

**BOOSTING STUDENTS' READING
COMPREHENSION OF NARRATIVE
TEXT BY INTEGRATING DIGITAL
STORYTELLING AND LISTEN-READ-
DISCUSS**

THESIS

Submitted in Partial Fulfilment of the Requirements for
Gaining the Bachelor Degree in English Language
Education



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COMPREHENSION OF NARRATIVE TEXT BY
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as a whole is the result of my own research/work, except for certain parts where the source is referenced.

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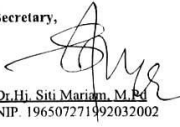
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
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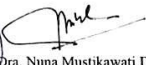
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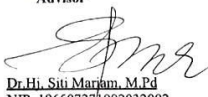
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Assalamu 'alaikum wr. wb.

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Wassalamu 'alaikum wr. wb.

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ABSTRACT

Title : Boosting Students' Reading Comprehension of Narrative Text by Integrating Digital Storytelling and Listen-Read-Discuss
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Reading is one of language skills that should be learned well by students. But, students had difficulty comprehend the text. Therefore the strategy is needed to improve students' reading comprehension. The study aims to explain the effectiveness of integrating digital storytelling and listen-read-discuss for boosting students' reading comprehension. The study employed quantitative method. The research design belongs to pre-experimental design with one group pre-test and post-test. The instrument of the research was reading test consisted of 15 numbers. The population of the research was the students of the second year at SMPN 18 Semarang. The research was conducted in three meetings where one meeting for pre-test, one meeting for treatment, and the last meeting for post-test. The sample of the research was taken by using purposive sampling technique at class VIII.G of SMPN 18 Semarang which consist of 32 students. Based on statistical analysis that the application of digital storytelling and listen-read-discuss was effective to increase students' reading comprehension of the second year at SMPN 18 Semarang. It was proved by result of data analysis such as the mean score of pre-test was 72.84 and the mean score of post-test was 84.87. It means that the score of post-test was higher than the score of pre-test. It was supported by the result of t-test analysis where the t-test value (5,01) was higher than t-table value (1,699) of degree of freedom (0.05). It means that the alternative hypothesis (H_a) was accepted, while null hypothesis (H_o) was rejected. It can be concluded that the use of digital storytelling and Listen-Read-

Discuss was effective for boosting students' reading comprehension

Keyword: *Digital Storytelling, Listen-Read-Discuss Strategy, Narrative Text, Reading Comprehension.*

MOTTO

“For indeed with hardship (will be) ease. Indeed, with
hardship (will be) ease.”¹

“Good attitude includes being positive, thinking positive, and
never giving up.”²

¹ QS. Al-Insyiroh : 5-6

² Sumiati

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Finally, the researcher also would like to say big thanks to everyone involved in my process. The researcher hope that this project paper can be useful for us and become references for the next research.

Semarang, March 2023

A handwritten signature in black ink, appearing to be 'Sumiati', written in a cursive style.

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CHAPTER I

INTRODUCTION

This chapter consists of five parts namely background of the research, research question, research objective, pedagogical significances, and limitation of the research that can be discussed in the part below:

A. Background of the Research

Language is important part in mortal life, because people show their mind, feeling, expression and communicate them to another by using language. Also, Brown states that language is a system of arbitrary, oral symbol which permit all people in a given culture, other people who learned the system of the culture to communicate or interact.³ It means, language is necessary in mortal life.

In Indonesian, English is taught as a foreign language and is a mandatory subject that focus from the inferior to the university position. Although English is a foreign language and numerous learners is

³ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Practice Hall Regents, 1994), page. 5.

delicate to learn, but numerous also have an interest to learn English.

There are four skills in English; listening, speaking, reading and writing that must be learned by the students. The students are anticipated to have a capability in those language skills, which cover open and productive language use. Teaching English is not easy, English teacher should not only master the language, but they should also be suitable to make their students learn.

Reading is one of language skills that should be learned well by the students because reading is an essential factor that influences one's exertion in communication.

Reading is process where someone looks at and understand the written. By reading we get information and knowledge.

Reading is commodity which must be done by all students who are studying language. Reading is considered as one of important skill which has to be learnt because it can influent the order language skill. Principles of teaching reading are to reach the target of language. No matter what method, system or strategy are used.

It can be concluded that reading is allowing process. Effective learners know that when they read, what they read it supposed to make sense. They cover their understanding and when they lose the meaning of what they are reading, they frequently unconsciously elect and use a reading strategy (similar as rereading or asking questions) that will help them reconnect with the meaning of the text.

Reading is a complex skill because it needs the comprehension of the reader to understand what the writer say. So, reading cannot be separated from comprehension. Comprehension itself, is a process of thinking, once experience, and knowledge. They also stated that comprehension is the commerce among word identification previous knowledge, appreciation strategies, and engagement.

Reading comprehension means understand what has been read, and it is an active thinking process that depends not only comprehension skill but also the students' experience and previous knowledge. Comprehension involves understandings of vocabulary seeing the relationship among words and

conception organizing ideas, taking ideas, taking writers' timber judgments and assessing.⁴

Reading is a set of skill that involves making sense and inferring meaning from the published word. In order to read, the people must be suitable to crack (sound out) the published words and also comprehend what the people read.⁵ It means that reading does not only produce the sounds but also at the same time be suitable to understand the contents of the reading text.

From the explanation about reading and comprehension. It can be concluded that reading comprehension is the process of making meaning from text. The thing is to gain an overall understanding of what describes in the text rather to gain meaning from insulated words or rulings.

Researcher found the problem that students have difficulty understanding the text in their English academy book, while they have to read their handbooks or other accoutrements related to their

⁴ Kustaryo. 1988. *Action research for teacher candidates*. The United States of America.

⁵ David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGraw Hill Companies, 2005), page. 69.

studies. Students still get confused to answer comprehension question in the reading text.

Because of the problems, to increase the students reading comprehension, we need a strategy. The use of reading strategies in this environment is veritably important. The researcher offers strategies to increase students' reading comprehension by using Digital Storytelling and Listen-Read-Discuss (LRD) strategy.⁶

Digital Storytelling is the result of combining different media elements into a coherent story. Digital Storytelling not only will help the students to read the stories interactive but also the method increase interest, attention and motivation of the digital generation of students in a classroom.

Digital Storytelling had been proven by Donny Adiatmana Ginting in his journal was found that Digital Storytelling could cover the needs of students, which has several criteria such as after reading the short story, it can add vocabulary, they like to read dramatic and romantic stories, a suitable

⁶ Anthony V. Manzo and Ula Casale Manzo, *Content Area Reading: A Heuristic Approach*, (United States: Merrill Publishing Company, 1990), page.10.

medium in learning to read short stories are online reading resources and videos, digital types of stories are video words and digital storytelling video clips. Digital storytelling is also easy to operate and after using digital storytelling to teach reading short stories, the students demonstrated this progress. Production from the material increases students' grade and can increase their enthusiasm for reading short stories.⁷

While LRD is a simple reading strategy, this is good strategy to improve students' reading comprehension because there are three steps in this strategy; listen, read and discuss. This strategy helps students to exchange ideas with other friends.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled **“Boosting Students’ Reading Comprehension of Narrative Text by Integrating Digital Storytelling and Listen-Read-Discuss”**.

B. Research Question

Based on the background above, the researcher can formulate the problem statement as follows:

⁷ Donny Adiatman G, “Enhance Students’ Reading Comprehension Through Digital Storytelling”, *Anglo-Saxon: Jurnal Ilmiah Program Studi Bahasa Inggris* (Vol. 12, no.2 year. 2021), page. 201-206

How is the effectiveness of integrating digital storytelling and listen-read-discuss for boosting students' reading comprehension of narrative text?

C. Research Objective

Regarding the problem statement, the researcher decided the purpose of this research is to examine:

“To explain the effectiveness of integrating digital storytelling and listen-read-discuss for boosting students' reading comprehension of narrative text.”

D. Pedagogical significances

The results of this research are expected to give the theoretical and practical contribution:

1. For the theoretical contribution, the results of this research are expected to give information for the readers in perfecting references related to technique for English reading classroom and reading comprehend the English text.
2. For the practical contribution, the results of this research are expected to give provocation for the learners in learning English especially in reading comprehension of narrative text and for the English teacher of SMPN 18 Semarang can apply this strategy in the framework of perfecting

teaching ability and increase the students' reading comprehension not only narrative text but also other type of the text.

E. Limitation of the Research

This research was conducted at eighth graders of SMPN 18 Semarang in the academic year 2022/2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of four parts namely previous research, literature review, hypothesis, and variable that can be discussed in the part below:

A. Previous Research

There are some previous researches underline in this research they are:

The first research was conducted by Donny Adiatmana Ginting his title was about **“Enhance Students’ Reading Comprehension through Digital Storytelling”**. According to the result of his research that the digital storytelling media should cover the needs of the students. Having some criterias such as after reading the short stories, hopeful they can increase their vocabulary, they like to read dramatic and romantic stories, the suitable media in learning reading of short stories are online reading, sources and video. Types of digital storytelling are video words and digital storytelling video clips. Digital storytelling should be easy to operate an after using digital storytelling to teach short story reading. Students demonstrated

this progress. The production of materials improves students' grades and increase their enthusiasm in reading short stories.⁸

The second research was conducted by Yulianah. Her title was about **“The Effectiveness of Listen-Read-Discuss (LRD) Strategy for Students’ Reading Comprehension”**. According to the result of her research Listen-Read-Discuss (LRD) strategy could be beneficial as it is an engaging strategy for readers who are struggling with reading comprehension. Because the materials are done orally, students who are unable to read the whole passage at least can understand a little information from the passage. For students who have low proficiency in background knowledge about the reading passage, they could obtain through the listening phase where after that they could comprehend the passage in the reading phase.⁹

⁸ Donny Adiatman G, “Enhance Students’ Reading Comprehension Through Digital Storytelling”, *Anglo-Saxon: Jurnal Ilmiah Program Studi Bahasa Inggris* (Vol. 12, no.2 year. 2021), page. 201-206

⁹ Yulianah, “The Effectiveness of Listen-Read-Discuss (LRD) Strategy for Students’ Reading Comprehension”, *Jurnal Ilmiah Bahasa dan Sastra (JIBS)*, (vol. 7, No. 2, year. 2020), page. 63-72

The third research was conducted by Terasne. His title was about **“Improving Students’ Reading Comprehension through Listen-Read-Discuss (LRD) Strategy at MA Nurussabah Praya Tengah”**. After implemented quantitative research at MA Nurussabah Praya Tengah and according to the result of pre-test and post-test, that the implementation of Listen-Read-Discuss (LRD) strategy was able to enhance students’ reading comprehension in report text at the tenth grade of MA Nurussabah Praya Tengah. The students’ achievement in reading report text was better after implementing the Listen-Read-Discuss (LRD) strategy.¹⁰

The fourth research was conducted by Catur Kepirianto, Siti Mariam, and M. Ulya Ashari. The title was **“Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text”**. After implemented using control-group of nonequivalent of quasi experimental research

¹⁰ Terasne, “Improving Students’ Reading Comprehension through Listen-Read-Discuss (LRD) Strategy at MA Nurussabah Praya Tengah”, *Jurnal of English Language Teaching*, (vol. 5, no, 2, year. 2018), page. 113-120

design. The study was conducted at eighth graders of a private junior high school in Batang, Indonesia. The result infers that Mind-Mapping collaborated with Think Pair Share is effective to teach reading in descriptive text.¹¹

The last research was conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhillah, and Nafisah Mardhiana. The title was **“Utilizing Quipper School for Improving Reading Comprehension of Recount Text”**. Quipper School is an application that is effectively used for online learning. The teacher gave students only Quipper codes to answer exam questions. Meanwhile, students can solve exam questions using the Quipper codes provided by the teacher and solve the problems according to the reading materials. Students can learn reading materials and enjoy discussion with digital medium during online learning due to covid-19. Students and teacher have been helped in the teaching and

¹¹ Catur Kepirianto, Siti Mariam, and M. Ulya Ashari, “Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text”, *Parole: Journal of Linguistics and Education* (vol. 12 no. 1 year. 2022) page. 128

learning process using Quipper school application.¹²

Based on the result of five study that have been conducted previously, the relationship made by five previous researchers were discussed about method and strategies that can improve students reading comprehension. There are differences with the previous researches, namely: Donny Adiatma Ginting was using digital storytelling as a media to improve students' reading comprehension in his study. While Yulianah and Terasne were using Listen-Read-Discuss (LRD) strategy as a method to increase students' reading comprehension in their study. Then, Catur Kepirianto collaborated Mind-mapping and Think-Pair-Share (TPS) to improve students reading comprehension and Siti Mariam used Quipper school application to improve reading comprehension. But, in this research the researcher used digital storytelling and Listen-Read-Discuss (LRD) in boosting students' reading comprehension.

¹² Siti Mariam, Catur Kepirianto et al, "Utilizing Quipper School for Improving Reading Comprehension of Recount Text", *Indonesian EFL Journal* (vol. 8 no. 1 year. 2022) page. 134

B. Literature Review

1. Concept of Reading Comprehension

a. Definition of Reading

Reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English.¹³

Reading is a process that involves text, reader, and interaction between the two. From these interactions, both the reader and the text produce sounds words and can understand the meaning of the text as well as convey some information and knowledge about reading text.

Reading is a developmental process. The first stage is to learn the sound symbols correspondence, either directly or by reading aloud sentences and words has been mastered orally. Then students learn to read these same

¹³ Siti Mariam, "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 year.2016)

word and sentences patterns in new combinations.¹⁴

From reading sentences, students' progress to reading paragraphs and short paragraphs. Teacher helps students develop technique for deduce the meaning of words, read for information, and improve understanding of structural signals. There are so many experts who have different definitions to read but the researcher used several definitions according to the following experts:

Smith states that reading is no different from any other type of thinking. In this case, reading is one of the thinking activities that triggers written text.¹⁵ It means that the reading and thinking are related, when people read text automatically people will think to understand the text, then give assumptions about written text.

¹⁴ Edward David Allen and Rebecca M. Valette, *Classroom Techniques Foreign Languages and English as a Second Language*, (United States of America: Harcourt Brace Jovanovich, 1972), page. 249

¹⁵ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), page. 15.

The definition put forward by Grellet and Urquhart and Weir in John S. Hedgcock and Dana R. Ferris books are *Teaching Readers of English* explicitly asserts that reading requires the construction of meaning from written texts.¹⁶ This means that reading does not only involve the eyes, but rather than the building process understanding the meaning of written text.

The definition put forward by Carrol in John S. Hedgcock and Dana R. Ferris the book *Teaching Readers of English* explicitly links reading with reconstruction of oral messages.¹⁷ It means reading is not just saying or mention a word, sentence, or text, but the reader needs to understand and reconstruct the content of the text to interpret the meaning of the text.

Based on the definitions of several experts above can be concluded that: Reading

¹⁶ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, page. 16.

¹⁷ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, page. 16

is a complex process in which the recognition and understanding of writing or symbols are influenced by readers' perceptual skills, decoding skills, experience, language background, thought patterns, and reasoning abilities as they anticipate meaning based on what they have read.

b. Types of Reading

There are several types of reading, these are:

1). Perceptive

According to the set of categories defined for listening comprehension, similar specifications are offered here, except with some different terminology for capture the uniqueness of reading. Perceptive reading tasks involve paying attention to wider discourse components: letters, words, punctuation marks, and so on. Bottom-up processing is implied.

2). Selective

This category is largely an artifact of the assessment format. To ensure recognition of one's reading of lexical, grammatical, or

discourse features of language in a very short span of language, certain typical tasks are used: picture cues assignments, matchmaking, true/false, multiple choice, and so on. Stimuli includes sentences, short paragraphs, and simple charts and graphs. A brief response is also intended. A combination of bottom-up and top-down processing can be used.

3). Interactive

Include among the types of interactive reading are the language ranges of several paragraphs to one or more pages where the reader must, in psycholinguistics, feel, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemas to understand it, and what is taken is product of that interaction.

Distinctive genre suitable for interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. Focus interactive tasks is to identify the relevant features (lexical, symbolic, grammatical, and

discourses) in fairly short texts with the aim of maintaining processed information. Top-down processing is typical of such tasks, although some performance examples from the ground up may be needed.

4). Extensive

Extensive reading applies to more than one page text including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research generally refers to the “broad reading” as a longer discourse, such as long articles and books that usually read outside class hours. Here the definition is defined a bit to include any text longer than one page. The purpose of the assessment usually is to tap into the learner’s global understanding of a text, as opposed to asking the test taker to “zoom in” to small details. Top-down processing is assumed for the most part broad task.¹⁸

¹⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), page. 189

c. Definition of Reading Comprehension

Reading comprehension is not just reading with aloud voice but reading that established to understand the meaning of word, sentences, and paragraph relationship among ideas as it is. If the readers read loudly but cannot understand the content of the text, it means that the reader fails comprehending the passage.

The purpose of reading is understanding. According to Anderson in David Nunan book is *Practical English Language Teaching Young Learners*. Some individuals equate decoding with reading. Because a student knows how to pronounce written words correctly, does not mean they can read.¹⁹ Therefore, apart from they have good pronunciation, reading also requires good understanding to acquire the written text meaning of what they have read.

¹⁹ David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGrawHill Companies, 2005), page. 71.

Reading is the meaningful interpretation of printed or written verbal symbol. Reading (comprehension) is the result of the interaction between perception graphic symbols that represent the language and the language skills of the reader knowledge of the world. In this process the reader tries to create meaning intended by the author.

It cannot be overemphasized that a meaningful response is at the heart of reading process. “It can and should include all kinds of thinking, evaluation, assessing, imagining, reasoning, and solving the problems”. According to Gates in Albert J. Haris and Edward R. Sipay book is *How to a Guide to Developmental and Remedial Method Increase Reading Ability*.²⁰ Not only intellectual meaning may be involved, feeling of considerable intensity can be aroused and emotional attitudes are possible greatly change through the reading.

²⁰ Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, (New York & London: Longman, 1940), page. 8.

Reading comprehension is believed to be an automatic outcome of accurate word recognition according to Jenkins and Larson in Albert J. Haris and Edward R. Sipay book is *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*²¹ reading comprehension refers to reading for meaning, understanding, and entertainment.²²

Grellet states that reading comprehension is understanding written texts means finding facts, ideas, and information that is structured efficiently as a possible.²³ This means that by reading, people can understand, analyze and interpret the information obtain from the text.

According to Brown, reading comprehension is basically a problem develop appropriate and effective comprehension

²¹ Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, (New York & London: Longman, 1940), page. 6.

²² David Nunan, *Practical English Language Teaching Young Learners*, page. 71.

²³ F. Grellet, *Developing Reading Skills*, (Cambridge University Press, 1999), page.3

strategies.²⁴ This means that the reader must be able to have and master appropriate and effective strategies in understanding text.

Janette and Sharon state that reading comprehension is a process constructs meaning by coordinating a number of complex process that include word, word and word knowledge, and fluency.²⁵

Reading comprehension involves more than just the readers' response to the text. Reading comprehension is very complex multicomponent process involving the reader interacts with the reading text. Not only provide response to the reading text, but the reader also brings some things into reading, such as prior knowledge, the use of strategies and variables related to the text itself (interest in the text, understanding of the type of text).²⁶

²⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), page. 291.

²⁵ Janette K. Klingler and Sharon, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2007), page.2

²⁶ Janette K. Klingler, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2015), page. 9.

Mikulecky and Jeffries state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.²⁷ It means that readers can answer questions or explanatory texts because they have comprehension by connecting each idea in the text.

Based on the explanation above, it can be concluded that reading comprehension is an interactive process while intentional thinking builds the meaning of the text that people read.

d. Models of Reading Comprehension

There are three models of reading comprehension, these are:

1). Bottom-Up Models

Bottom-up models defines reading as basically translating, decoding, or coding process. The reader begins with the perception and recognition, of the first letter, then phonetic elements, then words, then word groups, and finally from sentence meaning.

²⁷ Mikulecky and Jeffries, *Reading Power*, (United States: Pearson Education, 2007), page.74

The role of the reader is to process this units accurately and quickly. That is the reader builds meaning from smaller to larger units, namely from the bottom-up models.

2). Top-Down Models

Top-down models describes reading as a meaning driven process. Reader begins with prior knowledge, which is actively applied by the reader and compared with the material read. This means that the readers' experience will help to read, decode and understand the text.

3). Interactive Models

Theorists such as Rumelhart in Albert J. Haris and Edward R. Sipay books is How to A Guide to Developmental and Remedial Methods Increase Reading Ability states that the interactive models is an interaction of bottom-up and top-down models simultaneously. The interactive model views reading as an active and strategic process questions, predictions, confirmations, and self-corrections. It means reader more actively

collect information that has been read to help obtain more information.²⁸

e. Level of Reading Comprehension

There are four level of reading comprehension, these are:

1). Literal Comprehension

Literal comprehension refers to ideas facts stated directly in printed page. That is because the reader must first understand what the author said before they can draw conclusions or make evaluations.

2). Interpretation

Interpretation is considered as a higher level of thinking ability. In category of language interpretation with answers directly stated in implied.

3). Critical Reading

Critical reading has a higher level than the previous two levels. In involving evaluation, making a personal judgment of the value of the accuracy, the truth of what is read.

²⁸ Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability*, (New York & London: Longman, 1940), page. 8

Critical evaluation occurs only after students understand their ideas and the information that the author presents. At this level, students can be tested on the following skills: the ability to recognize persuasive statements and the ability to assess the accuracy of the information provided in the text.

4). Creative Reading

Creative reading uses different thinking skills beyond the literal comprehension, interpretation, and the reader tries to find new alternative solutions to the message conveyed by the author.²⁹

The lowest level of reading comprehension is literal comprehension. At this level the reader comprehends the main, direct, literal meaning of an idea in its context. Reader can answer such a question simply, requiring them to recall from memory what the exact words given in the book. Although it requires little or less thought from the reader,

²⁹ Smith J. Richard and Johnson, *Reading Instruction for Today's Children* (United States of America: Prentice Hall Inc, 1980), page. 23.

it gives them the opportunity, to practice remembering and reproduce statements of fact and have a place in detailed factual reading.

The next level is interpretation. In interpretation, readers read between the lines, making the relationship between ideas expressed by individuals, make inferences, draw conclusions, experiences an emotional reactions. Readers must have problem solving ability and can work at multiple levels of abstraction to answer interpretive questions. Obviously, slow learners will have a hard time working at this level as well as the next two categories.

Critical reading is a higher level than the other two categories above because it involves evaluation. Readers must be able to collect, interpret, apply, analyze, and synthesize information in order to be able to make judgments. Critical reading includes skills such as the ability to distinguish between fantasy and reality, and the ability to distinguish propaganda techniques. Critical

reading is related to critical listen because both require to critical thinking.³⁰

The highest level of comprehension is creative reading. It uses divergent thinking skills to go to beyond literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to find something new or alternative solution provided by the author. Creative reading involves imagination treatment of ideas both in inductive and deductive thinking, thereby generating new insight, fresh ideas and new organization or thought patterns.³¹

To be able to obtain the four levels of reading comprehension required by students to cope with their reading texts should be helped to develop and broaden their level of comprehension. By using appropriate teaching techniques, teachers can improve students' reading comprehension level.

³⁰ Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (Boston. MA: Allyn and Bacon, 1997), page. 11.

³¹ Robinson, *Reading Instruction for Today's Children*, (Englewood. Cliffs, NJ: Prentice-Hall Inc, 1980), page. 225

f. Reading Anxiety

There are three factors of students' reading anxiety they were: teachers' factors, learning materials' factors, and students' factors. Teachers' factors included teachers' personality and attitude. Learning materials' factors included difficulty to comprehend the text, unknown vocabulary, reading text types. Students' factors included fear of making errors, pronunciation, ashamed, and lack of confidence.³²

g. Technique of Improving Reading Comprehension

There are some techniques that able to help students to boost reading comprehension, these are:

1). Think Aloud

To use think-aloud in reading comprehension students must: practice reading, first as a class, then in pairs, and

³² Siti Mariam and Catur Kepirianto, *Utilizing Flipped classroom Strategy-Based Interaction Media to Minimize Students' Reading Anxiety*, (Arts and Entrepreneurship in Language Study: Universitas Katholik Soegijapranata, 2021), page. 83

finally individually. It was started by tell students that a reader should be thinking all the time while reading. During reading, students should pay attention to the information they consider important, facts or possible facts about character or stories the things they seek to know, predictions about what might happen next, and how they feel about that character or what happens in the story.³³

2). Reading Buddies

To use reading buddies in reading comprehension is cooperation between students and the buddy. In the two most common, students may bring a picture book to read with a buddy, or you can practice a reading as a reading colleagues listen to them. Such partnership enable rich possibilities for literacy development and community building.

It gives students the opportunity to feel the feeling mastery of the book they prepared to read with a buddy, and they

³³ Leslie Oster, *The Reading Teacher*, (United States of America, The H.W. Wilson Company, 2001), page. 65.

enjoyed the admiration that is natural for them to feel for their partner peers. It gives buddies enjoyment to experience the attention and guidance of partner students.³⁴

3). Skimming

Skimming is a high reading technique that requires special skills. It is done when the reader wants to cover only the most important or primary information ideas about the meaning of the material in a hurry or in a short time. Readers do not need speed spend a lot of time reading every word, phrase, sentence or paragraph, they just quickly traverse and scroll down pages to find specific information.³⁵

4). Scanning

Many students try to read every word as they read. So they really read slowly. In scanning, the reader is looking for something in particular. This is one of the skills in effective reading quickly to find definite

³⁴ Kristin Lems, Deah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guildford Press, 2010), page. 184.

³⁵ Simon Miles, *Developing Reading Skill*, (New York: Rondon House, 1985), page. 37

answers what has been determined. Scanning is a very fast read. When we scan, we skip over many words. We are looking for someone information as quickly as we can.

There are some people who are really bad at scanning, because they refuse to try and concentrate. They let their attention wander and they start reading interact paragraph completely forgets its original purpose, so if the reader finds that bad scan, come back to concentrate on attention and interesting to try looking for something specific.

5). Silent Reading

Silent reading is very important in teaching English. This reading should be employed to increase reading comprehension among students. Silent reading are students reading the text without an audible whisper. During silent reading, the teacher also models the technique by reading and refrains from circulating or assessment paper. When a teacher reads a values reading, it is contagious.

After silent reading, students can share what they have just read with friends.³⁶

6). Concentration

To be able to comprehend the reading text, concentration is very important needed. Concentration is a mental condition that can direct attention to a certain thing object. It is too difficult to understand a piece of writing without concentration. Therefore, readers who want to improve their reading skill must have concentration in reading.³⁷

2. **Concept of Digital Storytelling**

a. Storytelling

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as means of entertainment, education, cultural preservation or instilling moral values.

³⁶ M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur, Sunrise Publishers and Distributors, 2008), page.122.

³⁷ R. Freeman, *Mastering Study Skills*, (London: Micmilan Master Series, 1982), page. 25

There are many kind of stories such as sad stories, dramatic stories, and funny stories. Each stories which enhance their imagination, creativity and inspiration.

According to Mostafazaedeh a narrative or story is anything which is told in the form of a casually/logically linked set of events involving some shared characters.³⁸

Storytelling is a vivid form of teaching and learning. Stories have a general context and also give possibilities for every individual interpretation and stimulate their emotion and reflection. Besides, stories uses metaphors, memories, narration, and analogies.

In each stories surely introduce hero, main plot, and dramatic question. To provoke the readers to innovative thinking and engagement. Stories allow presenting a difficult and boring content in easy form. Besides, a good story is also showing a new point of view in different life situations.

³⁸ Mostafazaedeh, *A Corpus and Cloze Evaluation for Deeper Understanding of Commonsense Stories*, (in NAACL, 2006)

b. Digital storytelling

Digital Storytelling is a practice of combining narrative or personal stories with multimedia (pictures, audio, text, video) to produce a short autobiography.³⁹ Also means a form of storytelling using a variety of multimedia tools, including tools such as; photography, slider, soundtrack, voice/audio, subtitles, and a short video.

Digital storytelling can be made in an instructional format for teaching, persuasive, historical, or as a reflective activity. Digital storytelling also has several elements namely:⁴⁰

1). Point of View

Point of view is the point of view of the creator, so the perspective depends on the storyteller or author. The author must focus on

³⁹ Jessica C. and Yunus M.M, “Digital Storytelling Production as a Learning Tool in Improving ESL Learners Verbal Proficiency”, *Asian EFL Journal*, (vol. 12 no. 1 year. 2018), p. 131

⁴⁰ Tom Banaszewski, *Educational Uses of Digital Storytelling*, (University of Houston, 2020), <https://digitalstorytelling.coe.uh.edu/page.cfm?id=27&sublinkid=31>

what will be told, by preparing all kinds of material that is made as attractive as possible.

2). Dramatic Question

The question will be answered at the end of the story, usually in the form of a conclusion from the whole story or purpose.

3). Emotional Content

The content in the story is usually emotional or persuasive.

4). The Gift of Your Voice

The gift of your voice is a way how the presenter of the story can narrate well. So that the audience can understand what will be conveyed.

5). Power of the Soundtrack

The strength of the music accompaniment supporting elements in the form of strains of music or sound that can support atmosphere. In addition, the speaker's character must also be attractive not only in terms of voice, but also gesture/body style, facial expression, and other characteristics.

6). Economy or Economic Level

The presentation of the material is simple and not excessive, but tends toward effectiveness, so that the audience does not pay too long to pay attention and fell bored.

7). Pacing or Speed Level

How do the storytellers or authors always tell different or renewable things so that the audience does not fell bored with what is given.

3. **Concept of Listen-Read-Discuss (LRD Strategy)**

a. Definition of Listen-Read-Discuss (LRD) Strategy

There are many strategies that can be used in teaching and learning process of reading, one of them is the LRD (Listen-Read-Discuss) strategy. The LRD strategy is a simple reading strategy. This is good strategy to improve students' reading comprehension because there are three steps in this strategy: listen-read-discuss. This strategy helps students to exchange ideas with other friends.

LRD strategy was introduced by Manzo and Casale. According to Manzo, LRD

is a good transfer strategy for teachers as well as students. Recommended as heuristics to help content teachers engage in instructional conversations that tend to more naturally incorporate reading instruction into the content classroom-based learning.⁴¹ This means that LRD strategies are recommended for teacher to use it in the class, because the strategy is good to help students who have difficulty in comprehending the text.

Then McKenna stated that the LRD strategy is a reading lesson format in particular designed for the struggling reader. Its three processing represents before, during, and after the stages of all the formats of reading lessons. This means that there are three steps that can be taken do when implementing the LRD strategy. As the first, namely listen, the teacher presents information to students about the text. The second is read, the teacher asks students to read the text, and the third is discuss,

⁴¹ Anthony V. Manzo and Ula C. Manzo, *Literacy Disorders Holistic Diagnosis and Remediation*, (American, Holt, Rinehart and Winston, 1993), page. 323.

encouraging students to reflect the difference between reading your content and your presentation.

Based on the explanation above, it can be concluded that Listen-Read-Discuss is a strategy design to expose students, help students comprehend the material presented orally, and also involve readers who have difficulty in class discussions.

b. Procedure of Listen-Read-Discuss (LRD)
Strategy

There are several Listen-Read-Discuss procedures to be successful in applying them, which are as follows:

- 1). Listen; First, the teacher presents the theme or title of the written text. Then explain the contents of the passage. While teacher explains contents of the text, students pay attention and listen carefully and take key notes points based on what has been heard from teacher's explanation.
- 2). Read; Second, students are formed into groups of 4-5 students and teacher explains the rules each member has a role in a group. There

is a task to read, translate make some questions on piece of paper that will randomly assigned to another group. During the first five minutes, teacher command students to read the text at the same time. After that, the representative group members are ask to read individually. Besides, the others group members carry out their respective duties.

3). Discuss; Finally, after all groups have finished reading, each question is randomly assigned to each group. Then students are given a few minutes discuss again to answer questions. After that, the representative members of each group take turns standing up to read the questions and their answers, while the other group listened carefully and then give corrections.⁴²

Based on the explanation above, it can be concluded that the procedure for LRD strategy is simple but suitable for use in class to improve students' reading comprehension.

⁴² William E. Lewis, Sharon Walpole, and Michael C. McKenna, *Cracking the Common Core*, (New York, The Guilford Press, 2014), page. 74

Teachers can apply this strategy in three ways; first the listening phase is the teacher providing background information about the text. Then explain the contents of the text. Second, the reading phase is that students read text and translation. Finally, the discussion stage is where each group is asked to discuss with group members to answer questions from other groups. Results of their discussion will be read by a representative of the group members.

c. The Advantages of Listen-Read-Discuss (LRD) Strategy

The advantage of using the LRD strategy is that it helps students to understand the meaning of the text easily and makes students more actively participate in class, they interact with other friends to discuss the text. In the strategy, students would be motivated to get meaning from the text.

One of the important values of LRD begins to emerge at the lesson planning stage. When the teachers select textual materials to use in LRD lessons, they find themselves

looking at textbooks more carefully and from more points of view than might otherwise.⁴³ They begin, naturally, to sense where students' comprehension tends to falter and better align the expressions, facts, and organization of the material. They have prepared with the textbook material that students will read. Careful preparation of types will improve students' reading ability some part beyond their normal level of reading and thinking performance. This can be a positive "enabled experience" that can be a new benchmark for striving to teach and learn from the text.⁴⁴

Based on the explanation above, it can be concluded that the LRD strategy has many advantages. In other that, it can help students to be involved in their learning, understands the material quickly, share informations with other groups, and then students will be individually responsible for their learning.

⁴³ Anthony Manzo and Ula Manzo, *Content Area Reading a Heuristic Approach*, (Columbus, Merrill Publishing Company, 1990), page. 11.

⁴⁴ Anthony Manzo and Ula Manzo, *Content Area Reading a Heuristic Approach*, page. 11.

4. **Concept of Narrative Text**

a. Definition of Narrative Text

Narrative text is the one of the most popular and common forms of writing. This is the verbal type or written text that tells about one or more characters who face a certain situation. In the narrative, the story is told and the plot is revealed. The narrative has characters and a plot with a sequence of events. They are written according to the form or grammar of the story. The grammar of the story is similar to the sentence grammar that tries to explain the various components of a story and how they function. The grammar of the story includes characters, setting, events, and conclusions. This conclusions explain the theme of the story.

Rossenblat explains narrative is mostly well written stories, whether simple or complex, have a fairly similar structure, and most children have basic schematic for this

structure. Therefore, they can easily understand the narrative text.⁴⁵

In other words, narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of imagination of the author.

b. Types of Narrative Text

There are several types of narrative text, namely:

1). Legend

A legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is short, traditional and horizontal narrative perform in a conventional model for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

2). Fable

A fable is a short allegorical narrative that has animal as characters who speak like act human beings. For example The Lion and

⁴⁵ Rosenblatt, L.M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

3). Fairy Tale

A fairy tale typically features like folkloric characteristics as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

4). Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction use a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

c. Generic Structure of Narrative Text

The generic structure of narrative text involves the character with define personalities/identifies and creates images in reader's mind and enhance the story. There are four steps for constructing a narrative text, such as:

1). Orientation

It is about the opening paragraph where the sets, the scene and the characters of the story are introduced. It consists answer of Who, When, Where questions.

2). Complication

It is a series of complication or where the problems happened and developed.

3). Resolution

Where the problems are solved, it means the characters finally short out the complication.

4). Reorientation

It is the ending of the story. It may be happy or sad ending.

d. Moral Value of Narrative Text

Moral value is still general where it points out about compassion, justice, truth, and forgiveness. It is obvious that moral value are important aspects in human life since it represents what happen in society individually or in groups.

On the other hand, the importance of moral value in students' life that it is vital for teacher to apply an appropriate method to

teach the students morality because it is potential for the teacher to be blamed by students. If the students misbehave such as telling lies or do not respect to others, the teacher should set himself as a model and be aware of doing wrong behavior in front of the students.

Thus this research will focus on those moral values that are incorporated in narrative texts. Relating to that focus, this research will guide students to find out moral values. Where moral values of narrative texts are inculcated in their lives.

C. Hypothesis

The researcher formulated the hypothesis as follows:

1. Alternative Hypothesis

Ha: Integrating digital storytelling and listen-read-discuss are effectives to boosting students' reading comprehension of narrative text.

2. Null Hypothesis

Ho: Integrating digital storytelling and listen-read-discuss are not effective to boosting students' reading comprehension of narrative text.

D. Variables

There are three variables in this research. It is independent and dependent variable. The independent variable of this research is the integration of digital storytelling and Listen-Read-Discuss (LRD) strategy. The dependent variable in this research is students' reading comprehension of narrative text.

CHAPTER III

RESEARCH METHOD

This chapter consists of six parts namely research design, location and duration, population and sample, Instrument, technique of collecting data, and technique of analyzing data that can be discussed in the part below:

A. Research Design

Research is a process in which the researchers engage in a small set of logical steps.⁴⁶ In this research, the researcher collected, processed, analyzed data to get conclusion of the research. This research is called quantitative research because it used numbers of statistics. Allaga and Gunderson stated that Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).⁴⁷

Based on explanation above, the researcher can conclude that quantitative research is the research that

⁴⁶ John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, (United States of America, Pearson Education, 2012), p. 2.

⁴⁷ Daniel Muijs, *Doing Quantitative Research in Education*, (London, Sage Publications Ltd, 2004), p. 1.

is using numerical data to explain a particular phenomenon.

In this study, the researcher used the form of pre-experimental design by using one group pre-test and post-test design. This research was presented as follows:

$$E = O1 \times O2$$

Where:

E: Experimental Group

O1: Pre-test for the experimental group

X: Treatment in applying Digital Storytelling and Listen-Read-Discuss Strategy

O2: Post-test for the experimental group

B. Location and Duration

The research was conducted at SMPN 18 Semarang, which is located at Jalan Purwoyoso 1, Purwoyoso, Kec. Ngaliyan, Kota Semarang, Jawa Tengah. It was take duration about two weeks.

C. Population and Sample

a. Population

The population of this research is the second year of SMPN 18 Semarang. It consists of eight

classes, starting with VIII.A to VIII.H totally 256 students.

Table 1. The total of second year students of SMPN 18 Semarang

No	Class	Male	Female	Total
1	VIII.A	14	18	32
2	VIII.B	14	18	32
3	VIII.C	17	15	32
4	VIII.D	16	16	32
5	VIII.E	15	17	32
6	VIII.F	15	17	32
7	VIII.G	14	18	32
8	VIII.H	15	17	32
Total		120	136	256

Source of SMPN 18 Semarang

b. Sample

There are two kinds of sampling methods, these are; First is random sampling also called probability sampling. Second is non-random sampling, the sample is selected with certain considerations, namely based on research

objectives. Example are purposive sampling and quota sampling.⁴⁸

Based on population, the researcher took one class from the population. The sample of this research was class VIII.G consisted of 32 students by using purposive sampling. The researcher used this sampling because the class consists of students who are considered representatively so that facilitated the researcher to obtain the representative data.

D. Instruments

To collect the data, researcher used test as a research instruments. Students answered the reading test based on the reading provided by the teacher. The reading test includes multiple choice. This type of test is an objective test that consist of items that students answered by choosing one of the correct answers.

⁴⁸ Mantra, I.B. & Kasto. 1989. *Sampling. Survey Research Methods*. Singarimbun, M. [Editor]. Jakarta: LP3ES. (Mantra, I.B. & Kasto. 1989. *Penentuan Sampel. Metode Penelitian Survey*. Singarimbun, M. [Editor]. Jakarta: LP3ES.)

E. Technique of Collecting Data

a. Pre-test

Pre-test was given before the researcher used Digital Storytelling and Listen-Read-Discuss strategy (treatment) to know or to measure their reading mastery.

b. Treatment

After the pre-test was given to the students, the treatment started. In this stage, the researcher used Digital Storytelling and Listen-Read-Discuss to treat the students.

Firstly, the researcher greeted the students and introduced herself. After that the research gave one video, to tell a story through a video, the story in the video is titled “This Race Called Life”.

Then the researcher explained the content of the material while the students listened carefully and notice the key points based on what has been listened from the researcher’ explanation.

Next students were formed into group consists of four students and the teacher explained the rules. Each member has a role in the group. There is a duty to read, translate, made some question on a piece of paper gave randomly to another groups.

For the first five minutes, the teacher asked students to read the text simultaneously. After that, the representative member of the groups carried out their respective duties.

Finally, after all groups finished reading, each question gave randomly for each group. Then the students were given a few minutes to discuss again to answer the question.

After that, the representative member of each group alternately stood to read the question as well as their answers, while other group listened carefully and then gave correction.

At the end of this process, the researcher gave a punishment for the looser group which was wrong answer of some questions.

c. Post-test

Post-test was given in order to finding out the significant result after implemented the treatment by used Digital Storytelling and Listen-Read-Discuss. Post-test was given at the last activities and the steps were same with the steps in pre-test. Finally, the score was obtained from the post-test was analyzed.

F. Technique of Analyzing Data

- a. Scoring the result of the test as follow:

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of items}} \times 100\%$$

- b. The data was collected from of the both of the test, pre-test and post-test classified based on the following classification:⁴⁹

Scores	Classification
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

- c. Calculating the rate percentage of the students score:⁵⁰

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

Where:

P: Percentage

⁴⁹ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, (Jakarta: BumiAksara, 2009), p.245.

⁵⁰ Gay L.R., *Educational Research: Competence for Analysis and Application*, (United States: Charless E. merill Publishing Company, 1981), p.267.

F: Frequency

N: Total number of sample

- d. Finding out the mean score by used the following formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X: Mean

ΣX : Total score

N: The total number of items

- e. Finding out the significance between mean score of pre-test and mean score of post-test by calculated the value of test, used the following formula:⁵¹

$$D = \frac{\Sigma D}{N}$$

Where:

D: The mean score deviating

ΣD : The total score difference

N: The total number of students

⁵¹ Gay L. R, *Educational Research: Competence for Analysis and Application*, p.357.

- f. Calculating standard deviation of pre-test and post-test:⁵²

$$SD = \frac{\sqrt{SS}}{N} \text{ where } SS = \frac{\sum X^2 - (\sum X)^2}{N}$$

Where:

SD: Standard deviation

($\sum X$): The Square of score

SS: The sum of square

$\sum X^2$: The sum of score

N: Number of students

- g. Finding the significant difference of the mean score between the pre-test and post-test by calculating the value of t-test, the formula is follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

Where:

t = Test of significant

$\sum D$ = Difference between pre-test and post-test

D = Mean of the different score

⁵² Gay L. R, *Educational Research: Competence for Analysis and Application*, p.298

$\sum D^2$ = The sum of D score

$(\sum D)^2$ = The square of $\sum D$

N = The Total of sample

h. Criteria of testing hypothesis

The statistical hypothesis in this research is as follows:

$$h_0 = \mu_1 = \mu_2$$

$$h_a = \mu_1 > \mu_2$$

To test the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

1). If $t\text{-table} < t\text{-test}$, H_a is accepted and H_0 is rejected. It means that the application of Digital Storytelling and Listen-Read-Discuss strategy is effective to increase the students' reading comprehension.

2). If $t\text{-table} > t\text{-test}$, H_0 is accepted and H_a is rejected. It means that the application of Digital Storytelling and Listen-Read-Discuss strategy is not effective to increase the students' reading comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two parts namely the findings of the research and the discussion of the research that can be discussed in the part below:

A. Findings

The findings of this research deal with classification of the students' pre-test and post-test. The pre-test was given before treatment to know the students reading comprehension, while post-test was given after treatment through Digital Storytelling and Listen-Read-Discuss. The result of post-test of this research aims to find out whether or not the application of Digital Storytelling and Listen-Read-Discuss be able to boost the students' reading comprehension of SMPN 18 Semarang.

1. The pre-test scores

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administrated on January 5th, 2023. The data of pre-test scores can be seen in the table below:

Table 2. The students' score of pre-test

Name	Pre-test (X)	X²
Student 1	73	5329
Student 2	73	5329
Student 3	73	5329
Student 4	80	6400
Student 5	80	6400
Student 6	80	6400
Student 7	60	3600
Student 8	66	4356
Student 9	80	6400
Student 10	60	3600
Student 11	80	6400
Student 12	80	6400
Student 13	86	7396
Student 14	33	1089
Student 15	86	7396
Student 16	86	7396
Student 17	73	5329
Student 18	73	5329
Student 19	80	6400
Student 20	73	5329
Student 21	66	4356
Student 22	66	4356
Student 23	80	6400
Student 24	66	4356
Student 25	73	5329

Student 26	73	5329
Student 27	73	5329
Student 28	60	3600
Student 29	60	3600
Student 30	93	8649
Student 31	73	5329
Student 32	73	5329
Σ	2331	173569

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2331}{32}$$

$$= 72,84$$

Thus, the mean score of pre-test was 72,84

Then, the researcher used the formula below to found the score of standard deviation. So, the standard deviation of pre-test can be seen below:

$$SD = \sqrt{\frac{X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{173569 - \frac{(2331)^2}{32}}{32 - 1}}$$

$$SD = \sqrt{\frac{173569 - \frac{5433561}{32}}{31}}$$

$$SD = \sqrt{\frac{173569 - 169799}{31}}$$

$$SD = \sqrt{\frac{3770}{31}}$$

$$SD = \sqrt{121,61}$$

$$SD = 11,03$$

Thus, the result of standard deviation of pre-test was 11,03.

Based on the result of analyzed in the table 2, the researcher found the total mean score of pre-test was 72,84, while the highest was 93 and the lowest score was 33. However, the overall students achieved 72,84 as the average and standard deviation was 11,03 for students' reading comprehension before learning by used Digital Storytelling and Listen-Read-Discuss. To know more the students' score percentage of pre-test, there were descriptive table below:

Table 3. The score percentage of pre-test

No	Qualification	Score	Frequency	Percentage (%)
1	Excellent	86-100	4	12,5%
2	Good	71-85	19	59,37%
3	Fair	56-70	8	25%
4	Poor	41-55	0	0%
5	Very poor	0-40	1	3,12%
Total			32	100%

Based on the result of data in the table 3, the researcher found that from 32 students there are many students were good than fair qualification, even there are student was excellent qualification. It means that the students' reading comprehension was good enough before applied the treatment. But, researcher also needed to pay attention to the comprehension gap, where researcher found almost one-third or 28,12% of 32 students still in the low category before applied the treatment.

2. The post-test scores

The researcher also gave post-test to know students' reading comprehension after the treatment. It was administrated on January 9th,

2023. The data of post-test scores can be seen in the table below:

Table 4. The students' score of post-test

Name	Pre-test (X)	X²
Student 1	80	6400
Student 2	80	6400
Student 3	93	8649
Student 4	93	8649
Student 5	93	8649
Student 6	86	7396
Student 7	86	7396
Student 8	73	5329
Student 9	93	8649
Student 10	86	7396
Student 11	86	7396
Student 12	86	7396
Student 13	93	8649
Student 14	53	2809
Student 15	93	8649
Student 16	93	8649
Student 17	80	6400
Student 18	86	7396
Student 19	93	8649
Student 20	80	6400
Student 21	73	5329
Student 22	86	7396
Student 23	93	8649

Student 24	86	7396
Student 25	93	8649
Student 26	80	6400
Student 27	93	8649
Student 28	80	6400
Student 29	66	4356
Student 30	100	10.000
Student 31	80	6400
Student 32	80	6400
Σ	2716	233330

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2716}{32}$$

$$= 84,87$$

Thus, the result of mean score of post-test was 84,87.

Then, the researcher used the formula below to found the score of standard deviation. So, the standard deviation of post-test can be seen below:

$$SD = \sqrt{\frac{X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{233330 - \frac{(2716)^2}{32}}{32 - 1}}$$

$$SD = \sqrt{\frac{233330 - \frac{7376656}{32}}{31}}$$

$$SD = \sqrt{\frac{233330 - 230520}{31}}$$

$$SD = \sqrt{\frac{2810}{31}}$$

$$SD = \sqrt{90,64}$$

$$SD = 9,5$$

Thus, the result of standard deviation of post-test was 9.5

Based on the result of post-test analyzed in the table 4, it shows that the highest total score was achieved by Student 30 with 100 score. On the other hand, Student 14 achieved 53 at the lowest total score. However, the overall students achieved 84,87 as the average score and standard deviation was 9,5 for their students' reading comprehension after the treatment by used Digital Storytelling and Listen-Read-Discuss. To know more the score percentage of post-test, there were descriptive table below that showed the score percentage of post-test.

Table 5. The score percentage of post-test

No	Qualification	Score	Frequency	Percentage (%)
1	Excellent	86-100	20	62,5%
2	Good	71-85	10	31,25%
3	Fair	56-70	1	3,12%
4	Poor	41-55	1	3,12%
5	Very poor	0-40	0	0%
Total			32	100%

Based on the result of data in the table 5, the researcher found that there are many students were excellent qualification than other qualification. It means that the students' reading comprehension after applied the treatment and given post-test was got high category.

3. The mean scores of the students on pre-test and post-test

To know more the mean score of the students on pre-test and post-test, there were descriptive below:

Table 6. The mean scores of pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	72,84	11,03
Post-test	84,87	9,5

Based on the table above, before the treatment in the pre-test, the students' reading comprehension got the mean score 72,84 and standard deviation 11,03, while after the treatment in post-test the students' reading comprehension got the mean score 84,87 and standard deviation 9,5. It proved that there was an improvement to the students' reading comprehension by using Digital Storytelling and Listen-Read-Discuss.

4. The overall result of pre-test and post-test

To know more overall result of pre-test and post-test, there were descriptive table below:

Table 7. The overall result of pre-test and post-test.

Name	Experiment Class	
	Pre-test	Post-test
Student 1	73	80
Student 2	73	80
Student 3	73	93
Student 4	80	93

Student 5	80	93
Student 6	80	86
Student 7	60	86
Student 8	66	73
Student 9	80	93
Student 10	60	86
Student 11	80	86
Student 12	80	86
Student 13	86	93
Student 14	33	53
Student 15	86	93
Student 16	86	93
Student 17	73	80
Student 18	73	86
Student 19	80	93
Student 20	73	80
Student 21	66	73
Student 22	66	86
Student 23	80	93
Student 24	66	86
Student 25	73	93
Student 26	73	80
Student 27	73	93
Student 28	60	80
Student 29	60	66
Student 30	93	100
Student 31	73	80
Student 32	73	80

Σ	2331	2716
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The table shows that there were differences between the pre-test and post-test result. The students got an improvement by gaining score before and after the treatment. It means that the students got improvement in their ability test after learning English by using Digital Storytelling and Listen-Read-Discuss. The improvement could be measured by taking a look the total score in the pre-test and post-test. The score of pre-test 2331, it is included “good category” and the total score of post-test after the treatment is 2716, it is included “excellent category”.

5. The t-test analysis

To know more the t-test analysis, there were the descriptive table of worksheet of calculated of score pre-test and post-test below:

Table 8. The worksheet of calculated of the score pre-test and post-test.

Name	Pre-test	Post-test	D	D ²
Student 1	73	80	7	49
Student 2	73	80	7	49

Student 3	73	93	20	400
Student 4	80	93	13	169
Student 5	80	93	13	169
Student 6	80	86	6	36
Student 7	60	86	26	676
Student 8	66	73	7	49
Student 9	80	93	13	169
Student 10	60	86	26	676
Student 11	80	86	6	36
Student 12	80	86	6	36
Student 13	86	93	7	49
Student 14	33	53	20	400
Student 15	86	93	7	49
Student 16	86	93	7	49
Student 17	73	80	7	49
Student 18	73	86	13	169
Student 19	80	93	13	169
Student 20	73	80	7	49
Student 21	66	73	7	49
Student 22	66	86	20	400
Student 23	80	93	13	169
Student 24	66	86	20	400
Student 25	73	93	20	400
Student 26	73	80	7	49
Student 27	73	93	20	400
Student 28	60	80	20	400
Student 29	60	66	6	36
Student 30	93	100	7	49

Student 31	73	80	7	49
Student 32	73	80	7	49
Score (Σ)			385	5947

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{385}{32}$$

$$D = 12,03$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D}{N}\right)^2}{N(N-1)}}$$

$$t = \frac{12,03}{\sqrt{\frac{5947 - \left(\frac{385}{32}\right)^2}{32(32-1)}}$$

$$t = \frac{12,03}{\sqrt{\frac{5947 - \frac{148225}{1024}}{32(32-1)}}$$

$$t = \frac{12,03}{\sqrt{\frac{5947 - 144,75}{32(32-1)}}$$

$$t = \frac{12,03}{\sqrt{\frac{5802}{32(31)}}$$

$$t = \frac{12,03}{\sqrt{\frac{5802}{992}}}$$

$$t = \frac{12,03}{\sqrt{5,83}}$$

$$t = \frac{12,03}{2,4}$$

$$t = 5.01$$

Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (5,01) was higher than t-table value (1,699) with significance 5%. It means that there was an improvement in teaching reading comprehension by using Digital Storytelling and Listen-Read-Discuss.

6. Hypothesis testing

To find out degree of freedom (df), the researcher used the following formula:

$$Df = N - K$$

$$Df = 32 - 3$$

$$Df = 29$$

For the level of significant (p) = 5% and df = 29. The value of t-table is 1,699, while the value of t-test 5,01. It means that the t-test value was higher than t-table value. Thus, it can be concluded that

there was an improvement in learning reading comprehension by using Digital Storytelling and Listen-Read-Discuss. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

To find out the answer of the research question in the previous chapter, the researcher administrated the test. The test was a reading tests given before and after the treatments, which aims to know the answer of the problem statement. At the beginning of the research, the researcher decided there were three meeting for doing this research. Two meetings for doing test such as pre-test and post-test and one meeting for implemented the treatment by using Digital Storytelling and Listen-Read-Discuss. To ensure that teaching reading by using Digital Storytelling and Listen-Read-Discuss in learning was got improvement in students' reading comprehension of narrative text.

Based on the preliminary observation when the researcher saw in learning process in SMPN 18 Semarang in academic year 2022/2023, the researcher found the problem there, such as the students still

found difficulties to comprehend the English text, while they have to read their compulsory books or other materials related their lesson and were still confused to answer the question in reading text. They were only know how to produce the sounds of the words but at the same time unable to understand the meaning of the text, such as Anderson stated that the aim of reading is comprehension. Some individuals equate decoding with reading. Just because the students know how to pronounce written words correctly, does not mean they can read. It means that except to have good pronunciation, reading also requires a good comprehending in order to obtain the meaning of the text of what they have read. As we know that reading is a tool of communication between text and the reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the structure and points from the reading text.

From the problem faced the students above, there are many possibility that might happen, such as the teacher taught monotonously and ineffectively. The teacher did not use various strategy and material in teaching reading to stimulate the students' motivation

on learning process. To solve the problem, the researcher used Digital storytelling and Listen-Read-Discuss in learning process.

Digital Storytelling and Listen-Read-Discuss that have been taught to make students to be engaged in their learning, understood a lot of material quickly, share information with other group, and then the students be individually accountable in their learning. It also boosted knowledge the students' reading comprehension in long text. Integrated Digital Storytelling and Listen-Read-Discuss helped students more active in reading and make students easier to comprehend the text and learning process ran successfully. It is good transfer strategy for teachers as well as students. It means that the teacher explained and the students comprehend.

For the first meeting, the researcher gave pre-test to the students to answer the test of reading by their own comprehension. Before the students started to answer the question of pre-test, the researcher greeting for the students, and also gave information about her aim with the students. It was administrated to know students, achievement in reading comprehension before they were given the treatment by the researcher.

After that, the researcher explained about how to do the pre-test and guide the students to discipline during the process. Then the researcher gave students a chance to ask the researcher if they did not understand about the process. If there is no question from the students, well the researcher gave students chance to start answering the pre-test.

In the pre-test, from 32 students there are 4 students got “excellent” (12,5%), 19 students got “good” (59,37%), 8 students got “pair” (25%), no one got “poor” (0%), and 1 student got “very poor” (3,12%). The mean score of pre-test was 72,84. It means that the mean score of pre-test showed the students’ standard ability were “good”. Based on the data, the researcher found from 32 students, there are some students got fair and very poor qualification, even no one students got poor qualification. From this result, the researcher concluded that students’ reading comprehension many of them had good enough but some of them still low before giving the treatment by using Digital Storytelling and Listen-Read-discuss. The students faced some problems in reading comprehension, such as lazy to read a long text, difficulties to comprehend because they are lack of

vocabulary to translate the English text, and also still confused to answer the question because they did not understand the meaning of the text.

For the second meeting, the students were given treatment. The students were taught Digital Storytelling and Listen-Read-Discuss. The materials were two topics. There was two reading text in the meeting. The material of the meeting with the titles “World is a Mirror” and “This Race Called Life”. Before applied the treatment, firstly the teacher gave material for the students, then the researcher explained the content of the material. After that the researcher gave one video, to tell a story through a video, the story in the video is titled “This Race Called Life”. Then the researcher explained the content of the material while the students listened carefully and notice the key points based on what has been listened from the researcher’ explanation. Next students were formed into group consists of four students and the teacher explained the rules. Each member has a role in the group. There is a duty to read, translate, made some question on a piece of paper gave randomly to another groups. For the first five minutes, the teacher asked students to read the text simultaneously. After that, the representative member

of the groups carried out their respective duties. Finally, after all groups finished reading, each question was given randomly for each group. Then the students were given a few minutes to discuss again to answer the question. After that, the representative member of each group alternately stood to read the question as well as their answers, while other group listened carefully and then gave correction. At the end of this process, the researcher gave a punishment for the looser group which was wrong answer of some questions.

The last meeting or the end of the research, the researcher gave the post-test to the students to measure the improvement of the students' reading comprehension after the treatment was done. Before the students started to answer the question of post-test, firstly the researcher gave information about how to do the post-test and guide them to discipline during the process.

In the post-test there were 20 students got "excellent" (62,5%), 10 students got "good" (31,25%), 1 student got "fair" (3,12%), 1 student got "poor" (3,12%), and no one got "very poor" (0%). The mean score of post-test is 84,87. It means that the mean score

of post-test showed the students' standard ability was "good" and almost "excellent". Based on the data of post-test' scores, the researcher found that there are many students got excellent qualification than the other qualification. It means that from the result of post-test showed that there was an improvement in students' reading comprehension before and after taught by used Digital Storytelling and Listen-Read-Discuss. After gave the treatment, the students also are interested to read the English text, easy to translate the text, and then they were individually accountable in their learning.

From the result, we can see that the mean score of pre-test was 72,84 while the score of post-test was 84,87. It means that the score of post-test was higher than the score of pre-test. From the t-test analysis, it can be concluded that the t-test value was higher than t-table ($5,01 > 1,699$) for the degree of freedom 0,05. It means that there was an improvement of the students' reading comprehension after being taught used Digital storytelling and Listen-Rad-Discuss.

During the research at SMPN 18 Semarang, the researcher does not face difficulty because the teachers and all of the staff at school are very excited, and also students were very happy with the researcher.

It made the researcher feel comfortable, so the research was run successfully. It proved that from beginning the first meeting until the last meeting, the students were always happy and enjoyed in the classroom.

Based on the explanation above, the researcher concluded that before applied Digital Storytelling and Listen-Read-Discuss the students' reading comprehension was good enough but there are one-third or 28,12% of 32 students were still in the low category, they are faced some problems in reading comprehension. To solve their problems, the researcher decided to apply the suitable strategy that is Digital Storytelling and Listen-Read-Discuss. The researcher used pre-test and post-test as the instrument to measure an improvement of the students' reading comprehension. The result of post-test was higher than pre-test. It means that there was an improvement in reading comprehension after applied Digital Storytelling and Listen-Read-Discuss. It concluded that the application of Digital Storytelling and Listen-Read-Discuss strategy is effective to increase the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion that can be discussed in the art below:

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher proposed conclusion related to the result of the research namely the students' reading comprehension before being taught by Digital Storytelling and Listen-Read-Discuss. This study was categorized pre-experimental research and the objective of the research in this study is to find out whether or not the teaching reading which apply Digital Storytelling and Listen-Read-Discuss able to increase the students' reading comprehension. Therefore, the researcher concluded that:

The application of Digital Storytelling and Listen-Read-Discuss was able to increase the students' reading comprehension of the second year at SMPN 18 Semarang. It was proved by result of data analysis such as the mean score of pre-test was 72.84 and the mean score of post-test was 84.87. It means that the score of post-test was higher than the score of pre-test. It was

supported by the result of t-test analysis where the t-test value (5,01) was higher than t-table value (1,699) of degree of freedom (0.05). It means that the alternative hypothesis (H_a) was accepted, while null hypothesis (H_o) was rejected.

B. Suggestion

Based on conclusion above, the researcher would like to give some suggestions from this research. The suggestion are proposed to:

1. English Teachers

The teacher should be read more books about strategy in teaching reading. Then teachers expected can apply Digital Storytelling and Listen-Read-Discuss strategy as one of the alternative teaching reading in learning process.

2. Students

The students have to boost their reading comprehension by using digital Storytelling and Listen-Read-Discuss strategy in learning process. Then students should have more time to read English books at home.

3. The Future Researcher

The researcher would like to suggest other researcher to develop this research with the new innovation such as the use of Digital Storytelling and Listen-Read-Discuss with different material to increase students' reading comprehension. Moreover, hopefully the result of this research can be a reference.

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APPENDICES

Appendix 1. Lesson Planning

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 18 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Alokasi Waktu : 2x40 menit

Pertemuan ke 1

Standar : 2. Memahami makna dalam text

Kompetensi cerita berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi : 2.2. Membaca nyaring bermakna

Dasar teks fungsional dan cerita berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

Indikator : Mengidentifikasi informasi / makna yang terdapat dalam teks berbentuk narrative dan mengidentifikasi fungsional dan langkah retorika narrative text.

Jenis Teks Narrative text

Aspek/Skill Reading/Membaca

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- a. Mengidentifikasi informasi yang terdapat dalam teks yang berbentuk narrative.
- b. Mengidentifikasi ciri kebahasaan dalam teks berbentuk narrative.
- c. Menjawab pertanyaan dari teks yang berbentuk narrative.

Karakter siswa yang diharapkan: dapat dipercaya (trustworthiness), rasa hormat dan perhatian (respect), tekun (diligence).

2. Materi Pembelajaran

- a. Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of imagination of the author.
- b. Types of narrative text including legend, fable, fairy tale and science fiction.

3. Metode Pembelajaran

Digital Storytelling and Listen-Read-Discuss (LRD) Strategy

Langkah-langkahnya yaitu sebagai berikut:

- a. Pre-Reading (listening): Dalam hal ini guru memaparkan reading material yang telah disiapkan dan disampaikan melalui video sebagai bentuk digital storytelling, disamping itu siswa menyimak materi yang disampaikan oleh guru sambil membuat catatan kecil dari apa yang telah siswa pahami dari penjelasan guru.
- b. While-Reading (reading): Dalam hal ini guru meminta siswa membaca teks yang telah disediakan oleh guru, teks tersebut merupakan isi dari cerita dalam video yang sudah disimak dilangkah pertama. Sambil mencari dan menandai poin penting yang terdapat dalam teks.
- c. After-Reading (discuss): Siswa dibentuk dalam beberapa kelompok untuk mendiskusikan hasil pemahaman setiap individu. Kemudian siswa dibagi menjadi beberapa kelompok dan membuat pertanyaan yang akan diajukan kepada kelompok lain.

4. Langkah-langkah Kegiatan

A. Kegiatan awal (10 menit)

1. Mempersiapkan kelas

- a. Persiapan fisik berupa:
 - Pengaturan bangku dan meja belajar
 - Mengisi presensi
 - Pengecekan kebersihan/kesehatan
 - Menyimpan/melacikan buku/barang yang tidak terkait dengan pelajaran yang sedang berlangsung
 - b. Persiapan mental berupa:
 - Membaca do'a sebelum belajar
 - Membaca surah pendek atau bernyanyi.
2. Apersepsi (menyampaikan bahan pengait antara pelajaran baru dengan pelajaran lama) melalui:
- a. Pengetahuan peserta didik tentang pelajaran lama dengan pelajaran baru.
 - b. Pengalaman peserta didik tentang pelajaran lama dengan pelajaran baru.
 - c. Peristiwa yang pernah dilakukan peserta didik yang berkaitan dengan pelajaran lama dan pelajaran baru.
3. Motivasi

- a. Memberitahukan peserta didik tentang tujuan dan indicator pelajaran yang ingin dicapai dengan menuliskan diatas papan tulis.
- b. Memberi gambaran umum kepada peserta didik tentang inti pelajaran.
- c. Memberi gambaran umum tentang kegiatan yang akan dilakukan selama proses pembelajaran sedang berlangsung.
- d. Membagi kelompok jika diperlukan.
- e. Mengadakan kontrak pembelajaran

B. Kegiatan inti (60 menit)

1. Pertama guru mengucapkan salam dan memperkenalkan diri. Kemudian menyajikan tema atau judul teks tertulis, guru menjelaskan ide pokok dalam teks. Ketika guru menjelaskan isi teks, siswa memperhatikan dan mendengarkan dengan seksama serta mencatat poin-poin utama berdasarkan apa yang telah diamati dan didengar dari penjelasan guru.

2. Selanjutnya, guru akan meminta siswa untuk menyimak sebuah video storytelling.
3. Kemudian siswa dibentuk menjadi beberapa kelompok yang beranggotakan 4-5 orang dan guru menjelaskan aturannya. Masing-masing memiliki peran dalam kelompoknya. Ada yang bertugas untuk membaca, menerjemah, membuat beberapa pertanyaan pada selembar kertas yang akan diberikan secara acak untuk kelompok lain.
4. Untuk 5 menit pertama, siswa diminta untuk membaca secara bersama. Setelah itu, masing-masing perwakilan kelompok diminta untuk membaca secara individu. Disamping itu, setiap perwakilan kelompok menjalankan tugasnya masing-masing. Setelah semua kelompok selesai membaca, masing-masing pertanyaan diberikan secara acak untuk setiap kelompok. Kemudian siswa diberikan beberapa menit untuk berdiskusi kembali untuk menjawab pertanyaan tersebut.

5. Setelah itu, masing-masing perwakilan kelompok secara bergantian berdiri untuk membacakan pertanyaan sekaligus jawaban mereka. Sementara kelompok lain menyimak kemudian memberikan tanggapan.

C. Kegiatan penutup (10 menit)

Dalam kegiatan penutup dapat dilakukan hal-hal berikut:

1. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten.
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
4. Menutup pembelajaran dengan membaca doa.

5. Sumber Belajar

- a. Print text (text dari digital storytelling)
- b. Dictionary

6. Penilaian

- a. Teknik : Tes tertulis

- b. Bentuk : Isian singkat, jawaban lisan, pilihan ganda
- c. Instrument : Lembar soal
- d. Pedoman penilaian :
 - 1. Untuk tiap nomor, tiap jawaban benar skor 3
 - 2. Jumlah skor maksimal x 3 = 15
 - 3. Nilai maksimal 10
 - 4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 10$
- e. Rubrik penilaian

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Appendix 2. Instrument of Treatment

Digital Storytelling 1:



Text of digital storytelling 1:

World is a Mirror

Once there was a museum in which there was a room which was made of the mirror. Its wall, roof, and even floor was made of mirrors.

One day care taker of that museum, forgot to lock the back door of museum which lead directly to that mirror room. A dog was roaming near that museum and by mistake entered that room. When dog was in middle of room and saw its own reflection and thought of it as that a whole pack of dogs were surrounding him from all sides. Seeing this, dog got scared and started to bark at reflections. Dog could see all the reflections barking at him in same way and because of mirror's dog echo back after hitting at mirrors and got magnified. Frightened by it, dog started to bark frantically.

Next morning, when museum guard enter the hall, there he found lifeless body of dog. There was no one to harm that dog, but yet it died fighting its own reflection.

(Source: <https://youtu.be/gjViU7BVSEQ>)

Digital Storytelling 2:



Text of digital storytelling 2:

This race called life

Once upon a time, there was a young athletic boy hungry for success for whom winning was everything and success was measured just by winning.

One day, the boy was preparing himself for a running competition in his small village, himself and two other young boys to compete. A large crowd had gathered to witness the sporting spectacle and a wise old man, upon hearing of the little boy, had travelled far to bear witness also.

The race commenced, looking like a level heat at the finishing line, but sure enough the boy dug deep and called on

his determination, strength and power. He took the winning line and was first. The crowd was ecstatic and cheered and waved at the boy. The wise man remained still and calm, expressing no sentiment. The little boy, however, felt proud and important. A second race was called, and two new young, fit, challengers came forward, to run with the little boy. The race was started and sure enough the little boy came through and finished first once again. The crowd was ecstatic again and cheered and waved at the boy. The wise man remained still and calm, again expressing no sentiment. The little boy, however, felt proud and important.

“Another race, another race!” pleaded the little boy.

The wise old man stepped forward and presented the little boy with two new challengers, an elder frail lady and a blind man.

“What is this?”, quizzed the little boy.

“This is no race”, he exclaimed.

“Race!”, said the wise man.

The race was started and the boy was the only finisher, the other two challengers left standing at the starting line. The little boy was ecstatic, he raised his arms in delight. The crowd however were silent, showing no sentiment toward the little boy.

“What has happened? Why not do the people join in my success?”, he asked the wise old man.

“Race again”, replied a wise man,

“... this time, finish together, all three of you, finish together” continued the wise man.

The little boy thought a little, stood in the middle of the blind man and the frail old lady, and then took the two challengers by the hand. The race began and the little boy walked slowly, ever so slowly, to the finishing line and crossed it. The crowd was ecstatic and cheered and waved at the boy. The wise man smiled, gently nodding his head. The little boy felt proud and important.

“Old man, I understand not! Who are the crowd cheering for? Which one of us three?”, asked the little boy.

The wise old man looked into the little boy’s eyes, placing his hands on the boy’s shoulders, and replied softly, “little boy, for this race you have won much more than in any race you have ever ran before, and for this race the crowd cheer not for any winner!”

You see in life, in your life, what are you running for?

Are you hungry for success?

Is winning the only measurement for you in your life?

Who are you running against?

And if you always win against everybody, the soon the people

will stop cheering for you at the end of your life, if you look back, the question is: who is running next to you, in this race? If they were weaker and old did you help them to get across the line?

Did you all finish together? Because that is the best race you can ever run.

So run! Run this race called life! But don't forget: it is not important if you win it is important how you run this race.

(Source: <https://youtu.be/bq8eOm0zEls>)

Appendix 3. Instrument of Pre-test

Choose either a, b, c, or d as the correct answer!

The following text is for questions 1 to 5.

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

(Source: <https://read.gov/aesop/028.html>)

1. Who are the characters of the story above?
 - A. The ant.
 - B. The ant and the dove.
 - C. The ant, the dove, and the hunter.
 - D. The hunter and the ant.

2. What happened when the ant was making its way up?
 - A. The ant slipped from the grass.
 - B. The ant fell into the water.
 - C. The ant slipped and fell into the water.
 - D. The ant drowned into the water.
3. Which statement is **TRUE** according to the text?
 - A. The hunter caught the dove.
 - B. The ant killed the hunter.
 - C. The dove didn't help the ant.
 - D. The ant and the dove were safe.
4. What is the purpose of the narrative text?
 - A. To describe the ant.
 - B. To entertain the readers.
 - C. To describe the facts of the hunter.
 - D. To explain how to hunt a dove.
5. "Seeing the ant was in trouble, the dove quickly...."
(paragraph 2). The underlined word means
 - A. problem
 - B. solution
 - C. safety
 - D. protection

The following text is for questions 6 to 10.

The Grasshopper and the Ant

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, “How dull! Why don’t you sing and dance with me instead of working under the hot sun?”

“We are storing away food for the winter,” they explained, “you should do the same.”

The grasshopper laughed and replied, “Why worry about the winter? I have plenty to eat for now.” And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants’ door. “Can you spare me some seeds?” he begged. “I’m cold and hungry!” “We worked hard all summer to store away food,” they answered. “What were you doing?”

“I was busy singing and dancing,” he said.

“Then sing and dance for us now!” They told him. “It’s time for you to work for your dinner.”

(Source: <https://read.gov/aesop/028.html>)

6. What did the grasshopper do in the summer?
 - A. The grasshopper sung and danced.
 - B. The grasshopper collected food.
 - C. The grasshopper worked during summer.
 - D. The grasshopper gathered grains.

7. Who worked in the summer?
 - A. The grasshopper.
 - B. The dove.
 - C. The ants.
 - D. The winter.
8. What happened when the winter came?
 - A. There were no food.
 - B. There were much food.
 - C. The grasshopper was cheerful.
 - D. The ants were hungry.
9. What can we learn from the story above?
 - A. We must sing all day.
 - B. We can sing and dance every day.
 - C. We must prepare for the future.
 - D. We can ignore the future.
10. "..., a grasshopper spent his days **merrily** singing and" (paragraph 1). The underlined word means
 - A. happily
 - B. sadly
 - C. regrettably
 - D. poorly

The following text is for questions 11 to 15.

On a summer day, the weather was very hot and everybody was thirsty. A lion and a pig came at the same time

to a small well to drink. They were arguing which of them should drink first, and were soon fighting furiously.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of them to die so they could eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any victims from the fight.

Realizing the situation, the lion and the pig soon decided to stop the fighting. They didn't even continue the quarrel and arguments. "Look at those vultures, they can't wait to eat our bodies once we die. Let's just stop fighting," said the lion to the pig.

"You're right. It's better for us to be friends than to be the food of those vultures. That will certainly happen if we get hurt or die." replied the pig.

(Source: <http://www.english-for-students.com/The-Lion-and-The-Pig.html>)

11. Who are the characters of the story above?
 - A. The lion and the pig.
 - B. The vultures.
 - C. The lion, the pig, and the vultures.
 - D. The pig and the well.
12. Why did the lion and the pig come to the well?
Because

- A. the lion and the pig wanted to drink
 - B. the lion wanted to eat the pig
 - C. the lion wanted to hunt the vultures
 - D. the pig wanted to argue with the lion
13. Who were fighting in the story?
- A. The lion and the pig.
 - B. the pig and the birds.
 - C. The vultures and the pig.
 - D. The lion and the vultures.
14. From the text, we know that
- A. the lion ate the pig and all of the vultures
 - B. the vultures could eat the pig
 - C. the lion and the pig became friends
 - D. the lion and the pig could not end their fighting
15. From the story above, we can learn that
- A. patience cannot solve problems
 - B. not every problem has a solution
 - C. fighting cannot solve problems
 - D. we must argue for everything

Appendix 4. Instrument of Post-test

Choose either a, b, c, or d as the correct answer!

The following text is for questions 1 to 5.

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the arm yard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, then she ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

(Source: <https://www.advace-africa.com/redfeathers-the-hen.html>)

1. What did the fox do, after he caught sight of Redfeathers?
 - A. He ran over to her.
 - B. He ran home.
 - C. He boiled water.
 - D. He called her.
2. She fluttered on to the path in the woods, and lay there
She refers to
 - A. The hen
 - B. The duck
 - C. The dove
 - D. The swan
3. What did the fox think when he found the dove?
 - A. The fox thought that he had to
 - B. The fox thought that he had better go back.
 - C. The fox thought he had a first course.
 - D. The fox thought that he had to boil water.
4. What happened to the dove?
 - A. She flew up into tree.
 - B. She was cooked by the fox.
 - C. She was chased by the fox.
 - D. She was put into the sack.
5. What did Redfeathers do to trick the fox?

- A. She slipped out of the sack.
- B. She yelled for help.
- C. She flew away to the tree.
- D. She put a stone in her place.

The following text is for questions 6 to 10.

Young Giraffes

You and I learnt to walk when we were a few months old, but baby giraffes can walk after only twenty minutes. Baby giraffes live in a dangerous world. Lions and other animals like to eat them, so the babies must learn quickly. They learn to run fast and to stay on their feet almost all of the time. Even at night, giraffes do not lie down. They stand by a tree and sleep. Big giraffes have long legs and they can run at fifty kilometers per hour. The English word giraffe comes from the Arabic word *zuraafatan*. The word means 'runs fast'.

Giraffe also have very long tongues. A giraffes tongue can be fifty centimeters long! Giraffes use their tongues for cleaning themselves! Their tongues are important for other things too. A giraffe's favorite food is green leaves from acacia trees. These trees have sharp thorns, but the giraffe's tongue can go between the thorns. The giraffe's long neck is important because the best leaves are at the tops of the trees. Giraffes love these leaves, and they eat for about eighteen hours every day.

(Source: <https://singita.com/2021/02/the-story-of-a-young-girrafe>)

6. Baby giraffes must learn quickly because
 - A. Other animals want to kill them
 - B. They are dangerous
 - C. They eat lions
 - D. They are scary
7. Giraffes do not often
 - A. Run
 - B. Lie down
 - C. Sleep
 - D. Eat
8. There was an Arabic word for giraffes there was ...
 - A. Zuraafatan
 - B. Because
 - C. Before
 - D. After
9. giraffes have fifty—centimeters tongues.
 - A. All
 - B. Some
 - C. Young
 - D. Several
10. Giraffes love to eat ...
 - A. Acacia leaves

B. Trees

C. Thorns

D. All leaves

The following text is for questions 11 to 15.

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said: 'I'm so thirsty. Let's find a spring and have a drink.'

However, as the young boy bent down to drink, his sister heard a voice which said: 'Who drinks from me will turn into a fawn.' It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once.

He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

(Source: <https://americanliterature.com/author/the-brother--grimm/fairy-tale/little-brother-and-little-sister>)

11. Why did the brother and sister flee into the woods?

- A. Because they felt very happy.
- B. Because they had been maltreated by their stepmother.
- C. Because they had been treated well by their stepmother.
- D. Because they wanted to leave home.

12. The young boy changed at once into a

- A. Dog
- B. Cat
- C. Fawn
- D. Cow

13. What caused the young boy to change into a fawn?

- A. He was drinking something.
- B. He was eating something.
- C. He was saying something bad.
- D. He was being cursed by someone.

14. How did he change back to be her brother?

- A. When he met the King.

- B. When he walked like an animal.
 - C. When he met a frightened animal.
 - D. When one of her tears fell on the fawn.
15. Who asked her to be his wife?
- A. The Queen
 - B. The King
 - C. The Fawn
 - D. The Evil

Appendix 5. Sample of student pre-test

80

PRE-TEST

Name : Nabila Naja N.
Class : 8 C
Semester : 1
Date : 5 - 01 - 2023

Choose either a, b, c, or d as the correct answer!

The following text is for questions 1 to 5.

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

- Who are the characters of the story above?
 A. The ant.
 B. The ant and the dove.
 C. The ant, the dove, and the hunter.
 D. The hunter and the ant.
- What happened when the ant was making its way up?
 A. The ant slipped from the grass.
 B. The ant fell into the water.
 C. The ant slipped and fell into the water.
 D. The ant drowned into the water.
- Which statement is **TRUE** according to the text?
 A. The hunter caught the dove.
 B. The ant killed the hunter.
 C. The dove didn't help the ant.
 D. The ant and the dove were safe.
- What is the purpose of the narrative text?

1

- A. To describe the ant.
 B. To entertain the readers.
 C. To describe the facts of the hunter.
 D. To explain how to hunt a dove.
5. "Seeing the ant was in trouble, the dove quickly...." (paragraph 2). The underlined word means
- A. problem
 B. solution
 C. safety
 D. protection

The following text is for questions 6 to 10.

The Grasshopper and the Ant

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

6. What did the grasshopper do in the summer?
- A. The grasshopper sung and danced.
 B. The grasshopper collected food.
 C. The grasshopper worked during summer.
 D. The grasshopper gathered grains.
7. Who worked in the summer?
- A. The grasshopper.
 B. The dove.
 C. The ants.

- D. The winter.
8. ✓ What happened when the winter came?
 A. There were no food.
B. There were much food.
C. The grasshopper was cheerful.
D. The ants were hungry.
9. ✓ What can we learn from the story above?
A. We must sing all day.
B. We can sing and dance every day.
 C. We must prepare for the future.
D. We can ignore the future.
10. ✓ "..., a grasshopper spent his days merrily singing and" (paragraph 1). The underlined word means
 A. happily
B. sadly
C. regrettably
D. poorly

The following text is for questions 11 to 15.

On a summer day, the weather was very hot and everybody was thirsty. A lion and a pig came at the same time to a small well to drink. They were arguing which of them should drink first, and were soon fighting furiously.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of them to die so they could eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any victims from the fight.

Realizing the situation, the lion and the pig soon decided to stop the fighting. They didn't even continue the quarrel and arguments. "Look at those vultures, they can't wait to eat our bodies once we die. Let's just stop fighting," said the lion to the pig.

"You're right. It's better for us to be friends than to be the food of those vultures. That will certainly happen if we get hurt or die," replied the pig.

11. ✓ Who are the characters of the story above?
A. The lion and the pig.
B. The vultures.
 C. The lion, the pig, and the vultures.
D. The pig and the well.
12. ✓ Why did the lion and the pig come to the well? Because

- A. the lion and the pig wanted to drink
B. the lion wanted to eat the pig
C. the lion wanted to hunt the vultures
D. the pig wanted to argue with the lion
13. Who were fighting in the story?
 A. The lion and the pig.
B. the pig and the birds.
C. The vultures and the pig.
D. The lion and the vultures.
14. From the text, we know that
A. the lion ate the pig and all of the vultures
B. the vultures could eat the pig
 C. the lion and the pig became friends
D. the lion and the pig could not end their fighting
15. From the story above, we can learn that
A. patience cannot solve problems
 B. not every problem has a solution
C. fighting cannot solve problems
D. we must argue for everything

Appendix 6. Sample of student post-test

(93)

POST-TEST

Name : *Nabila Najla Ni*
Class : *8C*
Semester : *2*
Date : *9-01-2023*

Choose either a, b, c, or d as the correct answer!

The following text is for questions 1 to 5.

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the arm yard and his mouth began to water.

He ran home and told his wife to put n water for boiling a chicken, and the e rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop futher and futher away.

Redfeathers slipped out of the sack and put a stone in her place, then she ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up he sack, thinking that the hen was still it. When he got home, the fox tipped -the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

1. What did the fox do, after he caught sight of Redfeathers?
a. He ran over to her.
 b. He ran home.
c. He boiled water.
d. He called her.

2. She fluttered on to the path in the woods, and lay there
She refers to
a. The hen
b. The duck
 c. The dove
d. The swan

3. What did the fox think when he found the dove?
a. The fox thought that he had to

1

- b. The fox thought that he had better go back.
~~X~~ The fox thought he had a first course.
 d. The fox thought that he had to boil water.
4. ~~X~~ What happened to the dove?
~~X~~ She flew up into tree.
 b. She was cooked by the fox.
 *~~X~~ She was chased by the fox.
 d. She was put into the sack.
5. ~~X~~ What did Redfeathers do to trick the fox?
~~X~~ She slipped out of the sack.
 b. She yelled for help.
 c. She flew away to the tree.
~~X~~ She put a stone in her place.

The following text is for questions 6 to 10.

Young Giraffes

You and I learnt to walk when we were a few months old, but baby giraffes can walk after only twenty minutes. Baby giraffes live in a dangerous world. Lions and other animals like to eat them, so the babies must learn quickly. They learn to run fast and to stay on their feet almost all of the time. Even at night, giraffes do not lie down. They stand by a tree and sleep. Big giraffes have long legs and they can run at fifty kilometers per hour. The English word giraffe comes from the Arabic word zuraafatan. The word means 'runs fast'.

Giraffe's also have very long tongues. A giraffes tongue can be fifty centimeters long! Giraffes use their tongues for cleaning themselves! Their tongues are important for other things too. A giraffe's favorite food is green leaves from acacia trees. These trees have sharp thorns, but the giraffe's tongue can go between the thorns. The giraffe's long neck is important because the best leaves are at the tops of the trees. Giraffes love these leaves, and they eat for about eighteen hours every day.

6. ~~X~~ Baby giraffes must learn quickly because
~~X~~ Other animals want to kill them
 b. They are dangerous
 c. They eat lions
 d. They are scary
7. ~~X~~ Giraffes do not often
 a. Run
~~X~~ Lie down
 c. Sleep

- d. Eat
8. There was an Arabic word for giraffes there was ...
 a. Zuraafatan
b. Because
c. Before
d. After
9. ... giraffes have fifty—centimeters tongues.
 a. All
b. Some
c. Young
d. Several
10. Giraffes love to eat ...
a. Acacia leaves
b. Trees
c. Thorns
 d. All leaves

The following text is for questions 11 to 15.

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said: 'I'm so thirsty. Let's find a spring and have a drink.'

However, as the young boy bent down to drink, his sister heard a voice which said: 'Who drinks from me will turn into a fawn.' It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once.

He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

11. Why did the brother and sister flee into the woods?

- a. Because they felt very happy.
 b. Because they had been maltreated by their stepmother.
c. Because they had been treated well their stepmother
d. Because they wanted to leak Hom
12. The young boy changed at once into a
a. Dog
b. Cat
 c. Fawn
d. Cow
13. What caused the young boy to change into a fawn?
 a. He was drinking something.
b. He was eating something.
c. He was saying something bad.
d. He was having cursed by someone.
14. How did he change back to be her brother?
a. When he met the King.
b. When he walked like an animal.
c. When he met a frightened animal.
 d. When one of her tears fell on the fawn.
15. Who asked her to be his wife?
a. The Queen
 b. The King
c. The Fawn
d. The Evil

Appendix 7. T-table

t Table

cum. prob one-tail two-tails	$f_{.50}$	$f_{.75}$	$f_{.90}$	$f_{.95}$	$f_{.99}$	$f_{.995}$	$f_{.999}$	$f_{.9995}$			
	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
df	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

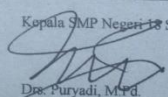
(Source: <https://www.sjsu.edu/faculty/gerstman/Statprimee/t-table.pdf>)

Appendix 8. Research Permission

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
Jalan : Purwoso 1, Kel. Purwoso, Kec. Ngaliyan Kota Semarang, Tel: 7603798

LEMBAR DISPOSISI

1. Rahasia	2. Penting	3. Biasa
Nomor Agenda : 001	Tanggal : 4 - 4 - 2022	Tanggal Penyelesaian :
Perihal : 221n 1422	Nomor Tanggal : 8009 / Un - 10.3 / D1	Surat dari : UIN Walisongo
Instruksi / Informasi		Diteruskan Kepada
1. Diterima / membaca	6. Dibicarakan / Ditindaklanjuti	1. <i>Pale Budi?</i>
2. Diberitahukan pada yang bersangkutan	7. Dibuatkan Jawaban	2.
3. Diperhatikan dan dilaksanakan	8.	3.
4. Disampaikan / diumumkan	9.	
5. Diberitahukan / dipersiapkan	10.	

Kepala SMP Negeri 18 Semarang

Drs. Puryadi, M.Pd.
NIP. 19640823 198902 1 001

Appendix 9. Documentation

1. Pre-test process (Thursday, 5th January 2023)



2. Treatment process (Thursday, 5th January 2023)



3. Post-test process (Monday, 9th January 2023)



CURRICULUM VITAE

A. PERSONAL IDENTITY

Name : Sumiati
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B. EDUCATIONAL BACKGROUND

SD : SDN Campaka Warna
SMP : SMPN 1 Cikadu
SMA : MAS Darul Inayah

Semarang, March 2023



Sumiati
NIM.1803046042

