasa tidak mau belajar meningkatkan reading. Banyak pula masalah dalam reading yang mereka hadapi, missal tidak percaya diri, kurang tau tentang vocabularynya, kurang mengerti interpret the text nya, dan pemahaman isi text dalam bacaannya. Tetapi mereka sangat baik dalam speakingnya, karena sudah dilatih setiap pagi

saat pertemuan mata pelajaran Bahasa inggris oleh Teacher Bahasa inggris. Sehingga kemampuan reading nya mereka kurang maksimal dan hanya fokus dalam mentranslate dan mencari kosakata yang sulit, sehingga siswa kurang ada minat dalam diri mereka untuk mengembangkan kemampuan readingnya.

LESSON PLAN

Cycle 1

Name School	: MA Darus Solah	Text Type	: Narrative Text
Subject	: English	Skill	: Reading
Grade / semester	: XI / 2	Time Allocation	: 4 x 40 minutes

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

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 medeskripsikan fungsi sosial dari teks naratif 3.7.3 menganilis teks naratif tulis berbentuk fairytales terkait dengan fungsi, struktur teks, generic structure, dan unsur kebahasaan. 3.7.4 mengidentifikasi teks, kalimat, dan kata arti dalam teks naratif.
4	4.7 menangkap makna secara kontekstual terkait	4.7.1 melatih membaca teks naratif berbentuk fairy tales dengan

	fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales	pronunciation yang benar dan mengetahui generic structure nya.

B. Tujuan Pemebelajaran

Pertemuan Pertama

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa dapat memahami tentang narrative text (meaning, language features, and generic structure of narrative text)
2. Siswa mampu mengetahui arti dari word/sentence yang di tampilkan didalam media digital storytelling.
3. Siswa diharapkan mampu memahami dan menganalisis arti disetiap kata, kalimat, paragraph didalam narrative tekt yang ada di dalam media digital storytelling.

Pertemuan Kedua

Setelah menyelesaikan kegiatan pembelajaran dengan menggunakan media digital storytelling, peserta didik diharapkan mampu:

1. Siswa dapat mengidentifikasi language features, generic structure, and the purpose dari cerita narrative teks yang di sampaikan.
2. Siswa dapat membaca cerita teks narrative dengan benar secara Bersama-sama dan menceritakan terpennting bagian apa saja dalam narrative teks.
3. Siswa dapat menganalisis teks narrative berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan setelah melihat tayangan video.

C. Materi Pembelajaran

1. Social function

   Attract and entertain the reader. The basic purpose of narrative text is to entertain and interest the reader with a story or event that has a problem that leads to conflict and at the end of the story there is no resolution or a happy, or even sad, ending. Narrative texts are not limited to mystical stories, fictions, legends, fairy tales or fables, but also adventures, mysteries and all kinds of stories. At its core, narrative text is about stories. But in school lessons, the narrative text genre is usually only used to show a fiction such as fairy tales or legends.

()

2. Definition

Definition of Narrative Text Referring to wikipedia, Narrative Text is "a narrative (or story) is any report of interconnected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) images". Or if translated, narrative text is a type of genre that tells a series of events or stories over time and is described in the order of beginning, middle, and end. So it must be chronological, meaning chronological is told in a coherent manner and must not jump around. ()

3. Generic structure

  a) Orientation (sets the scene: where and when the story takes place and introduces the story participants, who and what is involved in the story.

  b) Complication (tells the beginning of the problem that leads to the crisis (climax) of the main participant)

  c) Resolution (the problem/crisis is resolved, either with a happy ending or a sad/tragic ending)

  d) Re-Orientation/Coda (this is also a commentary on the story and is optional. It consists of a moral lesson. Advice or teaching from the author.

4. Language features

  a) Uses simple past tense

  b) Uses adverbs of time

  c) Uses conjunctions of time

  d) Uses specific/not general characters

  e) Uses Action Verbs

  f) Using Verbs Using Direct Sentences (Taken from : https://www.ilmubahasainggris.com/narrative-text/)

5. Example of narrative text about fairy tales

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Snow white

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when snow white wanted to go to the bedroom, she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow white was so sad, and she tried to run away from the palace. It was success, she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy aver after.

D. Metode Pembelajaran

1. Model   : cooperative learning
2. Metode   : ceramah, tanya jawab, diskusi, dan presentasi.

E. Media, Alat dan Bahan Pembelajaran

1. Media : teks naratif dalam digital storytelling.
2. Alat / bahan : papan tulis, prnghapus, spidol, laptop, projector**.**

F. Sumber Belajar

1. Buku paket kelas XI MA Darus solah
2. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: Think Locally Act Globally. Jakarta:
3. https://www.nurdiono.com/kinds-of-narrative-text.html
4. https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A._Understanding_Narrative_Text_and_example
5. https://www.youtube.com/watch?v=Bc17SdVd5h0

G. Kegiatan Pembelajaran

Pertemuan 1 (2 x 40 menit)

Step of Teaching	Description	Time
Opening activity	Teacher says Greeting to students. Teacher asks leader to open the praying. Checking the students' attendance list Teacher Gives the learning goals to the students. Teacher gives apperception and motivation.	5 minutes
Main activity	pre-reading teacher explained first what digital storytelling is, the use of this media, the function and the goals after using it. reading Teacher explains about simple past tense first to the students. Teacher gives the example of simple past tense to students. Students start to observe the characteristic and the form example of simple past tense. Teacher and students ask about narrative text. Teacher gives directions to students so that they are able to ask questions about narrative text. The teacher answers the questions from the students while explaining them. Teacher explains the meaning, language features, generic structure and purpose of narrative text. Teacher displays an example of narrative text (Cinderella) to students using a projector that has been provided in the	30 minutes

	digital storytelling media using video scribe. Students watch and read the narrative text example together. On other hand the teacher also corrects their pronunciation when it is wrong. Teacher appoints one of the students to read alternately each paragraph to train students' reading skills. Ice breaking (counting numbers 1-10 but at numbers 3,6,9 it's silent) Teacher asks students about 5 w+1h, generic structure and vocabulary meaning related to the narrative text example. Students who answer will be rewarded with giving + point or snack, or applause. post reading Students are asked to tell the important things of the text.	
Closing activity	Teacher asks the students difficulties. Teacher and students summarize the material together. Teacher gives homework. Teacher tells the next material. Teacher ends the lesson with prayer and greetings.	5 minutes

Pertemuan Kedua (2 x 40 menit)

Step of Teaching	Description	Time
Opening activity	Teacher says Greeting to students. Teacher asks leader to open the praying. Checking the students' attendance list Teacher Gives the learning goals to the students. Teacher gives apperception and motivation. Showing pictures and asking some questions related to the picture. Student guess what material will be learned today.	5 minutes

Main activity	pre-reading Reviewing about Narrative text. Asking the students to make groups, each group consists of 5 students. Students are divided 2 groups and asked to read together. reading Teacher explains about simple past tense first to the students. Teacher gives the example of simple pas tense to students. Students start to observe the characteristic and the form example of simple past tense. Teacher and students ask about narrative text. Teacher gives directions to students so that they are able to ask questions about narrative text. The teacher answers the questions from the students while explaining them. Teacher explains the meaning, language features, generic structure and purpose of narrative text. Teacher displays an example of narrative text (Snow White) to students using a projector that has been provided in the digital storytelling media using video scribe. Students watch and read the narrative text example together. On other hand the teacher also corrects their pronunciation when it is wrong. Teacher appoints one of the students to read alternately each paragraph to train students' reading skills. Ice breaking (counting numbers 1-10 but at numbers 3,6,9 it's silent) Teacher asks students about 5 w+1h, generic structure and vocabulary meaning related to the narrative text example. Students who answer will be rewarded with giving + point or snack, or applause. post reading Students are asked to tell the important things of the text.	30 minutes

Closing activity	Teacher asks the students difficulties.	5 minutes
	Teacher and students summarize the material together.	
	Teacher gives homework.	
	Teacher tells the next material.	
	Teacher ends the lesson with prayer and greetings.	

H. Evaluation

a. The process of evaluation will be conducted during teaching learning process using observation students' participation checklist.

Observation sheet

No.	Indicators	Criteria			
		1	2	3	4
1.	Students can answer the teachers' question related to word comprehension				
2.	Students can answer the teachers' question related to sentence comprehension				
3.	Students can answer the teachers' question related to paragraph				
4.	Students can answer the teachers' question related to text comprehension				

$$P = \frac{F}{N} \times 100\%$$

Note:
P: The class percentage of the students
F: Total number of the students who participated actively
N: Number of students.

No	Criteria	Percentage (%)
1.	Poor	0% - 25%
2.	Fair	25% - 50%
3.	Good	50% - 80%
4.	Very Good	80% - 100%

b. Comprehension questions

No	Aspect of reading	Comprehension questions
1.	identify the text meaning	what is the purpose of the text?

2.	identify the paragraph meaning	in the second paragraph the text talk about?
3.	identify the sentence meaning	what was the Cinderella done after at 12 o'clock?
4.	identify the word meaning	*she ran toward the door as quickly as she could.* **The underlined word refers to…**

Jember, 17th March 2023

English Teacher   Researcher,

Farida Muktiana, S.Pd   Fika Nur Fatika
NIP.   NIM.T20196170
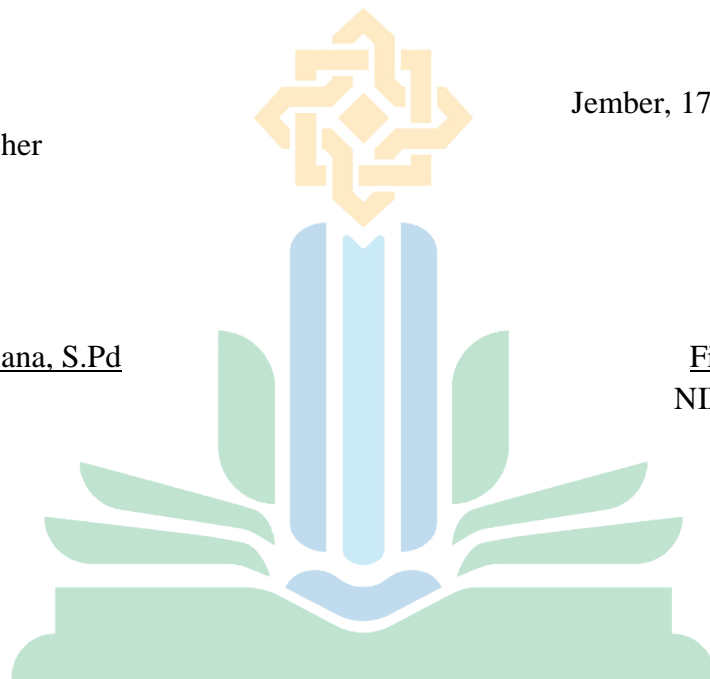
LESSON PLAN

Cycle 2

Name School	: MA Darus Solah	Text Type	: Narrative Text
Subject	: English	Skill	: Reading
Grade / semester: XI / 2		Time Allocation	: 4 x 40 minutes

A. Kompetensi Inti

KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 medeskripsikan fungsi sosial dari teks naratif 3.7.3 menganilis teks naratif lisan pendek dan tulis berbentuk fairytales terkait dengan fungsi, struktur teks, generic structure, dan unsur kebahasaan. 3.7.4 mengidentifikasi teks, kalimat, dan kata arti dalam teks naratif.
4	4.7 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat	4.7.1 melatih membaca teks naratif berbentuk fairy tales dengan pronunciation yang benar dan mengetahui generic structure nya.

	pendek dan sederhana, terkait fairytales	

B. Tujuan Pemebelajaran

Pertemuan Pertama

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu:

4. Siswa dapat memahami tentang narrative text (meaning, language features, and generic structure of narrative text)
5. Siswa mampu mengetahui arti dari word/sentence yang di tampilkan didalam media digital storytelling.
6. Siswa diharapkan mampu memahami dan menganalisis arti disetiap kata, kalimat, paragraph didalam narrative tekt yang ada di dalam media digital storytelling.

Pertemuan Kedua

Setelah menyelesaikan kegiatan pembelajaran dengan menggunakan media digital storytelling, peserta didik diharapkan mampu:

4. Siswa dapat mengidentifikasi language features, generic structure, and the purpose dari cerita narrative teks yang di sampaikan.
5. Siswa dapat membaca cerita teks narrative dengan benar secara Bersama-sama dan menceritakan terpennting bagian apa saja dalam narrative teks.
6. Siswa dapat menganalisis teks narrative berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan setelah melihat tayangan video.

C. Materi Pembelajaran

6. Social function: the basic purpose of narrative text is to entertain and interest the reader with a story or event that has a problem that leads to conflict and at the end of the story there is no resolution or a happy, or even sad, ending.
7. Definition: is "a narrative (or story) is any report of interconnected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) images".
8. Generic structure: orientation, complication, resolution
9. Example of narrative text about fairy tales

The Story of a Rainbow

A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy. But one day, the wife and son of the farmer got sick. Then the wife

wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken. The gods didn't want to see him sad and heart broken. They help the farmer by building a gorgeous, colourful bridge. The farmer can climb the sky and then see his wife and son again.

Source: https://mediaindonesia.com/humaniora/581450/contoh-narrative-text-dalam-bahasa-inggris-dan-terjemahannya

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you. "The Lion thought that it was such an amusing idea that he let the poor creature go. Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars. The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion." Moral of the story: Little friends may prove to be great friends. Friend in need is a friend indeed.

Source: https://mediaindonesia.com/humaniora/581450/contoh-narrative-text-dalam-bahasa-inggris-dan-terjemahannya

D. Metode Pembelajaran

3. Model   : cooperative learning
4. Metode   : ceramah, tanya jawab, diskusi, dan presentasi.

E. Media Pembelajaran

3. Media : teks naratif dalam digital storytelling, papan tulis, prnghapus, spidol, laptop, projector**.**

F. Sumber Belajar

6. Buku paket kelas XI MA Darus solah

7. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: Think Locally Act Globally. Jakarta:
8. https://www.nurdiono.com/kinds-of-narrative-text.html
9. https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A._Understanding_Narrative_Text_and_example
10. https://www.youtube.com/watch?v=Bc17SdVd5h0

G. Kegiatan Pembelajaran

Pertemuan 1 (2 x 40 menit)

Step of Teaching	Description	Time
Opening activity	Teacher says Greeting to students. Teacher asks leader to open the praying. Checking the students' attendance list Teacher Gives the learning goals to the students. Teacher gives apperception and motivation.	5 minutes
Main activity	Reviewing about simple past and narrative text. Teacher gives some vocabularies related to the topic in digital storytelling. Students follow and repeat. Explaining the topic "The lion and the muse" (display by using projector) Students are sked to watch and read the narrative text example together. On other hand the teacher also corrects their pronunciation when it is wrong. Teacher and students discussion about what is the generic structure, language features and purpose of the text. Teacher appoints some of the students to read alternately each paragraph to train students' reading skills. Teacher asked students such as *the first paragraph tells about? opened his mouth to swallow him directly. The word him refers to? What is the antonym of angry?* Students who answer will be rewarded with giving + point plus. post reading Students are asked to tell the important things of the text.	30 minutes
Closing activity	Teacher asks the students difficulties. Teacher gives homework. Teacher tells the next material. Teacher ends the lesson with prayer and greetings.	5 minutes

Pertemuan Kedua (2 x 40 menit)

Step of Teaching	Description	Time
Opening activity	Teacher says Greeting to students. Teacher asks leader to open the praying. Checking the students' attendance list Teacher Gives the learning goals to the students. Teacher gives apperception and motivation	5 minutes
Main activity	Reviewing about simple past and narrative text. Teacher gives some vocabularies related to the topic in digital storytelling. Students follow and repeat. Explaining the topic "The story of rainbow" (display by using projector) Students are sked to watch and read the narrative text example together. On other hand the teacher also corrects their pronunciation when it is wrong. Teacher and students discussion about what is the generic structure, language features and purpose of the text. Teacher appoints some of the students to read alternately each paragraph to train students' reading skills. Teacher asked students such as *the first paragraph tells about? <u>They</u> help the farmer by building a gorgeous. The word <u>they</u> refers to? What is the synonym of climb?* Students who answer will be rewarded with giving + point plus. post reading Students are asked to tell the important things of the text.	30 minutes
Closing activity	Teacher asks the students difficulties. Teacher gives homework. Teacher tells the next will have post-test 2 Teacher ends the lesson with prayer and greetings.	5 minutes

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class					
2.	Students can read the material that is given by the teacher					

3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material					
4.	Students can find the difficult word in the text.					
5.	Students can retell the understanding of the text conveyed by the teacher.					

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

Jember, 5ᵗʰ Mei 2023

English Teacher   Researcher,

Faridah   Fika Nur Fatika
NIP.   NIM.T20196170

Appendix 6

Test Instrument

Pre-test

Text 1

Read the following text to answer questions number 1 to 5

The Ugly Duckling

It was bight summer day. The wheat fields had turned golden in the warm sun. Around the wheat fields, there were meadow of green grass. In the midst of the meadows and fields, stood a farm house. A stream of clean water flowed past the house. In one of those shady spots on the bank the stream, among a cluster of shrubs and plants, a mother duck sat on her eggs to hatch them.

After a few days the shall began to crack and out game five little duckling looked very pretty. The mother duck was very happy. She stood up to see if the all eggs were hatched. No, there was one large egg-the sixth one that remained unhatched. It's shell was harder . But mother was determined to bring every one of her brood into this world. What a shock she got when the last egg finally cracked .

The new bird was very ugly and much bigger than the others. "It cannot my baby" shouted the mother duck " I wonder of he is a turkey !"soon, it seemed that nobody like this duckling. They named him "Ugly Duckling".

The mother duck never approved of this rude and treatment. His bad days had suddenly ended. He was not an ugly duckling after all. Now he changes a beautiful white swan.

1. The topic of the text is……
a. the turkey   c. the bird
b. ugly duckling   d. the swan

2. The situation of the first paragraph as living
a. in the country   c. in the woods
b. in the village   d. in the city

3. The genre of this text is………
a. recount   c. fable
b. news item   d. procedure

4. In the last story ugly duckling changes to be
a. swan   c. bird
b. duck   d. goose
5. A mother duck began to crack her eggs in the
a. first paragraph   c. the fourth paragraph
b. last paragraph.   d. second paragraph

Adopted:https://englishadmin.com/2020/05/contoh-soal-kelas-10-beserta-jawaban-narrative-text.html

Text 2

Read the following text to answer questions number 6 to 11.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears? "The other friend replied, "He advised me not to believe a false friend.

6. What can we get from the story?
   a. We have to save ourselves
   b. We have to learn how to climb
   c. Bear will not harm a dead man
   d. True friend always stand by us in ups and downs
7. He advised me not to believe a false friend. (Paragraph 3) the underlined word refers to?
   a. The bear   c. The friend who cannot climb
   b. The dead man   d. The friend who climbs the tree
8. where do you think the story happened?
   a. In the river   c. In the woods
   b. In the park d. in the zoo
9. What is the purpose of the text?
   a. To entertain the readers about the bear and the two friends story
   b. To give information about the story
   c. To inform that the story is interesting
   d. To tell the reader about the bear and the two friends story
10. From the text above we know the message that can be taken, except?
    a. A true friend who can trust each other
    b. Best friend will not come twice in life
    c. Don't ever believe in fake friend in life.
    d. Never choose your friend carefully
11. What does "climb" means?
    a. Menaiki   c. memiliki
    b. Memanjat   d. mempunyai

Adopted: https://www.itapuih.com/2017/05/10-contoh-soal-narrative-text-dan-kunci.html

Text 3

Read the following text to answer questions number 12 to 16.

Malin Kundang

Once upon a time, there was a poor fisherman named Malin Kundang who lived in a small village on the coast of West Sumatra, Indonesia. Despite his humble origins, Malin Kundang had dreams of wealth and success, and he left his village to seek his fortune in the big city.

Years passed, and Malin Kundang became incredibly rich through his hard work and business acumen. He married a beautiful woman and had a son, but he never returned to his village or acknowledged his past.

One day, Malin Kundang's ship was anchored near the coast of his hometown, and he saw an old woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Malin Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set sail and leave the shore.

As the ship sailed away, a storm suddenly appeared, and the ship was battered by huge waves. Malin Kundang tried to save himself, but he slipped and fell onto the deck, where he was struck by lightning and turned into a stone statue.

12. the text talks about?

   a. a stone   c. Malin Kundang
   b. a rich man   d. a pity mother

13. in the third paragraph the writer describes about?

   a. The history of Malin Kundang
   b. The meeting between Malin Kundang with old woman
   c. The location of Malin Kundang's house
   d. The wedding party Malin Kundang

14. which statement is True?

   a. Malin Kundang is a wise boy
   b. Malin Kundang live happily with his family
   c. Malin Kundang was a rich man
   d. Malin Kundang changes a stone statue

15. what is the main idea of the last paragraph?

   a. The happiness of Malin Kundang' life
   b. The happiness of Malin Kundang' life
   c. The poor of maling kundang's bad luck
   d. The best of Malin Kundang a wise boy

16. the word "huge" in last paragraph has the closest meaning with?

a. very small   b. very big   c. very large   d. very wide

Text 4

Read the following text to answer questions number 17 to 20.

Once, there was a dog searching for food. It got a bone from a meat shop.

The dog took the bone and went towards its house. It reached at the bridge of the river which was near his house.

The dog saw his image in the water and mistook that some other dog is there in the water with a bone in its mouth.

The greedy dog made a plan to snatch away the bone from the other dog. It opened the mouth for snatching away the bone. Alas!, the bone in its mouth fell down in the river. The poor dog lost its bone and went home crying.

17. what is the text about?

   a.   the poor dog   c. the greedy dog
   b.   a meat shop   d. the stolen dog

18. which paragraph mention about the dog lost his bone and crying?

   a.   1   b. 2   c. 3   d. 4

19. what is the closest meaning of the word "lost"?

   a.   miss   c. throw
   b.   get   d. take

20. Where did the dog's bone fall from the text?

   a.   in the river   c. in the forest
   b.   in the beach d. in the waterfall

Adopted:https://bobo.grid.id/read/083508800/5-contoh-teks-naratif-atau-narrative-text-tentang-fairy-tale?page=all

Post-test 1

(Text 1) Choose the right answer bellow, a, b, c, d

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 describe owls and pigeons.
   C. to relate the writer's experience.
   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 out number 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.
4. 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.

(Text 2) The following text is for question 21 to 24.

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themeselves by throwing stones into the pond so as to make them skip on top of the water.

The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.

At last one of the frogs, the oldest and bravest, put his head out of the water, and said " Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

5. Where did the story take place?
   A. Next to a pond.
   B. In front of a pond.
   C. At the bank of a pond.
   D. Across from a pond.
6. Why did the frog feel insecure?
   A. The boy frightened them.
   B. The stone would hurt them.
   C. The boys destroyed the pond.
   D. The water in the pond got dirty.
7. What can you learn from the story?
   A. We should care for those around us.
   B. Our fun may be the cause of others un happiness.
   C. We should spend most of our time wisely.
   D. There is more precious than plaing with friends.

8. There was the bravest among the frog…
   A. and
   B. so
   C. but
   D. because
9. The boys *amused* themeselves by throwing stones. The underlined closest meaning?

   A. entertain
   B. good
   C. happy
   D. bad

(Text 3) The following text for number 10-15
Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.
One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

10. "She is beautiful but she had envious heart." What is the synonym of the word "envious"?

A. Ambiguous
B. Jealous
C. Fierce
D. Festive
E. Humble

11. When did she ask her mother a beautiful dress?

A. After she saw another girl with beautiful dress
B. on the way home she met a handsome prince
C. after her mother sold a piece of her land
D. when a heavy rain and big thunders came
E. since the villagers invited her to have meal in their house

12. How could her mother buy her a beautiful dress?

A. from her saving
B. by asking her relative some money
C. by robbed a bank
D. from her salary
E. by selling the only land she had

13. What made her mother cried aloud?

A. she told everyone that she was her maid
B. she told the prince that her mother had died
C. she told the prince that she was her maid
D. she wanted her mother to buy the most beautiful gown
E. she was joining her father hunting for a long time

14. What happened at last?

A. Misna got married to a prince
B. Misna was wet in rain
C. Her mother bought her the most beautiful gown
D. A thunder hit Misna to dead
E. She had meal in villagers house

15. *She* cried, Her mother wanted to help her, the underline word refers to?

a. The Mother   b. Misna   c. Mirna   d. Miswan

(**Text 4) Answer the following statement by filling True/False!**

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.
The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio

everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

No.	The Sentence	True/False
16	Geppetto is pinocio's father	false
17.	The antonym of lonely is Crowded	true
18.	Geppetto worried about him because Pinocchio had not been going home for almost two days	true
19.	Geppeto and pinocio lived together and happily	true
20.	Pinocchio was kidnaped by the owner of circus	true

The Distribution of reading post-test 2 items

Aspect of reading	Reading Text	Number of Item	Total
Word Comprehension	Text 1 Text 2 Text 3	8, 9, 10, 15, 17	5
Sentence Comprehension	Text 1 Text 2 Text 3	1, 5, 6, 14, 16	5
Paragraph Comprehension	Text 1 Text 2 Text 3	2, 3, 7, 13, 20	5
Text Comprehension	Text 1 Text 2 Text 3	4, 12, 11, 18, 19	5

P: total number of the true answer x 5 = 100

Post-test 2

(Text 1) Read the following text to answer questions!

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.

1. What is the best title for the text?
   A. A Boastful Hunter
   B. A Brave woodcutter
   C. A Woodcutter's Advice
   D. A Woodcutter's Rewards
2. 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.
3. 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.
4. If the hunter met a wild animal on the way, he probablyy would … it.
   A. trap.
   B. fight.
   C. catch.
   D. avoid.

(Text 2) The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed.
One day two menn 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 fightened. 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.

5. 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.
6. 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.

7. How could you describe the first fish?
   A. Smart
   B. Honest
   C. Patient
   D. Humble
8. 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

(Text 3) The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.
The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out.Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.
The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The bussinessman worried about his son because he …
   A. was spoiled
   B. was unlucky
   C. behaved badly
   D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
    A. It was a big challenge.
    B. He had done his best.
    C. The tree roots had settled deeply.
    D. The tree had a thin but strong stem.
11. What can we learn from the story?
    A. It is best do everything with great efforts.
    B. it is hard to get rid of permanent bad habits.
    C. There will be many problems in human's life.
    D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out … " (Paragraph 2)
    What does the bolded word refer to?
    A. Bushes
    B. A sapling
    C. A small tree
    D. A bigger tree

(Text 4) The following test is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult

he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
    A. Two different, but special plants.
    B. A beautiful, but arrogant rose.
    C. Two plants in a beautiful garden.
    D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was …
    A. brave
    B. wise
    C. patient
    D. humble
15. The rose ignored other plants' advice to change its attitude because …
    A. it believed it was the prettiest.
    B. it could change others to do so.
    C. it thought that it was right.
    D. it didn't trust other plant.

(Text 5)

The Ant and The Dove

An ant went to the river to get a drink. The water rushed along so fast that he washed off the bank into the river. The ant cried for help but his voice was so tiny so it could not be herd clearly.

A dove was sitting on the tree that overhung the water. The dove saw the ant struggling, and quickly nipped off a leaf and let it fall into the water. The ant climbed up upon the leaf and floated down the river until the leaf was washed upon the bank of stream.

The ant call out in his tiny voice, "thank you kind dove, you have saved my life." but of course the dove could not hear him.

Several days after this, the dove was again sitting on a tree,. A hunter crept carefully on the tree. His gun was pointed at the dove and when he was about to shoot the dove, his leg was bitten by an ant.

The hunter cried out with pain and dropped his gun. This frightened the dove and she flew away.

"Thank you kind ant", said the dove. The ant heard and he was glad.

No.	The Sentence	True/False
16	The ant and the dove are enemy	false
17	The dove and the ant help each other	true
18	The hunter wanted shoot the dove until die	false
19	The ant saved the dove's life from a hunter	true
20	The synonym of Glad is happy	true

The Distribution of reading post-test 2 items

Aspect of reading	Reading Text	Number of Item	Total
Word Comprehension	Text 1 Text 2 Text 3	4, 12, 11, 18, 19	5
Sentence Comprehension	Text 1 Text 2 Text 3	1, 3, 6, 10, 16	5
Paragraph Comprehension	Text 1 Text 2 Text 3	2, 8, 11, 15, 17	5
Text Comprehension	Text 1 Text 2 Text 3	5, 12, 13, 18, 19	5

P: total number of the true answer x 5 = 100

Appendix 7

Result Observation Sheet
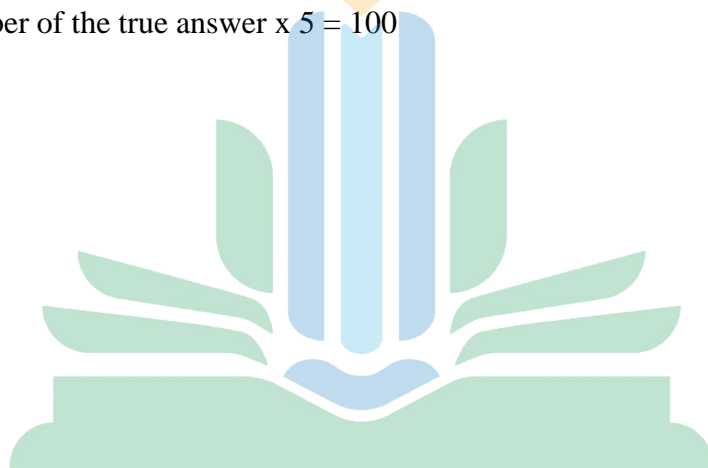
Cycle 1 Meeting 1

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class		✓	✓		
2.	Students can read the material that is given by the teacher		✓			
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material		✓			
4.	Students can find the difficult word in the text.		✓			
5.	Students can retell the understanding of the text conveyed by the teacher.		✓			

Notes:

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{7}{H} \cdot 100\%$$

$$P = \frac{10}{25} \cdot 100\%$$

$$P = 40\%$$

Cycle 1 meeting 2

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			✓		
2.	Students can read the material that is given by the teacher			✓		
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material		✓			
4.	Students can find the difficult word in the text.			✓		
5.	Students can retell the understanding of the text conveyed by the teacher.		✓			

Notes:

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{25} \times 100\%$$

$$P = 52\%$$

Cycle 2 meeting 1

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class				✓	
2.	Students can read the material that is given by the teacher			✓		
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material			✓		
4.	Students can find the difficult word in the text.			✓		
5.	Students can retell the understanding of the text conveyed by the teacher.			✓		

Notes:

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$p = \frac{1}{N} \times 100\%$$

$$p = \frac{16}{25} \times 100\%$$

$$p = 64\%$$

Cycle 2 meeting2

OBSERVATION STUDENTS' PARTICIPATION CHECKLIST

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class				✓	
2.	Students can read the material that is given by the teacher				✓	
3.	Students can answer the questions that is deliver by the teacher by using 5W + 1H related to the material			✓		
4.	Students can find the difficult word in the text.				✓	
5.	Students can retell the understanding of the text conveyed by the teacher.			✓		

Notes:

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

$$P = \frac{F}{H} \times 100\%$$

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

Appendix 8

STUDENTS' SCORE

No	Name of Students'	pre-test	post test 1	post test 2
1.	AFRIJAL FEBRIANSYAH	30	50	70
2.	AHMAD BAIHAQI	40	60	85
3.	AKBAR MAULADANIL I.	35	50	75
4.	ALFI MASALUL LABANI	40	60	80
5.	AMALIA HOLIFATUR RIZA	45	75	80
6.	ASSAID BILLAH M.	50	70	80
7.	CHERYL KEYSA M.S.	70	80	90
8.	KOYIMATUL TOYYIBAH	60	80	85
9.	M. DANIL HASAN	50	75	80
10.	M. ALIM ATSARI	30	50	80
11.	M. NASRULLAH	40	70	85
12.	SYAEKA YUSUF	45	75	80
13.	TEGAR KHARISMA DWI	35	55	65
14.	RYAN AINUL YAQIN	40	50	75
15.	AMANATUL TRI W.	40	65	75
16.	RANI OKTAVIA H.	70	85	85
17.	LAILATUN NURUL H.	70	80	85
	Total	790	1130	1355
	Mean	46,47	66,47	79,70
	Percentage	18%	53%	94%

Appendix 9

VALIDATION SHEET

LEMBAR VALIDASI INSTRUMEN PENELITIAN

IMRPROVING STUDENTS' READING SKILL IN NARRATIVE TEXT
USING DIGITAL STORYTELLING.

Nama Validator : Ninuk Indrayani, M.Pd

Ahli Bidang : English Education

Unit Kerja : UIN KHAS Jember

Pentunjuk pengisian:

1. Penilaian instrument penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.

2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut.

   4 = sangat baik

   3 = baik

   2 = kurang

   1 = sangat kurang

3. Pengisian dilakukan pada tiap-tiap kolom, jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.

4. Atas kerjsama Bapak/Ibu kami ucapkan terima kasih.

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan kompetensi dasar ditinjau dari penentuan indicator				V
2.	Soal sesuai dengan indicator				V
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				V
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				V
5.	Rumusan kalimat soal mudah dipahami				V
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal				V
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian				V

Komentar dan Saran Perbaikan

....

Excellent

....

....

....

Secara umum tes ini:
1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,..3. Maret...2023
Validator,

.Nurul....Indrayani., M. Pd

LEMBAR VALIDASI

INSTRUMEN OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan grammatical bahasa Inggris				✓
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas				✓
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas		✓		
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep		✓		
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik				✓

Komentar dan Saran Perbaikan

....

....

....

....

Secara umum tes ini:
1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 3 Maret 2023
Validator,

Ninuk Indrayani, M.Pd

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan kompetensi dasar ditinjau dari penentuan indicator				✓
2.	Soal sesuai dengan indicator				✓
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				✓
5.	Rumusan kalimat soal mudah dipahami				✓
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal				✓
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian				✓

Komentar dan Saran Perbaikan

....

Excellent

....

....

....

Secara umum tes ini:
1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,..3.Maret...2023
Validator,

Ninuk...Indrayani.,M.Pd

Appendix 10

RESEARCH LETTERS

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

Jl. Mataram No. 01 Mangli Telp (0331) 428104 Fax (0331) 427005 Kode Pos 68136
Website www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1198/In.20/3.a/PP.009/03/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA DARUS SOLAH
Jl. Moh. Yamin No.25, Tegal Besar Kulon, Tegal Besar,
Kec. Kaliwates, Kabupaten Jember, Jawa Timur

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

NIM : T20196170
Nama : FIKA NUR FATIKA
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai: Improving students` reading a
narrative text through digital storytelling selama 60 (enam puluh) hari di
lingkungan lembaga wewenang Bapak/Ibu MOH. HANIF LUTFI, S.H.I,M.H

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Maret 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

SURAT KETERANGAN

021/A/S.Ket/MA.DS/V/2023

Yang bertanda tangan di bawah ini:

Nama	: Moh. Hanif Lutfi, S.H.I., M.H.
NIP	: -
Jabatan	: Kepala MA Darus Sholah
Alamat	: Jl. Moh. Yamin No. 25, Tegal Besar, Kaliwates

Dengan ini menerangkan dengan sesungguhnya bahwa:

Nama	**: FIKA NUR FATIKA**
NIM	**: T20196170**
PRODI	**: TADRIS BAHASA INGGRIS**
FAKULTAS	**: FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Mahasiswa tersebut telah benar-benar melaksanakan penelitian di MA Darus Sholah pada Bulan Mei 2023. Dengan judul penelitian **"Improving Students Reading a Narrative Text Through Digital Storytelling".**

Demikian surat keterangan ini kami buat agar digunakan sebagaimana mestinya.

Jember, 20 Mei 2023
Kepala Madrasah,

Moh. Hanif Lutfi, S.H.I., M.H.
NIP. -

Appendix 11

DOCUMENTATION

Picture 1 Interview English teacher

Picture 2 cycle 1 meeting 1

Picture 3 cycle 1 meeting 2

Picture 4 post test 1

Picture 5 cycle 2 meeting 1

picture 6 cycle 2 meeting 2

Picture 7 post-test 2

Appendix 12

<div align="center">

RESRACH JOURNAL

</div>

<div align="center">

JOURNAL OF RESEARCH

</div>

Name   : Fika Nur Fatika

NIM   : T20196170

Title   : Improving Students' Reading A Narrative Text Through Digital Storytelling At The Eleventh Grade Students Of Ma Darus Sholah Jember

Location   : MA Darus Sholah Jember

No.	Date	Activity	Paraf
1.	Monday, 20th February 2023	The researcher gives a research permit to the school and interviews the English teacher and a few studets at 11th grade of MA Darus Sholah Jember	
2.	Thursday, 23rd February 2023	The researcher observes the classroom activity at 11th grade of MA Darus Sholah Jember and consult about lesson plan with the English teacher	
3.	Friday, 17th March 2023	The researcher applies the action (first meeting) cycle 1	
4.	Thursday, 23rd March 2023	The researcher applies the action (second meeting) cycle 1	
5.	Friday, 24th March 2023	The researcher gives a reading test to students (post-test 1)	
6.	Thursday, 4th May 2023	Revised lesson plan	
7.	Friday, 5th May 2023	The researcher applies the action (first meeting) cycle 2	
8.	Thursday, 11th May 2023	The researcher applies the action (second meeting) cycle 2	
9.	Friday, 19th May 2023	The researcher gives a reading test to students (post-test 2)	
10.	Friday, 26th May 2023	Researcher asking for a letter of research finishing	

English Teacher

Farida Muktiana, S.Pd

Tegal besar, 26th May 2023

Headmaster of MA Darus Sholah

Moh. Hanif Luthfi, S.H.I M

Appendix 13

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DECLARATION OF AUTHORSHIP

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<div align="center">

DECLARATION OF AUTHORSHIP

</div>

The undersigned below:

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Faculty	:Fakultas Tarbiyah dan Ilmu Keguruan
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Declare that there are no elements of plagiarism in this research or scientific work that has been done or made by others, except those that are written cited in this manuscript and mentioned in the citation sources and bibliography.

If in the future it turns out that the results of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed in accordance with applicable laws and regulations.

Thus, I make this statement truthfully and without coercion from anyone.

Jember, 7th June 2023
Author,

FIKA NUR FATIKA
NIM.T20196170

Appendix 14

CURRICULUM VITAE

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