IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING DIGITAL STORYTELLING

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining

The Degree of Bachelor of English Language Education

WALISONGO

By:

CITRA AYU MURGAYYAH

Student Number: 1503046100

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2022

THESIS PROJECT STATEMENT

I am the student with the following identity:

Name   : Citra Ayu Murgayyah

Student Number : 1503046100

Department   : English Education

Certify that this thesis entitled:

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING DIGITAL STORYTELLING

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 28 June 2022

Writer,

Citra Ayu Murgayyah

Student Number: 1503046100

ii

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

THESIS APPROVAL

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:

Name of Student   : Citra Ayu Murgayyah
Student Number   : 1503046100
Department   : English Education
Title   :   **IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING DIGITAL STORYTELLING**

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University Semarang to be examined at Munaqosah session.
Wassalamu'alaikum wr. wb.

Semarang, 28 June 2022
Advisor

Dr. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

ADVISOR NOTE

Semarang, 28 Juni 2022

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title	:	**IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING DIGITAL STORYTELLING**
Name of Student	:	Citra Ayu Murgayyah
Student Number	:	1503046100
Department	:	English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor I

Dr. Hj. Siti Mariam, M.Pd
NIP. 196507271992032 002

iv

RATIFICATION

Thesis with following identity

Title	: Improving Students' Reading Comprehension Of Narrative Text Using Digital Storytelling
Name	: Citra Ayu Murgayyah
Student Number	: 1503046100
Department	: English Langauge Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, July 22th 2022

The Board of Examiners

Chairperson,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

Secretary,

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010

Examiner I

Dra. Hj. Ma'rifatul Fahilah, M.Ed
NIP. 19620803 198903 2 003

Examiner II

Dra. Nuna Mustika Dewi, M.Pd
NIP. 19650614 199203 2 00 1

Advisor

Dr. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

v

MOTTO

"Hidup itu bukanlah lomba lari, melainkan lomba berbagi. Yang paling berharga bukanlah seberapa cepat kamu bisa mewujudkan mimpi. Namun seberapa banyak manfaat yang bisa kamu berikan ke orang lain saat mimpi tersebut akhirnya terwujud."

(Ibu Nyai Hj. Fenty Hidayah, S. Pd. I)

ACKNOWLEDGEMENT

Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. *Sholawat* and *Salam* are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness era to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled *"Imrproving Students' Reading Comprehension Of Narrative Text Using Digital Storytelling"* was able to accomplish the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis is also hoped to be the one of materials to learning English Education.

With all sincerities of the writer's deepest heart, she realizes that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. K. H. Ahmad Ismail, M.Ag as the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadhilah, M.Pd as the Head of English Education Department.
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the secretary of English Education Department.
4. Dr. Hj. Siti Mariam, M.Pd. The best and only beloved advisor who always gives the valuable time, guidance, correction and some suggestions during arranging and completing this thesis.

5. The deepest gratitude for all lecturers and staffs of English Education Department at Walisongo State Islamic University Semarang.

6. My beloved parents, H. Anang Wahyudin and Hj. Umi Kulsum (Almh). This thesis is dedicated to them who have given me the big opportunity to experience the study from kindergarten until university and support my life, their moral support, prayer and guidance to their beautiful daughter.

7. KH. Fadlolan Musyaffa' and Ibu Nyai Hj. Fenty Hidayah, who have educated the writer with their love and patience till she has spirit in doing her study and completing her thesis.

8. Wachidatun Ni'mah, MA. as a teacher that has supported and allowed me to get the data in her class.

9. Umi Khabibah, S.Akun. as Headmaster that has supported and allowed me to do my research.

10. My beloved support system Ka Ilham, mba Ning Wawa, mba Puji, mba Ami.

11. My beloved kitchen squad, adammart squad, kopma squad, they are my awesome family in Semarang infinitely.

12. My beloved friends and senior in Ma'had Walisongo batch 2015, rayon Miss Elok, rayon Miss Anick, Rayon Miss Lana, rayon Miss Furoh, rayon Miss Nuzul, rayon Miss Ilma, rayon Miss Nuzul until the last.

13. All of my beloved friends in PPFF.

14. My beloved best friends in college, Faridatun Amanah dan Eka Khoiriyah.

15. All of my friends PBI C 2015.

16. My strong girls team Farida, mba Anis, Zulfa, Falla.

17. For all the tenth grades students of MA AL-Musyaffa' who have helped me to finish this research.

18. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang,   June 2022

The writer,

Citra Ayu Murgayyah

DEDICATION

In the name of Allah 'AzzawaJalla, the Lord of this world, the beneficent and the merciful. No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

❖ My beloved parents, father and mother H. Anang Wahyudin and Hj. Umi Kulsum (Almh), who always spread their affection, prayer, love and give their advices till the writer finished arranging this thesis. Thank you very much for giving the writer support.

TABLE OF CONTENT

ABSTRACT

Title	: IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING DIGITAL STORYTELLING
Name	: Citra Ayu Murgayyah
Student Number	: 1503046100

This study aims to explain the implementation of using digital storytelling to improve students' reading comprehension of narrative text and to describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text. This study used qualitative descriptive method. The subject of this study were the tenth grades students of Islamic Senior High School. In conducting the study, the researcher used observation, interview and documentation to collect the data. The result of the study showed that after using digital storytelling the students be able to comprehend the reading material of narrative text easier. By showing the video of digital storytelling of narrative text thus it helped them to illustrate the story by their own mind. Besides, students' participation showed that students engagement into reading class actively and enthusiastic, whereas the students' interest and focus in reading material of narrative text. By implementing digital storytelling strategy in reading class, students can improve their reading comprehension skill better. Therefore, this study can be references for learning reading comprehension of narrative text in the future.

Keywords : *digital storytelling, narrative text, reading comprehension*

CHAPTER I

INTRODUCTION

This chapter discusses about research background, research question, research objectives, research significance, and limitation of the study.

A. Background of The Study

English language as a foreign language in Indonesia. Nowadays, English language applied in the whole part of life, such as economy, politic, tourism, science, education, and social lives. In educational system in Indonesia, reading is a subject of English language learning, where reading plays an important thing for students.[1] According to Anderson (2003), Crystal (2007), reading is an active and fluent process that involves both reader and the reading material in a process of constructing the meaning.[2] While, during the reading process, students acquired the sense of sentences.

---

[1] Endang Sulistianingsih, "Developing Students ' Participation in a Mixed - Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)," *Vision: Journal For Language and Foreign Language Learning*, 7.1 (2018), 1 <http://dx.doi.org/10.21580/vjv7i12200>.

[2] Shaye Al-shaye, Higher Education Planning, and Coordination Board, "Digital Storytelling for Improving Critical Reading Skills, Critical Thinking Skills, and Self-Regulated Learning Skills Shaye," *Cypriot Journal of Educational Skills , and Self-Regulated Learning Skills*, 16.4 (2021), 2050 <https://doi.org/10.18844/cjes.v16i4.6074%0AReceived>.

Reading is one of the most important components in language learning. Reading as a skill that requires primary interest and passion, creativity and imagination. Ur stated that reading is a term which consists of reading and comprehending a text.[3] By reading activity, students attempt to comprehend the essense of the text. In addition, the goal of reading is comprehesion.

Reading comprehension is an activity to comprehend a written text. Duffy (2009) stated that comprehension is the essence of reading because the goal of written language is communication of messages.[4] According to Perfetti and Stafura (2014) reading comprehension defined as a process build and integrate word meaning to comprehend a written text.[5] In summary, students should be consentration and pay

[3] Zehra Kartal, "The Relationship Between Students' Reading Habit and Their Narrative Writing Ability (A Correlational Study at the Tenth Grade of SMA Pribadi Depok) The Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic," 2017.
[4] Roswati and Aisyah Putri Prawira, "The Comparison between Male and Female Students ' Reading Comprehension," *Indonesian Journal Of Integrated English Langauge Teaching*, 4.2 (2018), 180.
[5] Laura Kanniainen and others, "Assessing Reading and Online Research Comprehension : Do Difficulties in Attention and Executive Function Matter ?," *Journal Elsevier*, 87 (2021), 2 <https://doi.org/10.1016/j.lindif.2021.101985>.

attention to the text in reading process, in order to students are able to interpret and construct their own mind through the text about.

Furthermore, reading is one of the most demanding skill in the daily life. Every person needs to learn English language. Reading is an activity to search and to gain information from a certain source. Reading activity increases students knowledge, improve their memory and develop their creativity.[6] Allah commands His servants to read. Allah decreed in Surah Al-Alaq verse1-3.

اِقْرَأْ بِسْمِ رَبِّكَ الَّذِيْ خَلَقَ (1) خَلَقَ الْأِنْسَانَ مِنْ عَلَقٍ (2) اِقْرَأْ وَرَبُّكَ الْأَكْرَامُ (3) الَّذِيْ عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

"Read in the name of your Lord who created. He created man from a clot. Read and your Lord is Most Honorable. He Who taught (the use of) the pen. He taught man that which he knew not"(QS. al-Alaq/96: 1-3).[7]

[6] Yulia Efnawati and Mukhaiyar, "Exploring the Reading Strategies Used by Male and Female Students," *Advances in Social Science, Education and Humanities Research*, 539.Icla 2020 (2021), 309 <http://creativecommons.org/licenses/by-nc/4.0/. 309>.

[7] Ahmad Wahyu Hidayat, The Philosophy of Iqra' on Islamic Education, *Hunafa: Jurnal Studia Islamika Vol.15 No.1*, 2018, Page. 27-48

Based on His commands above, reading is the primary activities that everyone need. Humans need to know, to learn, and to understand about anything, therefore they can deal with everything wisely. Meanwhile, reading is fun activities, that everyone has their own favorite genres. There are many genre reading text in English language learning. The following are some of genre in reading text, such as descriptive, narrative, recount, etc. While, students are required to be able to comprehend those genre step by step based on their grades.[8]

One of genres reading text taught at senior high school is narrative text. Narrative text is a text that tells a story which is the purpose is to entertain the readers. According to Knapp and Watkins (2005) cited by Novi states that narrative text has social role as a medium for entertainment and changing social opinions and attitudes. While, narrative text not only entertains the readers but also it can change the social opinion due to narrative text has sequences of story that makes readers think critically.

---

[8] Abdullah Hasan, "The Effect of Directed Reading Thinking Activity (DRTA) Method on Students ' Reading Comprehension for State Islamic Senior High School," *Journal of English and Arabic Language Teaching*, 8.2 (2017), 141 <http://ejournal.uin-suska.ac.id/index.php/jealt>.

Meanwhile, narrative text as the social changing attitudes, narrative text is effective way to influence people mind. When the readers read the narrative text comprehensive and carefully they can obtain moral value which is implied on the narrative text. Moral value is a value that includes in narrative text which is containing lesson. Hence, it can influence readers' attitude to be better indirectly.

Nowadays, teaching learning process cannot be separated from using digital technology. Digital technology as media can help teacher in transferring knowledge to the students.[9] The use of appropriate learning media in teaching learning process can influence the students' reading comprehension of text. Teaching learning process by using digital storytelling more interested.

Digital storytelling is now practiced around the world in ingcreasingly diverse contexts, from cultural institutions and community development program to screen innovation and commersial applications. It represents

---

[9] Novi.A, "Improving Students' Ability In Writing Narrative Text By Using Digital Story (A Classroom Action Research at the Tenth Grade Of" (Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2016), *Undergraduate Thesis*.

something of a social movement.[10] Meanwhile, digital storytelling is valuable teaching content and procedure that inspires active learning and creates atmosphere of excitement and fun, fosters appropriate use of technology within curriculum, bridges school and community, waves into all subject areas, and is effective for both visual and auditory learners.[11]

On the other hand, Ohler (2013) states that digital storytelling helps students to develop their creativity to solve important problems in innovative ways. Banaszewski (2002) stated that digital storytelling helped not only promote students' learning interests in different subjects but also helped build learning communities. Van Gils (2009) summarized the advantages of using digital storytelling in education into five categories: providing more variation than traditional methods in current practice, personalizing learning experience, making the explanation or the practice of certain topics, creating life situation in easy and

[10] John Hartley and Kelly McWilliam, *Story Circle* : *Digital Storytelling Around the World* (USA: Blackwell Publishing, 2009).
[11] Mehrak Rahimi and Samaneh Yadollahi, "Effects of Offline vs . Online Digital Storytelling on the Development of EFL Learners ' Literacy Skills Effects of Offline vs . Online Digital Storytelling on the Development of EFL Learners ' Literacy Skills," *Cogent Education*, 2.1 (2017), 2 <https://doi.org/10.1080/2331186X.2017.1285531>.

affordable method, and improving students' involvement in the learning process.[12]

Several studies are acknowledged to support current reseacrh. One of the studies is a research conducted by Muhammad Fajri Handy aimed to investigates the effect of using digital storytelling on students' reading comprehension and listening comprehension. The researchers focused on the use of digital storytelling affect students' reading and listening comprehension during teaching learning process. Result of that study reveals that the use of digital storytelling had significant effect on students' reading and listening comprehension. According to this study, digital stoytelling refers to the medium of instruction which is used by the teacher in the classroom. Therefore, digital storytelling applied in this study to improve students' reading and listening comprehension. Moreover, digital storytelling is one of the strategies that can engage the students, it can attract students' attention, and entertain them.

---

[12] Ourania Giannakou and Aikaterini I. Klonari, "Digital Story In Education Using Webgis," *European Journal of Geography*, 10.3 (2019), 155.

Regarding to the reseach above, this current research is aimed to explain the use of digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa' Mijen Semarang and to describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa' Mijen Semarang.

B. **Research Questions**

This research is aimed to find out the answer to the following research question :

1. How is the implementation of using digital storytelling to improve students' reading comprehension of narrative text?

2. How are students' participation of using digital storytelling to improve students' reading comprehension of narrative text?

C. **Research Objectives**

Based on research question above, the objective can be stated as follow:

1. To explain the use of digital storytelling to improve students' reading comprehension of narrative text.

2. To describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text.

D. Research Significances

This research is hopefully important and give significant contribution for some reasons:

1. Theoritical benefit

The researcher expects that the research will give the the readers additional information about the implementation of using digital storytelling in MA AL- Musyaffa'.

2. Pedagogical benefits

The researcher desires that this research would help the teachers learn about using digital storytelling in reading class.

3. Practical benefits

a. For the teacher

This research can help the teacher to raise up their motivation in teaching the students. Meanwhile, the teacher also can apply the use of digital storytelling in the classroom. Through this research, the teacher can encourage the students' interest in reading.

b. For the students

This research can help the students to be motivated in learning reading comprehension on narrative text. Hopefully, this research will develop students' reading comprehension on narrative text using digital storytelling.

c. For the school

Hopefully, the finding of this research can be useful for the school or related institution in applying digital storytelling to teach reading to students on the classroom.

d. For the other researcher

This research can help and be reference for the other researcher to do his/her research for similar topic. Hopefully, the other researcher can take further information about the same topic.

e. For the researcher

This research can help and be valuable for the researcher to fix and finish her study as the one of requirements. The researcher hopes to this research can provide useful information for the readers.

E. Limitation of The Study

This research is conducted in MA AL-Musyaffa' Mijen Semarang. The subject is student of tenth graders. The scope of this research focuses on the implementation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa' and describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa'. The limitation of this research as the following:

1. The participants are tenth grade students in MA AL- Musyaffa'.
2. The focus of this research there are explain the implementation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa' and describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa'.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents some theories, previous research and conceptual framework related to the title of this research.

A. Literature Review

1. Scope of Reading

a. Definition of Reading

Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements they are symbol (written or printed), the sound and the sense.[13] Meanwhile, Johnson states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[14] Another definition comes from Shen (2009:89) states that reading may serves as

---

[13] M. E. S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English* (India: Discovery Publishing House, 2004).

[14] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008).

a stimulus that makes readers arousing feeling and generating ideas as response to the texts read. Meanwhile, William in McDonough and Shaw (2003) argues that the use of reading for gaining general and specific information through texts and for pleasure or for interest.[15] So that, reading activity is important while readers obtains new information and knowledge by reading activity. Whereas it can stimulate readers to think critically while encourage readers to write something or any conclusion. Another assumption stated by Anthony and Richard (1975) stated that reading is a process comprising a complex set of interrellated skill which involves such as :[16]

1. World recognition and mastery of basic vocabulary and such technical or specialized vocabulary as may from time to time be required.
2. The intelligence necessary to follow the thought sentences, paragraphs, and longer passages that consitute the thought units.

---

[15] Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users* (Semarang: LP2M, 2014).
[16] Nadiah Makmun, "Teaching Reading Using Multiple Intelligence Approach," *Vision: Journal For Language and Foreign Language Learning*, 1.1 (2012), 10–11.

3. The intelligence is necessary to follow the thought development that present and make any relevant deduction, inferences, critical assessment.

4. The ability to concentrate on the reading task.

So that, reading is one of skills in language learning which needs to mastery of some elements such as stated above.

b. The Purpose of Reading

Reading is activity that involves reader and text. Furthermore, by reading activity readers obtain new information, a source of knowledge. Here, we find out some of the purposes of reading that pointed by Beatrice and Linda (2001).[17]

1. To obtain information

By reading, the readers obtain any information, data, and idea that they do not know before. They can figure out new information, problem-solving, and facts through reading. Here, reading gives

---

[17] 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*.

many information that enrich the readers knowledge.

2. To understand ideas or theories

   Most of the readers less of reading comprehension therefore the readers need to focus and need to comprehend the main point of the book. Thus reading process can reach the purpose of reading that comprehends the text. So that, reading is a direction of getting sources of theories and ideas.

3. To discover the authors' viewpoint

   Based on Oxford Learner's Pocket Dictionary (fourth edition) viewpoint is way of thinking about a subject. While, to find out the authors' viewpoints, the readers need to read the text and understand it. Sometimes, the authors' viewpoint is not implied in the text. So, the readers need to understand it.

4. To seek evidence for their point of view

   Through reading, the readers obtain any information, after that the readers can write a lot of information while they easily know their point of view by compose a written text.

c. Reading Comprehension

There are many definitions of reading comprehension that stated, those are as follows, according to Klingner (2007) states that reading comprehension is a multicomponent that involves not only readers' responses to text but also interactions between readers and what they bring to the text, including previous knowledge, strategy use, as well as all variables such as interest in text and understanding the text type, which are related to the text.[18] While, reading comprehension which involves interaction among the readers, the text and the context is the process of complicated cognitive meaning when there is a process of constructing meaning.[19]

According to Stephanie Harvey and Anne Goudvis (2007) state that reading comprehension is a process in which the reader construct meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. Thus, Woodley (2011) state that reading

---

[18] Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users*.
[19] Nuna Mustikawati Dewi, *The Using Of Collaborative Strategic Reading (CSR) To Improve Reading Comprehension Skill* (Semarang: DIPA, 2015).

comprehension is a process of making meaning from text, the goal is to obtain an overall understanding of what is described in the text rather than to gain meaning from isolated words or sentences.[20] While, Smith and Harrison said reading comprehension is evaluating and understanding the information between the reader and writer. Reading comprehension is the act of understanding what you are reading. While comprehension is the goal of reading activity.

In comprehending a text, teacher as fasilitator needs to facilitate the effective strategies to apply in teaching learning English. The appropriate strategies in teaching learning English reading comprehension can influence students' understanding.[21] One of the strategies in teaching learning English reading is digital storytelling.

---

[20] 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 2016/2017" (Walisongo State Islamic Univesity Semarang, 2018), *Undergraduate Thesis*.
[21] Siti Mariam, "Improving Students' Skimming And Scanning In Reading Skill By Applying Metacognitive Strategy," *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 2.1 (2016), 73.

2. Scope of Narrative Text

a. Definition of Narrative Text

There are many definitions of narrative text. According to Celce and Murcia (2000) defined that narrative text is structured round the chronological development of events and is contered on a person or hero. Consequently, "A narrative text is usually personalized or individualized tells about the events related to the person or persons involved."[22]

Mark Anderson and Kathy (1997) stated that narrative text are usually told by a story teller. To make it interesting, a good story must have interesting content. It can make the reader enthusiastic to the story. Meanwhile, Mark Anderson and Kathy (2006) argued that narrative text is a text which tell a story. While it is purpose to present a view of the world that entertains or informs the readers or listeners.[23]

From the definition above, the researcher concludes that narrative text is a text that tell a whole sequence of story that the aims is to entertain the readers or the viewers.

---

[22] Novi.A.
[23] AZIZAH.

b. Generic Structure of Narrative Text

Generic structure or schematic structure is the distinctive beginning – middle – end structure of a genre. Other words, the narrative text has generic structure such as orientation, complication, a sequence of events, resolution, and the last re-orientation.

1. Orientation : an orientation introduces the participants and informs the time and the spot. Here, the characters, settings, and time of the story built up. In orientation, the story tells about who is in the story, when the story is occuring and where the story occurs.

2. Complication : it describes the rising crisis which influences what will occur in the story. In this part, the issue of the story is to start and created.

3. A sequence of events : it tells a condition where characters in the story respond to the complication.

4. Resolution : it tells where the issues in the story are comprehended.

5. Re-orientation : it is the end of the story. it can be a happy ending or sad ending. While, in the last of

the story sometimes the author puts a moral value that many benefits for the readers or the viewers.[24]

c. Language Features of Narrative Text

According to Mark and Kathy Anderson, the language features of narrative text as follows :[25]

1. Focus on spesific and usually individually participants.
2. Use of material (action process).
3. Use of relation and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.
6. Short, telegraphic information about story summarized in one-sentence headline.

d. Example of Narrative Text

The Crying Stone

Once upon a time, lived a poor old widow in a small village. She lived with her daughter. Her daughter was very beautiful but also very lazy and arrogant. She never helped her mother an didn't want to know what problem her mother had. Everyday, she

---

[24] AZIZAH.
[25] RismaWijayanti.

make-up and wears her best clothes. She always wanted to look rich and beautiful.

One day, the other and her daughter want to the market to buy some food. At the first, the daughter refused to accompany her mother, but finally she agreed. "I'll go with you, but you must walk behind me," said her daughter. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the to the market, everybody admired the girl's beauty. But they were also curios. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different. "Hello, beautiful girl. Who is the old woman behind you? Is she your mother?" they asked. "No. She is not my mother. She is my servant," the girl answered. Her mother was very sad to hear that, but she didn't say anything. She could understand that her daughter ashamed.

The girl and the mother meet other people. Again they asked who the woman behind the beautiful girl. And again the girl answered that her mother is

her servant. She always said that her mother is her servant every time people asked.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. Suddenly, the girl's leg turns into stone. Slowly, the process continues to the upper part of the girl's body. The girl was in panic. "Mother, please forgive me! Mother!" she cried and asked her mother to forgive her. But it's already too late. Her whole body finally becomes a big stone. Until now, people can still see tears falling down from the stone. People then call it *Batu Menangis* (it means Crying Stone).[26]

3. Digital Storytelling

The term digital *storytelling* refers to the use technology to tell a story. Nowadays, technology has been widely used in instruction. The application such as audio, video, recording, camera, projector, and

---

[26]"The Crying Stone" <https://ceritarakyat-50webs-com.translate.goog/Cerita rakyat_Indonesian folklore_West Kalimantan_The Crying Stone.htm?_x_tr_sch=http&_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pt o=sc>.

other software programs can be used to support instructional activities.[27]

According to Porter, digital storytelling (DST) is the combination of the ancient art of oral storytelling with a pallete of technical tools to weaves personal stories using digital image, grapich, music, and sound mixed together with the author's own story voice.[28] Digital storytelling is a short movie using image, music, and mixed together with the author's own story voice.[29] Moreover, digital story (DS) is a learning strategy that implies the integration of multimedia in an educational setting. So that, digital storytelling applied in teaching learning process to built up the atmosphere more interesting and fun.

---

[27] Lulut Widyaningrum, *Instructional English English for the Practical Day-to-Day Management*, ed. by Mohammad Nor Ichwan, I (Semarang: CV. Karya Abadi Jaya, 2015).

[28] Anita Ni'matus Sholihah, "Digital Story In Engaging Non-English Student Department (A Descriptive Study at 'Bahasa Inggris II' Subject in the Fourth Semester of PIAUD-B Class) *A Thesis* Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Islami" (Walisongo State Islamic Univesity Semarang, 2019).

[29] Natalie Grant and Brien Bolin, "Digital Storytelling: A Method for Engaging Students and Increasing Cultural Competency.," *The Journal of Effective Teaching*, 16.3 (2016), 45–48.

According to Nuraengsih states Story Telling is "a kind of teaching technique that has been used by our ancestors for thousands years as a medium of handing down man's history from one generation to another people tell stories for many purposes, for instance for entertaining, teaching wisdom, moral or religion, and so on.[30] Moreover, teacher should be able to use technology to support teaching learning process in the classroom.

Furthermore, storytelling has been recognized as a good technique of teaching language learning. Storytelling provides several benefits for students. According to Boltman (2001) stated that several benefits in cognitive, social, and emotional aspect, such as:[31] Storytelling rebuild authentically. Storytelling enhances the verbal skill. Storytelling develops students' imagination. Storytelling guides students towards constructive personal values.

[30] Nihla Alfiyatur Rohmaniyah, "Using Digital Storytelling To Teach Speaking Of Narrative Text (An Experimental Study at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017)" (Walisongo State Islamic University Of Semarang, 2017) <http://ejournal.unp.ac.id/index.php/jelt/article/view/2615>.

[31] Nuraeningsih, "The Use Of Storytelling Technique To Improve Students' Motivation And Speaking Skill," *Vision: Journal For Language and Foreign Language Learning*, 1.1 (2012), 115–23.

Storytelling encourage students to explore their uniqueness and expressiveness. Storytelling is accessible to all ages and abilities.

B. Previous Research

There are some previous research that related to this research. This research investigated an analysis of reading comprehension of narrative text using digital storytelling in MA AL-Musyaffa'. The following are the previous research:

1. A research conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana in 2022 conducted their journal entitled "Utilizing Quipper School for Improving Reading Comprehension of Recount Text". The aims of this research was to explain the implementation of using Quiepper School for improving reading comprehension of recount text and to zdescribe the students' engagement in the use of digital media. This research used qualitative descriptive. The data collection techniques were interview and documentation. The data analysis used data reduction, data mapping, inference or validation. The participants

were the eleventh grade students. The result of the research showed that students can learn reading mateials with this digital medium during online learning due to Covid19 pandemic. Then, students also enjoy the learning material that was implemented through the digital medium. It can be concluded that teacher and students were helped in teaching and learning process using Quipper School Application. The similarities between these research are qualitative research. Both of research used research design qualitative descriptive. Meanwhile, the differences between these research are subject of research and the digital media used. The subject of previous research are eleventh grade students whether the subject of this research are tenth grade students. Moreover, the differences digital media used in previous research was Quipper School Application while in this research using digital storytelling.[32]

---

[32] Siti Mariam et.al, "Utilizing Quipper School For Improving Reading Comprehensionn Of Recount Text," 8.1 (2022), 127–36 <https://doi.org/https://doi.org/10.25134/ieflj.v8i1.5660>.

2. Muhammad Fajri Handy in 2017 conducted his research in journal entitled "The Effect Of Using Digital Storytelling On Students' Reading Comprehension and Listening Comprehension". The aims of this research was to find out the effect of using digital storytelling strategy on students' reading comprehension and listening comprehension. The research design was quasi-experimental with pre-test and post-test. The participants were 60 students of level II at Language Development Center of UIN Suska Riau. The instrument was test, and the data analysis was used SPSS. The result of the research showed that there was significant effect on students' reading and listening comprehension at Language Development Center of UIN Suska Riau. It can be concluded that learning using digital story telling effect on students' reading comprehension and listening comprehension. The similarities between these research are using digital storytelling as learning media. Meanwhile, the differences between these research are

research design. The previous research design was used quasi-experimental whether this research design is qualitative descriptive to describe the use of digital storytelling whether it enhances students' reading comprehension.[33]

3. Leong Chiew Har Amelia and Mohammad Jafre Zainal Abidin in 2018 conducted their journal entitled "Young ESL Learners' Perception On The Effects Of Using Digital Storytelling Application In English Language Learning". The aims of this research was to examine the effect of using tablet-based digital storytelling application in English language learning among young ESL learners. This research used qualitative case study approach. The data collection techniques were interview and observation. The result of the research showed that the possitive effects of tablets based digital storytelling on English language learning among young ESL learners. Meanwhile, it can be concluded that the effects of using digital storytelling application in English

---

[33] Muhammad Fajri Hamdy, "The Effect of Using Digital Storytelling on Students ' Reading Comprehension and Listening Comprehension," *JEALT (Journal of English and Arabic Language Teaching*, 8.2 (2017), 112–23.

language learning enhance learners language skills such as listening, speaking, reading, and writing. The similarities between these research are qualitative research and strategy used. Both of them applied digital storytelling in teaching learning English. Meanwhile, the differences between these research are subject of research. The subject of previous research are students of primary school in Malaysia whether the subject of this research are students of senior high school in MA AL-Musyaffa'.[34]

4. Ainun Nuraeti and Yanuarti Apsari in 2022 conducted their journal entitled "The Implementation Of Scientific Approach Through Digital Storytelling In Teaching Reading Narrative Text". The aims of the research to describe the implementation of scientific approach through digital storytelling in teaching reading narrative text. This research design used qualitative descriptive. The data collection
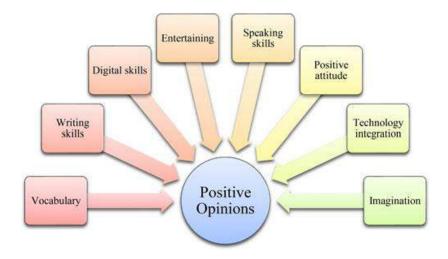
---

[34] Leong Chiew and others, "*Social Sciences & Humanities* Young ESL Learners ' Perception on the Effects of Using Digital Storytelling Application in English Language Learning," *Journal Social Sciences & Humanities*, 26.December (2018), 179–98.

through observation sheet on Whatsapp group during the research. The participants were the tenth grade students in SMA Pasundan Cikalong. The result of the research showed that the teacher implemented of scientific approach in teaching reading through several stages such as observing, questioning, experimenting, associating and communicating. In addition, during learning reading narrative text through digital storytelling, the students become more engaged in the classroom due to the students enjoy their fun learning. The similarities between these research are research design used qualitative descriptive and strategy used. Both of the research applied digital storytelling in teaching learning English. Meanwhile, the differences between these research are the use of scientific approach in teaching learning process in a Whatsapp group.[35]

5. Kesver Hava in 2019 conducted her journal entitled "Exploring The Role Of Digital Storytelling In Student Motivation And

[35] Ainun Nuraeti and Yanuarti Apsari, "The Implementation Of Scientific Approach Through Digital Storytelling In Teaching Reading Narrative Text," *PROJECT (Professional Journal of English Education)*, 5.1 (2022), 60.

Satisfaction In EFL Education". The aims of the research to explore the effects of digital storytelling on student motivation and satisfaction level in EFL education and to investigates students' opinions on the use of digital storytelling in learning environments. This research design used quantitative research. The data collection tools were used motivation scale and satisfaction questionnaire for digital storytelling in EFL education. The participant were university students at the faculty of education. The result of the research showed that there were significant improvements in students' self-confidence. It can be concluded that small effect size of self-confidence indicates a small effect on students' motivation levels. While, the result of student' satisfaction level showed that digital storytelling very useful for facilitating vocabulary learning, writing and speaking skills in EFL education. Moreover, students' opinion stated that digital storytelling offers many advantages in EFL education. The following are the positive opinions :

The similarities between these research are using digital storytelling as learning media in teaching learning English. Meanwhile, the differences between these research are the participant. The participant of previous research are university students whether the participant of this research are students of senior high school in MA AL-Musyaffa'. Others, the focus of previous research are students' motivation and satisfaction in EFL education whether the focus in this

research is students' reading comprehension of narrative text.[36]

---

[36] Kevser Hava, "Exploring The Role Of Digital Storytelling In Student Motivation And Satisfaction In EFL Education," *Computer Assisted Language Learning*, 34.7 (2021), 958–78 <https://doi.org/10.1080/09588221.2019.1650071>.

CHAPTER III
RESEARCH METHOD

This chapter discusses about methodology of the study including research design, research place and time, subject of research, research focus, techniques of data collection, and techniques of data analysis.

A. Research Design

The researcher used qualitative descriptive study because it explained the implementation of using digital storytelling to improve students' reading comprehension of narrative text, and describe students' participation of using digital storytelling in improving students' reading comprehension of narrative text. This research related to Creswell statement that one of the characteristic of qualitative is data for description analyzed using text analysis. Based on statement before, this research use descriptive qualitative research that the data is analyzed using sentences.

B. Research Place and Time

This research was conducted at tenth grades of religion class in MA AL-Musyaffa' Mijen Semarang. This research observation was from 12th-15th April 2022 at tenth grades of religion class of MA AL-Musyaffa' Mijen Semarang in second semester of academic year of 2022/2023. The research took place

at MA Al-Musyaffa' Mijen Semarang that is located on Robyong street, Wonorejo, Pesantren, Mijen, Semarang city.

C.   Participants of Research

Participants research are tenth grades students of religion class in MA AL- Musyaffa'. There is total of 23 subject who participated in this research. According to Donna M Mertens (2009) states that subject or participant is the person from whom you collect the data. The term participant is used in recognition of the active role that human being play in the research process as contributing participants.[37]

D.   Research Focus

The focus of this study there are explain the implementation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL-Musyaffa' and describe students' participation of using digital storytelling to improve students' reading comprehension of narrative text in MA AL- Musyaffa'.

E.   Technique of Data Collection

In this research, the researcher used several techniques of data collection such as observation, test, and documentation.

---

[37] Donna M Mertens, "Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods," *International Journal of Multiple Research Approaches*, 4.1 (2010), 9–18 <https://doi.org/DOI: 10.5172/mra.2010.4.1.009>.

1. Observation

Observation is a technique of data collection used in qualitative research. According to Sutrisno Hadi cited by Sugiono stated that observation is a complex process, a process that arrange of various biological and psychological processes.[38] Another definition by Cresswell stated that observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.[39] In this part, the researcher observed the use of digital storytelling to improve students' reading comprehension of narrative text and in MA AL-Musyaffa'.

The observation was conducted at Al-Musyaffa' Islamic Senior High School. The researcher observed the implementation of teaching learning process using digital storytelling to improve students' reading comprehension of narrative text and observed students' participation of using digital storytelling in improving students' reading comprehension of narrative text.

2. Interview

Interview is the next techique of data collection used in qualitative research. According to Esterberg's opinion

---

[38] Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).
[39] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (USA: Pearson Education, 2012).

which is cited by Sugiyono defined interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.[40]

The researcher collected all the data by interviewing participants of research. There were four students who become participants of research. The researcher invited randomly. Meanwhile, the researcher prepared the list of interview. By preparing list of interview, the researcher collected students opinion about the implementation of using digital storytelling to improve students' reading comprehension of narrative.

3. Documentation

In order to support the data, documentation is also required in order to know the situation during learning process. Documentation is a technique of data collection by gathering and analyzing documents, whether written data, pictures and electronic.

F. Technique of Data Analysis

After the researcers collecting the data, the next step is analzing data. According to Bodgan cited in Sugiyono that data analysis is the process of systematically searching and arranging the data inteview, fieldnotes, and other material that

---

[40] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2009).

researchers accumulates to encourage researchers' own undestanding of them and to enable researcher to present what researcher has discovered to others. The steps are follows:

1. Data Reduction

   Data reduction is summarizing, choosing the main things, focusing on the essential stuff, looking for theme and pattern and disposing of unnecessary ones. In this step, the researcher selected and summarized the things which are basic, and focusing the thing which important and remove the unnecessary data. All of the data collected from observation, documents, selected an image, etc.

2. Data Display

   After reducing the data, the next step is displaying the data. According to Miles and Huberman is cited by Sugiono that the most frequent form of display data for qualitative research data in the past has been narrative text.[41] Therefore, qualitative research is presented in form of brief narration description. Here, the researcher present the data briefly.

3. Data Drawing

   In the conclusion, the researcher summarized and interpret data that gained, regarding to this research

---

[41] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).

that related to the objectives of research that this research described the implementation of digital storytelling and it is supported by some previous research to increas information of research.

CHAPTER IV
RESEARCH FINDING

This chapter discusses the research finding and the discussion. This section is the answer of the research question which has been formulated. First, how is the implementation of using digital storytelling to improve students' reading comprehension of narrative text. Second, how are students' participation of using digital storytelling in improving students' reading comprehension of narrative text.

A. Research Findings

This research was implemented in X of Al-Musyaffa' Islamic Senior High School with giving two research question for gaining the data about the implementation of using digital storytelling to improve students' reading comprehension of narrative text. Second, how are students' participation of using digital storytelling in improving students' reading comprehension of narrative text.

B. The Results of Observation

1. The implementation of using digital storytelling to improve students' reading comprehension of narartive text

The observation were held on April 12th-15th, 2022. There were 23 students from class XI religion of Al-Musyaffa' Islamic Senior High School. The participants of the interview were four students who invited randomly.

The first research question was formulated five questions as the following.

The finding of this research through the observation in the classroom. The researcher was a participant observer who involve as part of the classroom. The data reveals that the implementation of using digital storytelling in reading comprehension of narrative. Based on the observation, the following are the result of interview guidline with the students.

1.1 What is your opinion about learning reading comprehension of narrative text using digital storytelling strategy?

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy was very enjoy and fun, because teacher showed video storytelling." Said student 1.

"In my opinion, digital storytelling strategy was comfortable for me, because I prefer enjoy and fun learning style than serious learning style, that's all." Said student 2.

"In my opinion, digital storytelling strategy was interesting enough for me, and made me not bored in reading class." Said student 3.

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy was useful and facilitates students for comprehending reading material, because I can imagine the story by myslef." Said student 4.

Based on the interview, most all of students above agree that the learning reading comprehension of narrative text with digital storytelling is interesting and fun. Hence, digital storytelling strategy is a new strategy applied in the classroom, most all of the students interest and curios due to they will learn and watch the video, this activity attract students' attention in learning reading comprehension of narrative text.

From the video showed, the learning reading process running well. Students were very enthusiasts to join learning reading class. Moreover in reading class, mostly students feel so lazy or bored to join reading class, but after digital storytelling strategy applied, they feel so on fire to join reading class.

1.2 What is your opinion about the way teacher delivered reading comprehension of narrative text using digital storytelling strategy?

"The way teacher delivered reading material very well and clear, thus made me and my friend easier in comprehending the reading material." Said student 1.

"Teacher delivered reading material very good and easy to understand." Said student 2.

"Teacher knows students' need, that digital storytelling strategy was appropriate for me and my friend, because it made the learning process more fantastic and fun". Said student 3.

"I agree with my friends, teacher using digital storytelling strategy to teach us reading comprehension of narrative text very well, we were fun in learning and understand the storytelling better." Said student 4.

Next, based on the experience in the classroom, students give their opinion to the teacher delivered in reading comprehension narrative text. Based on their reviewed above, the teacher delivered the reading material well, due to the teacher implemented strategy digital storytelling when learning reading comprehension of narrative text in the class, it made students understand well, moreover the teacher showed the video of digital storytelling related to the reading material of narrative text.

By showing the video of digital storytelling in the class, teacher created fun learning atmosphere, while students enthusiasts to engage into learning reading thus encourage them to pay attention to the teacher explanation on reading material of narrative text.

1.3 What are the strength about learning reading comprehension of narrative text using digital storytelling strategy? Please mention!

"The strength of using digital storytelling strategy was easy to understand reading material because teacher used appropriate strategy, that showed the video also as a part of learning media, it was fun learning process, so I can develop my reading comprehension ability". Said student 1.

"The strength of using digital storytlling strategy so many benefits, it made learning process enjoy and fun, then I got new vocabulary suddenly from video narrative text." Said student 2.

"The strength of using digital storytelling strategy they are it made learning process fun, while it made me attracted to pay attention to the teacher

explanation. Thus I already knew the pronouncition about the new vocabulary". Said student 3.

"The strength of using digital storytelling strategy that was easier to understand the storytelling, then I can exercise my listening skill by listening to the audio". Said student 4.

Finding above reveals that the strengths of implementation using digital storytelling strategy in learning reading comprehension of narrative text gives more benefits to students in understanding the story which is showed by video. The finding above describes clearly that using digital storytelling strategy facilitates students in learning process, especially in learning reading comprehension of narrative text.

After the implementation of using digital storytelling strategy in the classroom, students mentioned the strengths that learning reading comprehension of narrative text using digital storytelling strategy makes students easier to understand the reading material of narrative text, due to teachers showed the video of digital storytelling, while they can illustrate the story by their own mind related to the video.

Besides, students mention that learning reading comprehension of narrative text using digital storytelling strategy makes them enjoy in learning reading comprehension of narrative text, while they obtained the new vocabularies after watching the video. The new vocabulary gives them new references vocabulary that they have, so that they can develop their reading comprehension skill better.

Therefore, students feels comfortable to digital storytelling strategy, where students obtained more benefits. By implementing digital storytelling strategy students interested to join the class and students enthusias to the teacher explanation. Then, students get easier to understand reading material.

1.4 What are the weakness about learning reading comprehension of narrative text using digital storytelling strategy? Please mention!

"The weakness of using digital storytelling strategy, in my opinion, I found the difficulty when I listen to the audio, I cannot guess what dubber said because the intonation faster so I often ask to my teacher what dubber said before". Said student 1.

"The weakness of using digital storytelling strategy, in my opinion, because digital storytelling

strategy is new strategy applied in reading class, so I still adapted to the strategy in learning reading, but so far I enjoy, because I got the point step by step, so interesting". Said student 2.

"The weakness of using digital storytelling strategy, in my opinion, I found the difficulty when I do not know all the meaning of vocabulary that pronounce by dubber, some of them familiar for me, that's all because my vocabulary skill also still low". Said student 3.

"The weakness of using digital storytelling strategy, in my opinion, if we do not focus or if we do not listen to the audio carefully, we will get the difficulty, because the intonation of dubber pronounciation was faster, and I did". Said student 4.

In the observation, the researcher found the weakness of implementation using digital storytelling strategy in learning reading comprehension of narrative text. Digital storytelling strategy is the strategy that implemented digital or technology which shows the video about storytelling.

In this part, students mention some of the weakness of digital storytelling strategy that if they do not pay attention to the video or they do not listen

to the audio carefully, they will get the difficulty, due to they do not know what the dubber said, in fact, mostly the intonation in audio of digital storytelling is played quickly, so that they have to focus when the video plays.

Here, digital storytelling strategy makes students enjoy in learning reading process, but they also mention the weakness that the intonation in audio of digital storytelling so quick, whereas they still adapting to the audio. Moreover, when they do not understand the audio said, usually they ask to the teacher to play the video again.

1.5 Give your comments and suggestion to the learning reading comprehension of narrative text using digital storytelling strategy?

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy was very effective and easy to understand. No comment, I think everything was good enough using this strategy". Said student 1.

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy can be a references to others English learning subject because it was fun, learning

combine with watching to the video storytelling". Said student 2.

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy was good, but I hope the next storytelling with the medium intonation of the audio". Said student 3.

"In my opinion, learning reading comprehension of narrative text using digital storytelling strategy was fun and very useful, then I do not feel bored during the learning process, so enjoy in reading class using this strategy". Said student 4.

The last but not least, students mention their comments and suggestion to the learning reading comprehension of narrative text using digital storytelling strategy, they comment that digital storytelling strategy is effective and easier to understand. Next, they suggest to implements digital storytelling strategy in reading comprehension of narrative text for continuing, whereas after digital storytelling strategy implemented they feels learning reading become fun atmosphere and they obtains new

vocabularies. So that, new vocabulary increase their own references vocabulary.

Furthermore, students comments that they need digital storytelling strategy to be able comprehend the reading material well, due to they can imagine the story visually and audio related to the reading material.

2. Students' participation of using digital storytelling in reading comprehension of narrative text.

In this part, the researcher described students' participation of using digital storytelling in reading comprehension of narrative text. Based on the observation above, digital storytelling strategy applied in the classroom, the teacher provides the reading material and then showed the first video about narrative text. After the teacher showed the video to the students, the researcher found the students' participation so enthusias, whereas no one students sleep or make noise at the time. After showing the video, teacher try to ask students "what is the story about?", in order to check students' understanding about the story. Teacher let students to answer, some students try to guess the answer and some students try to answer teachers' question. After that, teacher shows video twice. Students pay attention more, it describes students'

participation that they very enthusiastic to comprehend to the digital storytelling about narrative text.

By observing, the researcher described students' participation after using digital storytelling strategy, by showing video the teacher can attract students' attention to join and focus to reading material about narrative text. Here, students' curiosity about story very big, they asked to the teacher to optimalize the audio so that they can listen it well, they also were interested to the story about narrative text due to the story is new story for them, while they can imagine the story by their own mind.

In addition, according to Barrett (2006) cited by Kesver Hava that digital sorytelling combine four key components there are student engagement, deep learning, project-based learning, and technology integration. During in this classroom students' engagement described clearly, students engage to the class very well and active, they were interested to ask what they do not know about the vocabulary pronounced by dubber in audio, they were interested to immitate the dubber pronounciation, they were more interested in reading class, due to their reading class is not monotoniously as usual, also join class until the last meeting.

According to the finding of an interview, students expressed their happiness after using digital storytelling strategy, they feels so happy due to digital storytelling very useful, digital storytelling facilitates their learning reading comprehension of narrative text. Other many benefits that students' obtain, whereas students obtain new vocabulary, students obtain new knowledge about storytelling of narrative text and moral lesson implied.

Here, the researcher revealed the advantages using digital storytelling in reading comprehension of narrative text, students more easier in understanding the story, students enhance their listening skill by listen the audio of storyelling, students enhance their new vocabulary, students enjoy the reading class by implementing digital storytelling strategy.

Thus, the researcher revealed also the disadvantages using digital storytelling in reading comprehension of narrative text, students found the difficulty using digital storytelling those are, some of student do not know the meaning of vocabulary that pronounce by dubber, because some of them familiar, the intonation of dubber pronounciation was faster so some of students feel difficult.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed the introduction of the study, the review of related literature, the method of the research, the analysis the research, and the finding about the research. This final chapter presents the conclusions about First, the implementation of using digital storytelling to improve students' reading comprehension of narrative text. Second, students' participation of using digital storytelling in improving students' reading comprehension of narrative text.

A. **Conclusion**

1. The implementation of using digital storytellin g to improve students' reading comprehension of narartive text. Based on the explanation above, the aim of this study is to explain the implementation of using digital storytelling to improve students' reading comprehension of narartive text. The result revealed that all of the students are able to comprehend the reading material about narrative text using digital storytelling strategy. After using digital storytelling strategy students be able to understand the readin g material by watching and listening digital storytelling. During learning reading process, in the first video of digital storytelling, students pay attention to the teacher explanation about reading material, teacher gave students oppourtunity to ask

something related to the reading material. Some of students who do not know the vocabulary pronounced by dubber on the video, thus teacher gave the clue or the similar of vocabulary then students can guess it or try to relate to the storytelling of narrative text. Most all of students also were able to answer the question that given by the teacher. While, in the second video, students asked by the teacher to pay more attention to the video, students asked to make conclusion by their own word in a paper, then students pointed randomly to retell the story in front of class. Students were enthusiactic in this activity. In addition, students can develop their reading skill and exercise their speaking skill in front of class to deliver their own conclusion of narrative text.

2. Students' participation of using digital storytelling in reading comprehension of narrative text.

   Based on the research finding, the students have improved their reading comprehension by using digital storytelling strategy. Students' participation in class reading very active. Whereas, from 23 students no one sleep or make noise when digital storytelling played. Students were enthusias to join reading class, because they like to watch video than reading textbook. By using digital storytelling strategy they are interested to join and ask everything that they do not know. Some students ask

actively to the vocabulary that familiar for them. Then, some of students try to answer their friends' question in order to help their friend to not confused anymore. While, during reading class, students engaged to the class very well and active, they were interested to ask what they do not know about the vocabulary pronounced by dubber in audio, they were interested to immitate the dubber pronounciation, they were more interested to reading class, due to their reading class is not monotoniously as usual, also join class until the end of meeting.

B. Suggestion

1. For the teachers

From the results of the research, it can be understood as an indication that the teacher is successful in teaching digital storytelling strategy to the students. However, to develop more the quality of the students in mastering reading skills, the teacher should implement this strategy. The students also need guidance and a learning atmosphere from the teachers which could encourage students from digital storytelling strategy in reading material.

2. For the students

From the result and discussion, the students have been good enough in comprehending the text using digital storytelling strategy. But they should more focus and practice their reading ability especially reading English

material. The students must have reading awareness to improve their reading skill.

3. For the next researcher

This study suggests that digital storyteling strategy should be investigated further to gain a more thorough understanding reading development during learning process.

REFERENCES

Al-shaye, Shaye. (2021). "Digital Storytelling for Improving Critical Reading Skills, Critical Thinking Skills, and Self-Regulated Learning Skills" *Cypriot Journal of Educational Vol.*16. No.4. <https://doi.org/10.18844/cjes.v16i4.6074%0AReceived>

Azizah, (2019). "The Influence Of Students' Reading Habit Of Short Stories On Their Abilities Of Writing Narrative Text" (State Islamic University Of Walisongo Semarang)

Chiew, Leong, et. al. (2018). "*Social Sciences & Humanities* Young ESL Learners' Perception on the Effects of Using Digital Storytelling Application in English Language Learning" *Journal Social Sciences & Humanities*

Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (USA: Pearson Education)

Dewi, Nuna Mustikawati. (2015). *The Using Of Collaborative Strategic Reading (CSR) To Improve Reading Comprehension Skill* (Semarang: DIPA)

Efnawati, Yulia, and Mukhaiyar. (2021). "Exploring the Reading Strategies Used by Male and Female Students" *Advances in Social Science, Education and Humanities Research*, <http://creativecommons.org/licenses/by-nc/4.0/. 309>

Giannakou, Ourania, and Aikaterini I. Klonari. (2019). "Digital Story In Education Using Webgis" *European Journal of Geography*, Vol.10. No.3

Grant, Natalie, and Brien Bolin. (2016). "Digital Storytelling: A Method for Engaging Students and Increasing Cultural Competency" *The Journal of Effective Teaching*, Vol.16. No.3

Hamdy, Muhammad Fajri. (2017). "The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension" *JEALT (Journal of English and Arabic Language Teaching)*, Vol.8. No.2

Hartley, John, and Kelly Mcwilliam. (2009). *Story Circle : Digital Storytelling Around the World*, (USA: Blackwell Publishing)

Hasan, Abdullah. (2017). "The Effect of Directed Reading Thinking Activity (DRTA) Method on Students' Reading Comprehension for State Islamic Senior High School" *Journal of English and Arabic Language Teaching*, Vol.8. No.2. <http://ejournal.uin-suska.ac.id/index.php/jealt>

Hava, Kevser. (2021). "Exploring The Role Of Digital Storytelling In Student Motivation And Satisfaction In EFL Education" *Computer Assisted Language Learning*, Vol.34.No.7. https://doi.org/10.1080/09588221.2019.1650071

Hidayat, Ahmad Wahyu. (2018). "The Philosophy of Iqra' on Islamic Education" (*Hunafa: Jurnal Studia Islamika*), Vol.15. No.1

Johnson, Andrew P. (2008) *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education)

Kanniainen, Laura. et al. (2021). "Assessing Reading and Online Research Comprehension : Do Difficulties in Attention and Executive Function Matter" *Journal Elsevier*, Vol.87. No.2 <https://doi.org/10.1016/j.lindif.2021.101985>

Kartal, Zehra. 2017. "The Relationship Between Students' Reading Habit and Their Narrative Writing Ability (A Correlational Study at the Tenth Grade of SMA Pribadi Depok) The Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic"

Makmun, Nadiah. (2012). "Teaching Reading Using Multiple Intelligence Approach," *Vision: Journal For Language and Foreign Language Learning*, Vol.1. No.1

Mariam, Siti. (2016). "Improving Students' Skimming And Scanning In Reading Skill By Applying Metacognitive Strategy," *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, Vol.2. No.1

Mariam, Siti, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana. (2022). "Utilizing Quipper School For Improving Reading Comprehensionn Of Recount Text," Vol.8. No.1. <https://doi.org/https://doi.org/10.25134/ieflj.v8i1.5660>

Mertens, Donna M. 2009. *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative,Qualitative, and Mixed Methods*. SAGE Publications, Inc. 3rd edition

Novi.A. (2016). "Improving Students' Ability In Writing Narrative Text By Using Digital Story (A Classroom Action Research at the Tenth Grade Of MA NU" (Walisongo State Islamic University Semarang)

Nuraeningsih, (2012). "The Use Of Storytelling Technique To Improve Students' Motivation And Speaking Skill" *Vision: Journal For Language and Foreign Language Learning*, Vol.1. No.1

Nuraeti, Ainun, and Yanuarti Apsari. (2022). "The Implementation Of Scientific Approach Through Digital Storytelling In Teaching Reading Narrative Text" *PROJECT (Professional Journal of English Education)*, Vol.5. No.1

Rahimi, Mehrak, and Samaneh Yadollahi. (2017). "Effects of Offline vs Online Digital Storytelling on the Development of EFL Learners' Literacy Skills", *Cogent Education*, Vol.2. No.1. <https://doi.org/10.1080/2331186X.2017.1285531>

Rao, M. E. S Elizabeth and Digumarti Bhaskara. (2004) *Methods of Teaching English* (India: Discovery Publishing House)

Rohmaniyah, Nihla Alfiyatur. (2017) "Using Digital Storytelling To Teach Speaking Of Narrative Text (An Experimental Study at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017)" (Walisongo State Islamic University Of Semarang) <http://ejournal.unp.ac.id/index.php/jelt/article/view/2615>

Roswati, and Aisyah Putri Prawira. (2018). "The Comparison Between Male and Female Students ' Reading Comprehension," *Indonesian Journal Of Integrated English Langauge Teaching*, Vol.4. No.2

Sholihah, Anita Ni'matus. (2019) "Digital Story In Engaging Non-English Student Department (A Descriptive Study at 'Bahasa Inggris II' Subject in the Fourth Semester of

PIAUD-B Class) (Walisongo State Islamic Univesity Semarang), *Undergraduate Thesis*

Sugiyono,. (2009). *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta)

———. (2016). *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta)

———. (2015) *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta)

Sulistianingsih, Endang. (2018). "Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)" *Vision: Journal For Language and Foreign Language Learning*, Vol.7. Nol.1. <http://dx.doi.org/10.21580/vjv7i12200>

"The Crying Stone" https://ceritarakyat-50webs-com.translate.goog/Cerita rakyat_Indonesian folklore_West Kalimantan_The Crying Stone.htm?_x_tr_sch=http&_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=sc

Wahyuni, Sri. (2018). "A Comparative Study on Group-Based LearningUsing STAD and SGD Toward Students' WritingAchievement of Descriptive Text" (Walisongo State Islamic University Of Semarang), *Undergraduate Thesis*

Widyaningrum, Lulut. (2015). *Instructional English English for the Practical Day-to-Day Management*, (Semarang: CV. Karya Abadi Jaya)

———. (2014) *Mapping Readability of The Texts and Reading Abilities of The Users* (Semarang: LP2M)

Wijayanti, Risma. (2018). "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 2016/2017" (Walisongo State Islamic Univesity Semarang), *Undergraduate Thesis*

APPENDIX 1   **: Observation Guideline**

Topic   : The Implementation of using digital storytelling to improve students' reading comprehension of narartive text.

No.	Aspects of being Observed	Descriptive of the Result
A.	The Implementation of using digital storytelling to improve students' reading comprehension of narartive text.	
	1. The students' number	
	2. Students participation	
	3. Teacher participation	
B.	The Learning Process	
	1. The digital storytelling strategy	
	2. The language use	
	3. The teaching material	
	4. The learning activity	
	5. The allocation time	
C.	The Teacher Evaluation	
	6. The Assessment	
	7. The Evaluation	
D.	The Additional Notes	

APPENDIX 2 : Observation Result on April, 12th 2022

No.	Aspects of being Observed	Descriptive of the Result
A.	The Implementation of using digital storytelling to improve students' reading comprehension of narartive text.	
	1. The students' number	23 Students
	2. Students participation	Active studets
	3. Teacher participation	As the facilitator who displays power point and video digital storytelling of narrative text
B.	The Learning Process	
	4. The digital story telling strategy	Teacher showed video of narrative text
	5. The language use	Mixed English-Indonesia
	6. The teaching material	Reading Comprehension of Narrative Text
	7. The learning activity	The teacher started the lesson by showing the video about narrative text. Then the teacher asked to students "What is the story about on video". To check students' understanding. The teacher let students to answer. Teacher showed video twice. Teacher give question related to the video of narrative text. Teacher allows students to ask about the video or the difficult vocabulary on the video. Next, teacher explained the material about narrative text. Thus, students are given oppourtunity to ask the material about narrative text. Techer shows a second

		video. Teacher ask students to pay attention more, due to in the second video, teacher asks students to make conclusion about second video by their own word. Then, teacher pointed out students randomly to retell the story about second video with their own word. Next, teacher guides students to convey their story in front of class. After that, teacher shows video twice. Teacher gives questions related to the second video. Teacher and students discuss the answer together.
	8. The allocation time	100minutes
C.	The Teacher Evaluation	
	1. The Assessment	Before closing prayer, the teacher explained the assignment to arrange the narrative text by their own word.
	2. The Evaluation	The teacher gave the evaluation to the students.
D.	The Additional Notes	All of the students could join the class, and they actively followed the classroom activity.

APPENDIX 3

Interview questions:

1. What do you prefer conventional strategy or metacognitive strategies? Give your reason!
2. What do you feel when the teacher applies metacognitive reading strategies for the first time?
3. What is your suggestion or comment on the implementation of metacognitive reading strategies?
4. Will you keep using metacognitive reading strategies to comprehend English text? Please, give your reason!

APPENDIX 4

مؤسسة شوقي الإسلامية

Pondok Pesantren Fadhlul Fadhlan Semarang

MADRASAH ALIYAH AL-MUSYAFFA'

Madrasah Bilingual Berbasis Karakter Salaf

NSM: 131233740029 NPSN: 70009062

Alamat: Jl. Robyong RT 05 RW 01 Pesantren, Mijen, Kota Semarang, Kode Pos 50212

SURAT KETERANGAN
Nomor: 12/MA-PPFF/VI/2022

Yang bertanda tangan di bawah adalah:

Nama   : Umi Khabibah, S.Akun

Jabatan   : Madrasah Aliyah Al-Musyaffa' Semarang

Menerangkan bahwa mahasiswa dibawah ini:

Nama   : Citra Ayu Murgayyah

NIM   : 1503046100

Jurusan   : Pendidikan Bahasa Inggris

Universitas   : Universitas Islam Negeri Walisongo Semarang

dengan Judul Penelitian: *Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling*

Mahasiswa tersebut diatas benar telah melakukan penelitian guna menyelesaikan tugas akhir (skripsi) di Pondok Pesantren Fadhlul Fadhlan Semarang pada tanggal 12 April 2022 sampai dengan 15 April 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 02 Juni 2022

Madrasah Aliyah Al-Musyaffa' Semarang

Umi Khabibah, S.Akun

67

APPENDIX 5

Mutiara Salsabila

C. Pedoman wawancara bersama murid kelas X MA AL- Musyaffa'

1. Bagaimana pendapatmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

2. Bagaimana pendapatmu tentang cara guru menyampaikan materi reading comprehension of narrative text dengan strategy digital storytelling?

3. Sebutkan kelebihan dan kekurangan dalam pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

4. Apa saran dan komentarmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

1. Menurut saya, Pembelajaran reading Comprehention of narrative text dengan metode digital storytelling sangat menyenangkan, karena Para siswa ditujukan video yang berhubungan dengan storytelling dan itulah hal yang sangat disukai oleh para siswa

2. Cara guru menyampaikan materi sangatlah akurat, Jelas, tidak bertele-tele, dan menggunakan bahasa yang mudah dipahami

3. kelebihan : Mudah dipahami karena disuguhi sebuah sarana Pembelajaran yang menyenangkan.

kekurangan : karena kami sebagai siswa, masih dalam masa Pembelajaran dan belum terlalu terbiasa dengan ucapan bahasa Inggris yang terlalu cepat dan terkadang dalam suatu video terdapat dubber (Pengisi suara) yang berbahasa Inggris dan belum tentu kami Paham Seluruh ucapan yang diucapkan oleh Para dubber.

4. Pembelajaran reading Comprehention of narrative text dengan metode tersebut sangat efektif dan mudah dipahami

APPENDIX 6

Avrina Aghnina Zuma

C. Pedoman wawancara bersama murid kelas X MA AL- Musyaffa'

1. Bagaimana pendapatmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?
2. Bagaimana pendapatmu tentang cara guru menyampaikan materi reading comprehension of narrative text dengan strategy digital storytelling?
3. Sebutkan kelebihan dan kekurangan dalam pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?
4. Apa saran dan komentarmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

1. Pendapat saya : Metode ini cocok buat tipe orang yang santuy dalam belajar. Seperti saya

2. Cara penyampaian miss citra sudah bagus dan sesuai yg saya harapkan.

3. Kelebihan nya belajar dengan santuy, sangat menghibur, dan bisa menambah vocab² baru.
   kekurangannya terasa santuy buat orang yg serius dalam belajar

4. Komentar : bisa ditambah referensi storytelling biar bisa menambah vocab² baru.

   Saran : Metode pembelajaran ini bisa dibuat selingan di tengah² jam pelajaran. karena dengan metode ini sangat menghibur.

APPENDIX 7

Azam

C. Pedoman wawancara bersama murid kelas X MA AL- Musyaffa'

1. Bagaimana pendapatmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

2. Bagaimana pendapatmu tentang cara guru menyampaikan materi reading comprehension of narrative text dengan strategy digital storytelling?

3. Sebutkan kelebihan dan kekurangan dalam pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

4. Apa saran dan komentarmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

1. Pembelajaran dengan metode tersebut menurut saya cukup menarik, dan cenderung tidak membosankan

2. Penyampaian materi dengan metode tersebut mengakibatkan kegiatan pembelajaran lebih menyenangkan

3. Kelebihan penyampaian materi dengan metode tersebut adalah berbeda dari biasanya adanya suasana baru dalam kegiatan pembelajaran membuat suswa menjadi semakin tertarik untuk mendengarkan materi yg disampaikan

kekurangan, sesuai dengan namanya "digital" mengakibatkan jika tidak ada sumber listrik maka akan terhambat.

4. Diperbanyak dan dipersering kegiatan pembelajaran dengan metode ini

70

APPENDIX 8

Hamba

C. Pedoman wawancara bersama murid kelas X MA AL- Musyaffa'

1. Bagaimana pendapatmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

2. Bagaimana pendapatmu tentang cara guru menyampaikan materi reading comprehension of narrative text dengan strategy digital storytelling?

3. Sebutkan kelebihan dan kekurangan dalam pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

4. Apa saran dan komentarmu tentang pembelajaran reading comprehension of narrative text dengan strategy digital storytelling?

1) Pembelajaran menggunakan strategy tersebut sangat bisa membantu pebicaraan Para atau mempermudah siswa untuk memahami pembelajaran, karena siswa bisa langsung melihat bahwan bisa mengarang anyan cerita tersebut :)

2) Cara guru menyampaikan sangatlah baik, karena siswa lebih mudah memahami cerita tersebut. :)

3) Kelebihan : Murid lebih mudah menangkap isi cerita. :)
Kekurangan : Bagi murid yang jarang mendengarkan / listening. Strategy iku agak menyulitkan murid, karena di dalam strategy tersebut native speaker sangatlah cipat dalam insonasi bacaannya Suaranya. :O

4) Saran : Sebainya murid harus dibasaman dalam strategy tersebut, agar murid dapat menangkap / mencelmai isi dari cerita tersebut :)

Komentar : Sama dengan saran. :)

A. Hamdan. :)

Pondok Kira 11.06.2022.

71

APPENDIX 9
Documentation
a. Watching video digital stotelling title "Crying Stone"

Students focus to the video and listen carefully to the audio

b. Part of scene digital storytelling title "Crying Stone"

Darmi called her mother hardly even her mother very tired after working at the yard

c. Part of scene digital storytelling title "Crying Stone"

Darmi asked her mother to buy her beauty powder

d. Part of scene digital storytelling title "Crying Stone"

While, Darmi invited by her mother go to the market to buy her make-up, but Darmi was angry to her mother because she didn't want to go outside with her mother because her mother was ugly

e. **Part of scene digital storytelling title "Crying Stone"**

Finally, Darmi went to the market with her mother, but her mother should walk behind her

f. **Part of scene digital storytelling title "Crying Stone"**

On the way, Darmi met her friend. He asked about someone behind her, Darmi spontaniously said "she is my servant"

g. Part of scene digital storytelling title "Crying Stone"

After that, her mother shocked to her daughter, due to her daughter was very rude and impolite to her

h. Part of scene digital storytelling title "Crying Stone"

Her mother was very sad, finally her mother pray to God to curse Darmi into a stone

i. Part of scene digital storytelling title "Crying Stone"

j. Learning activity in the classroom

Watching video digital stotelling

Taking picture together

k. Students do a role play together "Malin Kundang"

CURRICULUM VITAE

Name : Citra Ayu Murgayyah

Address : Kumai, Kel. Kumai Hilir, Kec. Kumai, KALTENG

Telephone/WA : 085777842197

E-mail : citraayumr@gmail.com

Date of Birth : Kumai, 12th April 1997

Parents : H. Anang Wahyudin& Hj. Umi Kulsum (Almh)

Nationality : Indonesia

Gender : Female

Formal Education

1. MIS BABUSSALAM
2. SMPN 1 KUMAI
3. SMAN 1 KUMAI
4. UIN WALISONGO SEMARANG