DIGITAL STORY IN ENGAGING NON-ENGLISH STUDENT DEPARTMENT
(A Descriptive Study at *"Bahasa Inggris II"* Subject in the fourth Semester of PIAUD-B Class)

A THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor of Islamic Education
in English Language Education

By:

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EDUCATION AND TEACHER TRAINING FACULTY
UIN WALISONGO
SEMARANG
2019

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

Semarang, 25th July 2019

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ii

RATIFICATION

Thesis with the following identification:

Title   : **DIGITAL STORIES IN ENGAGING NON-ENGLISH STUDENT DEPARTMENT (A Descriptive Study at "Bahasa Inggris II" Subject in the fourth Semester of PIAUD-B Class)**

Name of Student : Anita Ni'matus Sholihah
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had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

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To
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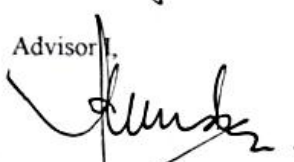Walisongo State Islamic University

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Name of the Students : Anita Ni'matus Sholihah

Students Number : 1403046117

Department : English Language Education

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

Wassalamu'alaikum wr. wb.

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ABSTRACT

Tittle	:	**DIGITAL STORY IN ENGAGING NON-ENGLISH STUDENT DEPARTMENT (A Descriptive Study at *"Bahasa Inggris II"* Subject in the fourth Semester of PIAUD-B Class)**
Writer	:	**Anita Ni'matus Sholihah**
Student Number	:	**1403046117**

This study was conducted based on the importance of engagement. One of the significant factors for student success in learning environment is their engagement. Engagement here is defined as said by Kuh et al, as participation in educational effective practices, both inside and outside the classroom. To achieve success in learning environment, a teacher should not only prioritize the results to be achieved but also learning process to get the fun and meaning learning. Because of the fact, there are many students just sit, listen, and back to home thus very far from the meaningful and fun learning. In here teacher try Digital Stories as a media to engage the student. The objective of this study to describe the Engagement non-English student in writing skill with Digital Stories. This research used qualitative research employing triangulation in order to gather the qualitative data. The data were used to find how the student engage in writing skill in English when the teacher used Digital Story. The other hand, this study also find the students responses about Digital Story in the class. The observation result showed that were engaged during Digital Story facilitated in English class. From the interview, it was found out that Digital Story had created learning environment included meaning of fun and meaningful learning. This study also showed that the student response is positive responses.

Keyword: Student's engagement, Digital, Storytelling.

MOTTO

<div dir="rtl">

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

</div>

The meaning:
Then verify with difficulty there is ease (5) indeed, with difficulty there is ease (6) (QS) Asy Syarh: 5-6)[1]

"Be better than yesterday, if other people can, so do I"

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[1] Wahbah Zuhaili, *Tafsir al Munawwir Aqidah Syariah Manjahj* (Jakarta: Gema Insani, 2014), p. 582

DEDICATION

1. My beloved mother and father (Mrs. Qomariyah and Mr. Suhardi Chumaedi) who always love me, support me, pray me, help me and guidance me in every condition. Thank for the effort and contribution in making my education run well and success.
2. My brothers, Abdul Rohman Wahid, Abdi Manaf, Muhammad Abidin who give me protection, inspiration, and motivation

ACKNOWLEDGEMENT

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for blessing, kindness, and inspiration in guiding me to accomplish the final project or thesis.

Second, Shalawat and Salam always revealed to our beloved prophet Muhammad SAW, the last prophet and the prophet who has brought us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed, St. Is the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang
2. Dr. H. Ikhrom, M.Ag. Is the Head of English Education Department
3. Lulut Widyaningrum, M. Pd is advisor I of this research. I would like to thank a million for guidance and kindness for me as good as my parents.
4. Dra. Nuna Mustikawati Dewi, M. Pd is advisor II and as the English teacher of PIAUD 4-B class who have given me permission to conduct my research there and thank a lot for the guidance and kindness for me as good as my parents.
5. Ummi H. Aufa Abdullah Umar, AH. As my parents and my spiritual teacher thank a lot for love, admonition, experience.

6. My beloved parents, Mrs. Komariyah and Mr. Suhardi Chumaedi who always support me, pray me until now.

7. My brothers, Abdul Rohman Wahid, Abdi Manaf, Muhammad Abidin who give me protection, inspiration, and motivation

8. All members in English Education Department especially PBI C class who always give color in my class, especially my dearest friend, Ulfa Maslachatul Afifah, Munafiah

9. All members Santri PPTQ Tahaffudzul Qur'an especially Anaconan, Buntal Zentut, Hasyimah, Fafa who always support me and advise me.

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11. KKN Friends: Rima, Bunda Yani, Risa, Yuli, and villager of Mangunan Lor. Thanks for togetherness and sweet memory

12. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realized that this thesis is not perfect. Therefore, the researcher will be happy to accept contractive criticism in order to make it better. The researcher hopes that this thesis will be benefit to everyone. Aamiin.

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TABLE OF CONTENT

CHAPTER I   INTRODUCTION

CHAPTER II   LITERATURE REVIEW

CHAPTER III METHODOLOGY

CHAPTER IV FINDING AND DISCUSSION

CHAPTER V

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

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CHAPTER I
INTRODUCTION

This chapter is to elaborate the background of the research which serves as the general overview of the issues discussed in this study. It also elaborates the justification of the subject taken based on the the previous study. Moreover, this chapter also provides the research question, objective of the study, reason for choosing the topic, scope of the study, and pedagogical significances.

A. Background of the research

Today is digital era. In the 21st century, the development of the technology world has increased very rapidly. This affects of the industrial revolution in various aspects and joints of life including in the education world. In the educational world, Armstrong stated that computers, digital cameras, editing software, and other technologies are becoming more readily accessible in the classroom.[1]

In the world of education, teacher as the front guard is required to be adaptive and innovative agents of change to answer the challenges in this digital era. Therefore teachers need to reconstruct a student-centered teaching approach, integrated with technology, and oriented towards a meaningful learning process.

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[1] UmmyKhoirunisya' Masyudianti et al., *A Teacher's Beliefs and Practices of Using Video to Teach Speaking: A Case Study at SMA As-Salam Surakarta,* (Vision Journal for Language Learning, 2018) p.1

As Chen said, technology supports a social and human infrastructure for teachers and students to enhance collaboration, interaction, and participation in the classroom as well as to facilitate them to create constructive learning environments.[2]

Technology can also make students more actively engage in learning whether outside or inside the classroom. Engagement here is defined as said by Kuh et al, student engagement has been defined as participation in educational effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes. Likewise, Krause and Coates added that engagement defined as quality of effort students. There are three dimensions of involvement, namely, behavioral, emotional, and cognitive engagement.[3]

To achieve success in learning, a teacher should not only prioritize the results to be achieved but also learning process to get the fun and meaning learning.. Because of the cases, there are many students just sit, listen, and back to home. There are very contrasting with the meaning of fun and meaningful learning. Meaningful learning has the meaning that the learning activities carried out can have an impact on students' changes both cognitively (knowledge), affective (attitude), and psychomotor (action). Therefore, assessments that prioritize the learning

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[2] Ferdiansyah Sandi., *Pendekatan Pedagogis Membuat Storytellin,* MejaTamu, 2019. P. 2

[3] Trowler Vicki., *Student Engagement Literature Review,* (Department of Educatioonal Research Lancaster University, 2010) p. 5

process still need to be considered so that students can be directed towards the three domains.

Teaching is a process of delivering knowledge to the students. According to Douglas brown cited from Nihla Alfiyatur stated that:

> "Teaching is defined as an activity showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Teaching is also guiding and facilitating learning, enabling the learner to learn and setting the condition for learning."[4]

In teaching writing should give the appropriate method, media or techniques to engage student's writing skill. Fun teaching will motivate them to study and interest in writing. The God said in Al-qur'an surah al- Alaq verse 1-4

إِقْرَأْ بِسْمِ رَبِّكَ الَّذِىْ خَلَقَ ﴿١﴾ خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ إِقْرَأْ وَرَبُّكَ الأَكْرَمُ ﴿٣﴾ الَّذِى عَلَّمَ بِالقَلَمِ ﴿٤﴾

> The command of this verse has meaning to read, write and study. Because writing is one of tool to convey mind, idea, and knowledge

In English learning, for example when I conducted observations in two different classes and faculties, the 4-A class of Da'wah Management and 4-B PIAUD, many students were not

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[4] Nihla Alfiyatur Rohmaniyah, Using Storytelling to Teach Speaking of Narrative Text, (*A thesis*, Education and Teacher Training Faculty Walisongo State Islamic University of Semarang, 2017). P 2

fully engaged, some students looked very bored, then I tried asking them to read aloud a text, they only point to each other and it is very difficult to move forward. When I ask the teacher and she answered, the non-English students currently difficult to engage because, they don't understand to the language, and they think that English course is not primary important in their department so, the teacher use Digital Stories as the media for student engagement in English course especially in writing. From this problems, the researcher want to know deeply how Digital Stories engage non-English department students in writing.

Based on the writing curriculum and syllabus of English Education Department, writing is one of language skills that should be possessed by the students after finishing the lesson. Writing is one of the productive language skill that might be a complex problem for all teachers and students. According to Heaton, the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery grammar but also sharing the information and writing elements.[5] For the same cases, Non-English students writing skill difficult to master writing if not used appropriate strategy or media. Before the advent of the writing system, Storytelling was the only media that could be used to pass on knowledge, beliefs, traditions, and culture to future generations. After the printing press was found in

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[5] Herdy, *An Analysis on Factors Influencing the Student's Writing Skill,* (Lancang Kuning University). P. 1

1450, storytelling became more important in society because printed stories became more accessible to many people who could learn from the historical stories.[6] According to Sharda, storytelling is a powerful pedagogical approach that can be used to enhance learning outcomes for general, scientific, and technical education.[7]

Today is digital era, storytelling that can only used by oral, over time storytelling transforms into digital storytelling. Normann defines digital storytelling as a short story, only 2-3 minutes long, where the storyteller uses his own voice to tell his own story. In the other hand, according to Lambert cited from H. kim, J. H. Lee, Digital storytelling also include in a multimodal approach, as Digital Storytelling has become a new pedagogical effort that has emerged from digital developments including digital, photo editing software, authoring tools. Digital Storytelling is one of the technologies that may be used by the teacher as media or tool that can help the students in the classroom because digital storytelling has become a modern incarnation of the traditional art of oral storytelling. As Robin confirmed, many educational institutions have already been

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[6]Shuyang Wang and Hong Zhan., Enhancing Teaching and Learning with Digital Storytelling, (*International Journal of Information and Communication Technology Education,* 2010). p. 77

[7]Najat Smeda, et al., The effectiveness of digital storytelling in the classroom: a comprehensive study, (*Smart Learning Environments a SpringerOpen Journal,* 2014).p. 2

exploring the application of digital storytelling for the past few years.[8]

In addition, to conducives environment, digital storyelling can also play a role in increasing student engagement in the classroom. Besides increasing student engagement, media or learning tools will be very useful for increasing student concentration and motivation. As according to Barret, Digital Storytelling as a media that facilitate convergence of student-centered learning, such as student involvement, reflection to deeper learning, project-based learning, and effective technology integration into instruction.

With the help of digital storytelling, students have the opportunity to create or create more interesting and meaningful learning works. in written text, for example, if students are only asked to write on paper to make students less enthusiastic, and of course, good and beautiful work will not be fully expressed because writing cannot convey the impression and feeling of the storyteller, different if students are asked to make writing digital based text, students can make their own stories by adding photos, sounds, music, and text, students will be more actively involved in the process of making recount text not only that, students will be creative as possible using technology. This is where science and

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[8]Najat Smeda, et al., The effectiveness of digital storytelling in the classroom: a comprehensive study, (*Smart Learning Environments a Springer Open Journal*, 2014).p. 2

technology are combined. Thus, the researcher conducts this research "The Engagement Non-English Students in Writing Skill with Digital Storytelling"

B. The Question of the Research

This study aimed at finding the answer to the following research questions:

1. How does digital stories engage students in writing skills?
2. How are students' responses to this digital stories in writing skills?

C. The Objective of the Study

The objectives of this study are:

1. To explain how does digital stories engage students in writing skill
2. To explain what own students' responses to this digital stories in writing skill.

D. Reason for Choosing The Topic

The reasons for choosing the topic are:

1. Writing is one of the important skills in English that students ought to have
2. The students have difficulties in writing and sharing their opinion, ideas, and feelings.
3. PIAUD and Da'wah Management students still have low motivation and interest in English

4. Digital Stories is one interesting medium in education, so the teacher may use digital storytelling to stimulate their writing ability in different setting and roles

5. Writing is one of main skills in English learning

6. In additions, Digital Stories helps the students to stimulate their writing ability in different setting and roles.

E. The Focus of The Study

The focus of this study can be described as follow:

1. This is Descriptive Qualitative about digital stories in engaging student's writing at *"Bahasa Inggris II"* Subject in the fourth semester of PIAUD B class

2. The participant of this research is Non- English Department Student (PIAUD 4-B Class)

3. It focuses on student engagement in writing skill with digital stories

F. Pedagogical significances

Even though it is a little contribution for the society, the researcher believes that the result of this study will be useful for teaching and learning English, especially for students, teachers, next researcher, school, and reader.

1. Students

The writer hopes that digital stories can be used as a tool of English learning, so the students can enhance their engagement in order to critical thinking, stimulating student's

creativity, social intelligence and make it easy for students to understand recount text through digital storytelling.

2. Teacher

    The result of this research will give advantages to the teacher. The writer hopes that the research can involve and enrich media in teaching English learning especially using digital stories as a learning medium so student to be more focus on learning and to be more interested

3. Next researcher

    To the next researchers, this research is expected to provide reference and evidence to guide them to conduct further research which is related to teaching media especially in term of digital stories.

4. Readers

    The result of this research is expected to add facilitate to gain better understanding related to digital stories.

CHAPTER II
LITERATURE REVIEW

This chapter is intended to discuss the theoretical basis used in this research. It covers the constructs of student engagement, digital storytelling, and writing skill. Besides the theoretical basis, this chapter also discusses the theoretical answer to the research questions through the theoretical framework.

A. Previous Study

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

1. *The Value of Digital Storytelling as an L2 Narrative Practice.* A Spinger Journal by Kim Heyoung and Lee Jang Ho.

This purpose of this study was to investigate the value of introducing digital storytelling (DST) into second language (L2) narrative practice, by examining the characteristic of L2 learners' narrative when multimodality is added. This study used a qualitative and quantitative was chosen for analyzing the data. The researcher made some good story frame work to analyze the data in term 'point of story`, 'Authentic voice', ' Feeling`, and 'Audience awareness`. After all the data were collected, all of the data were counted, averaged, and statistically compared using a series of paired sample t-tests. The result of this study suggest DST practice could be beneficial in L2 classroom.

For the difference of this research and my research is on the data analysis, the writer used mix method to analyze while I use descriptive qualitative, the researcher only focus on one based text while I will be deeply focus on writing skills.

2. *The Effectiveness of Digital Storytelling in the Classroom: a Comprehensive Study.* A Springer Open Journal by Smeda et al.

This research used a qualitative and quantitative approach or mixed method was chosen for analyzing the data. The pre-observation and field note forms about the class being observed, objectives of the story, and material used were used to qualitative data. And using the timed observation about the use of new technologies form to collect quantitative data. The result of this research, students always engage in the classroom. This research also agrees with the current literature which encourages in new teaching approach, that is digital storytelling permits students to utilize technology in an effective manner.

In this study, digital storytelling is effective to engage students in the classroom. For the difference of this research and my research is on the data analysis, the writer used mix method to analyze while I use descriptive qualitative, while the similarity actually on digital storytelling as media. Do not stop here, the else difference that the researcher only focus on how effective digital storytelling in the classroom while I tried

deeper to find out how digital storytelling can engage student through their responds.

3. Lanoke Intan P. A Thesis under the title "*Students Engagement in Edmodo-Facilitated English Class*"

This study was a mix-method study employing a survey and interview in order to gather quantitative and qualitative data. The researcher using a quantitative method as to find the level of engagement which portrayed the type of engagement that occurred most, besides the qualitative method, employed in order to find out how the students were engaged while the English learning process incorporated Edmodo. The result showed that students were engaged during Edmodo-facilitated English class in three ways that were mostly engaged behaviorally. With a result, behavioral engagement (X-bar 3.14), emotional engagement (X-bar 2.77) and the last cognitive engagement (X-bar 2.75). from the interview, it was found out that Edmodo had created a learning environment needed by the students to a sustained engagement, not only within the online but also during the offline class.

Lanoke Intan has been finished her research, the result showed that students engaged while the English learning process incorporated Edmodo. The difference with my research is to focus and media to engage the students. The researcher used Edmodo as a tool for engaging the students while I used Digital Storytelling. In the other hand the

researcher only focuses on types of engagement that occurred in the class with Edmodo while I focus on how students engage in writing recount text with digital storytelling. In addition, Lanoke used mix method to analyze the data and I using descriptive qualitative to analyze the data.

4. *Engaging Young Learners of English in a Genre-Based Digital Storytelling Project*, Thesis written by Handoyo Puji Widodo

    The final report by Handoyo under the title *"Engaging Young Learners of English in a Genre-Based Digital Storytelling Projec*t". This research used digital stories as a tool for learning English. The researcher used Microsoft Photo Story 3 as a technological tool-assisted the pupils to become ready for collaborative story construction with their peers. The researcher explains what ways does digital storytelling engage pupils in the creation and presentation, about the student's responses and what do English teachers learn from this digital storytelling oriented teaching practice. In this study, students learned to understand a story in term of functions and meanings use technology to create stories. The researcher collects the data through participant observations, informal interview and students' works photographs and story drafts. And using descriptive analysis to analyze the data.

    The result of this study showed that pupils were engaged in English by used digital storytelling as the project. This similarity between this study with my research is the same

as using digital storytelling as a tool to engage the students, the data analysis. Otherwise, the difference is in the focus of the research, the researcher focus on how the student learned to understand a story term of functions and meanings use technology to create stories. The other differences are the researcher only focus on young learners and used genre-based, while the writer not only focuses in youngs learner but try to focus in higher learners and focus in one of genre-based namely recount text.

5. Endang Sulistianingsih, *Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrate Reading and Composition (CIRC),* a Vision Journal For Language and Foreign Language Learning (2018)

From the goals of this journal is to find out how can all students become motivated more active in reading class, and how to promote cooperation among students with divergent competency and motivation. The writer used a mixed method to analyze the data, and there were 18 students who participate in the research. The writer used saturation sampling to choose the participants. As a result, through the method, learning reading can increase good interrelationship, individual and group responsibility, interpersonal and small group skills.

The difference with my research is in the design of research, the writer used mix-method and I use descriptive qualitative. The focus of the study is reading, otherwise, I

focus on writing. The writer used CIRC while I use digital storytelling as the media. The similarity of this study with my research is an observation to collect the data.

B. Theoretical Review

1. Student engagement as success in the classroom

    a. Definition of Student Engagement

One of the significant factors for students success in learning in the classroom is the achievement in their engagement in a subject, lately, more studies only focus on their achievement in their task or assignment, as Astin state that student involvement, which later he mentioned as students engagement, has positive correlation to the students learning and personal development. In other definition, according to Kuh, student engagement accelerates the desired outcomes of college education.

To serve an extent understanding on students engagement, Newmann defined the opposite of students engagement and mention that a disengagement student makes psychological investment in learning" by putting effort to their learning and aiming not only for grades but also to the understanding the materials. In addition, Christenson, Reschly, and Wylie comprise the definition of students engaged in more complete constructs as follow:

"Student engagement refers to the student's active participation in academic and co-curricular or school-related activities, and commitment to being invested in their learning and future. It is a multidimensional construct that consists of behavioral (including academic), cognitive, and affective subtypes. Students engagement drives learning: requires energy and effort; is affected by multiple contextual influences and can be achieved for all learners"[1]

b. Type of Engagement

Referring to the definitions of engagement in point one before, according to Fredricks, Blumenfeld, and Paris, student engagement in three ways based on engagement constructs that are behavior engagement, emotional engagement, and cognitive engagement.[2]

1) The first as student engagement is behavioral engagement. This type of engagement is closely related to participation which includes the involvement in academic, social, or extracurricular activities. As Frederick, Blumenfeld, and Paris state that behavioral engagement such as effort,

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[1]LanokeIntanParadita, Student Engagement in Edmodo- Facilitated English Class, *A Thesis,* Sanata Dharma University Yogyakarta. p. 12

[2]Jennifers A Fredricks and Wendy McColskey, *The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments,* S. L., Christenson et al. (eds). Handbook of Research on Student Engagement.Springer Science+Business Media, LLC 2012.P 2.

persistence, concentration, attention, asking the question, and contributing to class discussion.

2) The second, types of student engagement is emotional engagement. According to Connel and Wellborn in Fredricks, Blumenfeld, and Paris, emotional engagement includes students affective reactions both positive and negative reactions to the classroom covering interest, boredom, happiness, sadness, and anxiety.

3) And the last types of student engagement is cognitive engagement. According to Corno et al in Fredrick et al cognitive engagement is often referred to as an academic investment during the learning process. It includes being thoughtful, willing, to exert the necessary effort for comprehension of complex ideas and mastery of difficult skills. In English learning process especially in writing recount text that all types of engagement might be achieved if the teacher uses the media to make students more actively engage in the classroom, and digital storytelling as the media to engage student engagement in writing recount text.

Students engagement can be created in the classroom by used digital storytelling as the media, like Chen, Gonyea, and Kuhstated, Engagement is

degree to which learners engage with their educational activities and that engagement is positively linked to a host of desired outcomes, including high grades, students satisfaction, and perseverance[3]. From this, we know that engagement is how students engage with their educational activities and including students satisfaction.

Other studies define engagement in term of interest, effort, motivation, time on- task and suggest that there is a causal relationship between engaged time, that is the period of time in which students are completely focused on and participating in the learning task, and academic achievement. In here the researcher sense that engagement is when students interest, motivate, participate, time on- task, and completely focused on learning. Stovall says that engagement is defined by a combination of students' time and their willingness to participate in activities. From the definitions above, engagement is students interest, effort, participation, motivation, and completely focused on the learning activities.

Motivation, effort, and participation will be reached if use appropriate media. Digital storytelling

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[3]Colin Beer, *Indicator of Engagement,* Curriculum Design and Development Unit, CQUniversity. P. 2

appropriate because as Dakich stated that digital storytelling can thus facilitate a constructive approach for teaching and learning. It can be a helpful education tool, as it provides a vehicle for combining digital media with innovative teaching and learning practice. It enhances learners' motivation and helps the teacher in building constructivist and peer to peer communication. In addition, digital storytelling is a powerful model for creating constructivist e-Learning environment. Digital storytelling has the potential to engage learners in integrated approaches to learning with digital media.[4]

c. The Measurement of Student Engagement

To be able to find out how involved a student in learning, method or tool is needed to measure or assess. Here, there are several methods used to measure student engagement:

1) Student self-report

According to Wigfield et al, this method is the most common tool for assessing student engagement. In this method, students are provided items reflecting the various aspect of engagement and select the response that best describes them.

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[4]Najat Smeda, et al., *The Effectiveness of Digital Storytelling in the Classroom: a Comprehensive Study,* (Smart Learning Environments a SpringerOpen Journal, 2014) .P. 6

One of the argument for using this method is that it is critical to collect data on students' subjective perceptions. Self-report appropriate to assess emotional and cognitive method. This method is widely used because they are often the most practical and easy to administer in classroom settings.

2) Experience Sampling

Another technique to assess student engagement is experience sampling (ESM). In response to ESM signals, students fill out a self-report questionnaire with a series of questions about their location, activities, and cognitive and affective response. This technique can be used to collect information on variations in engagement across time and situations. However, this methodology also has some limitations. ESM methods require a large time investment for respondents, and the success of the method depends largely on participants' ability and willingness to comply.

3) Teacher Ratings of students

This technique is another method to assess students engagement, especially in behavioral engagement. Teacher ratings of individual

students' engagement, when averaged across students in their classroom. This methodology can be particularly useful for studies with younger children who have more difficulty completing self-report instrument due to the reading demands and limited literacy.

4) Interviews

Interviews fall on a continuum from structured questions to interviews where participants are asked to tell their stories in more open-ended and unstructured ways. Interviews can provide a detailed descriptive account of how students construct meaning about their school experience which contextual factors are mostly silent and how these experience relate to engagement.

5) Observation

According to Grenwood et al, observation method as both the individual and classroom level have also been used to measure engagement. At the individual level observation measures have been developed to assess individual students on and off-task behavior as an indicator of academic engagement and the academic engagement refers to a composite of academic behaviors such as reading aloud, writing, answering questions,

participating in classroom tasks and talking about academic. The prime advantage of using observation techniques to study engagement is that they can provide detailed and descriptive accounts of the contextual factors occurring with higher or lower engagement levels. However, the observation also has major disadvantages there are labor intensive, and they usually involve only a small number of students and context.[5]

2. **Digital storytelling as media to make students more engage in writing skill**

   a. Definitions of digital storytelling

   According to Porter, digital storytelling (DST) is the combination of the ancient art of oral storytelling with a palette of technical tools to weave personal stories using digital image, graphic, music, and sound mixed together with the author's own story voice[6]. Digital storytelling is a short movie using image, music, and mixed together with the author's own story voice.[7]

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[5]Fredicks A. Jennifer & McColskey Wendy, *The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments*

[6]Shuyang Wang & Hong Zan, Enhancing Teaching and Learning with Digital Storytelling. *International Journal of Information and Communication Technology Education*, 2010. P. 76

[7] Grant 7 Bolin, Digital Storytelling. *The Journal of Effective Teaching,* 2016. P. 45

Center for Digital Storytelling defined digital stories created by combining digital media including recorded voice/audio, image, music or other sounds to tell a story. DST is a short movie that is created from the author's own story by combining photos, images, videos, music, a voice that match what the author wants to tell.

In the other hand, Seffers states that a digital storyteller anyone sharing a story through media and could range from a student given an assignment, a teacher experimenting with or enhancing a lesson. A digital storyteller is someone who has the creativity to make his own story, experiences, feelings using digital media.

However, by using any of the available multimedia tools, including graphic, photos, videos, digital stories may become short movies that can be made on android or computers with basic hardware and software. Digital storytelling can be an instructional, persuasive, historical, and reflective action.[8]

In educational, digital storytelling be able to share knowledge with learning communities. According to Boase, the early use of digital storytelling was to utilize a new set of digital media tools for self-reflection and for investigating issues of

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[8]Shuyang Wang & Hong Zan, Enhancing Teaching and Learning with Digital Storytelling. *International Journal of Information and Communication Technology Education,* 2010. P. 78

identity.[9] From this statement, digital storytelling has potentials for reflective, active, enjoyable learning so, DST is able to apply in education. The teacher can use digital storytelling to deliver instructional content, including review materials, ideas, and presentation. Students can create digital storytelling to share their experience, events, and their like Alexander & Levine add that since the Web 2.0 platform has been well established and enriched with various social learning software applications, storytelling has emerged as a new genre in education.

According to Vinogradova, Linville & Bickle, digital stories are one type of multimodal narrative genre, which is created with a blend of different elements: visual, text, audio, and video. The learner has the opportunity to use multiple skills, such as searching and organizing information, writing script, weaving together voice, image, and music. Digital storytelling also allows the students to be more interactive with technology as Burnett said, digital storytelling is a multidimentional skill, which requires the learner to be literate

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[9]Shuyang Wang & Hong Zan, Enhancing Teaching and Learning with Digital Storytelling. *International Journal of Information and Communication Technology Education,* 2010. P. 78

in technology, interact with a variety of texts, and to make meaning digitally.[10]

b. Digital Storytelling: Story Art 21st Century

In the 21st century, the formation of skills through critical thinking, initiative, collaboration, communication, and work can be formed with one of the learning models by applying digital storytelling. According to Frediansyah, developing learning through digital storytelling means also inviting students to build literacy diversity, among others, visual literacy, text literacy, digital literacy, and technology literacy. Besides that, digital storytelling has been widely applied at various levels of education both basic, secondary, and college to learn languages and facilitate students in making and sharing stories through digital tools.

Learning English through DST means learning languages that involve reading, writing, speaking and listening activities. Frediansyah emphasized that the illustration of English learning activities involving these four skills is as follows. In the first step, students are invited to read (literacy) or watch short videos related to what is being learned. Next, they are asked to make their own version of the story then record (speak) and listen (listen) to check the correct pronunciation and intonation. Like making stories in general, a story requires a plot and narration.

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[10]Handoyo Puji Widodo, *Engaging Young Learners of English in a Genre-Based Digital Storytelling Project,* (Cambridge University Press Teacher Research Programme), p. 3

25

In DST, the narrative is made in the form of a caption. As already known, the most important element in DST is the image, photo, or video used must be an image that representative with the story. For example the pictures used must be cheerful photographs to strengthen the joy of the story.

In social media, technology takes as a medium for sharing. Students will find many videos uploaded with a short duration with the theme "journey of life" of this famous person will feel more interesting and truly live from just written in the book.

c. New Step Up Reading & Writing

New Step Up Reading and Writing is a hand book that published by Walisongo press and written by Ibnu Hadjar et al. this book only used by non- English department on their course. The contents of new step up or English course II are divided into two skills there are reading and writing

In reading skill there are:

-Islamic Education

-Divine Tax

-Islamic Dakwah

-Basic concept and Rules of Islamic Banking

-Ethnographic

-Motor Venice: The pros and Cons

-Divorce

Writing skill:

- Paragraphing
- Description
- Recount Text
- Cause and Effect
- Advantages and Disadvantages
- Problem and Solution
- Future Dream

d. Writing skill

Before explaining the main concept underpinning each of these theories, first let me consider what writing is,

1) Definition of writing

According to Byrne, Writing is clearly much more than the production of a graphic symbol, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be "writing" if we merely making a list of words, as in inventories of items such as shopping list. Thus, Hudelson stated, that the term writing is used o define the creation of an original text using the linguistic and intellectual resource of each individual.

In addition, Writing is more difficult than speaking, because writing also requires punctuation, cohesion, coherent, and other structures, Byrne State:

"We have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they learn can be understood by a reader who is not present and perhaps by a reader who is not known to us."[11]

2) Several key elements in writing by Hedge, they are

  a) Organization

    The idea has to be organized to enable the reader to navigate through the piece of writing in a meaningful way

  b) Accuracy

    No ambiguity of meaning

  c) Focus

    The author must remember that there is a single focus and that it has to be sustained through the whole piece

  d) Word choice

    The writer must be vigilant in choosing vocabulary, grammatical patterns, and sentence structures to

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[11]Maria Isabel G. The Teaching of Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Cooperative Strategies, *Tesis Doctoral,* P. 210

generate a style which is suitable for the subject matter and possible reader.[12]

3) Text

About the text, texts are always produced in a context[13].According to the Princenton WordNet Search, a text is the main body of a written work as distinct from illustrations or footnotes.[14] Without a text never become written.In the other hand, Chandler & Rogers stated thattext has a particular function in a particular context. A text is actually a semantic unit that must be approached from two perspectives, namely as a process and product. It is a product because it is the result of something that can be studied and represented. In the other hand, the process of text is a continuous course of semantics choice. Considering the definition above, a text has many functions in English.

There are many different types of texts, such are narrative text, recount, descriptive. Nevertheless, for

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[12]Maria Isabel G. The Teaching of Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Cooperative Strategies, *Thesis Doctoral,* P. 211

[13]Nihla Alfiyatur Rohmaniyah, Using Storytelling to Teach Speaking of Narrative Text*, Thesis*. P 24

[14]Maria Isabel G. The Teaching of Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Cooperative Strategies, *Thesis Doctoral,* P. 213

reasons of space, in this section researcher shall focus only on recount text

4) Genre

A genre is a term of grouping text together, representing how written typically use language to respond to recurring situation[15]. The term 'genre' has been around for a long time. It has bee theorized from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English education. a genre is an organizing concept for boundaries of a text. Anne Freadman (1994) State that:

> "First, genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is placed occasion, function, behavior and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift".

Genre can be recognized from three rhetorical structures. They are a social function, schematic structure, and language/ linguistics features.

5) Recount

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[15] Entika & Siti, *Writing 3 (Handouts and Assignments),* p. 10

As we know before that text has many genres, Recount is one of the genres that retells past events, usually in the order in which they happened. In other words, a recount is a piece of texts that tell events in the past. The purpose of recount text is to give the audience a description of what happened and when it happened[16]. In addition, recount text is one of the texts that occurred in the past, the goal of this text is to retell the events in the past while entertaining the readers.

Recount has a structure that can be described as follow:

(1) Orientation

It introduces the first event of the story and informs the settings. Basically, the writer explains who, and where the story happened.

(2) Events

Tell what happened, in what sequence

(3) Re-orientation

Optional- closure of the event

Besides the structure, recounttext also has some language features that become a special characteristic of the text. They are: focus on the individual participant, use of material processes

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[16] M. Arifin Rosyadi, *Learning Material Junior High School Grade VII,* P. 1

including when the story happened, using the past tense, focus on a temporal sequence and circumstances of time and place.

The example of Recount Text

On Mother's Day	
Orientation	On Sunday it was mother's day. I woke up at 07.00. I wanted to make breakfast for mom. I wanted her to have breakfast in bed.
Event 1	I got a present for mom and wrapped it up. I put a bow on it. Then I went to the kitchen and made two pieces of toast. I put some butter and jam. I also made a cup o tea. Then I put everything on a tray. Then I bought breakfast for mom's bed. I said, "Happy mother's day, Mommy." She said, "Thank you so much."
Event 2	Then my dad came and said, "you don't need to cook on Mother's day." So, we went to Pizza Hut for dinner.

CHAPTER III
RESEARCH METHODOLOGY

This chapter is intended to elaborate how the research was carried out. It comprises the method and design of the research, the research setting and participants, the techniques to gather the data and the method in analyzing the data.

A. Research Setting and Participant

This research was conducted at Education and Teacher Training Faculty of Walisongo Islamic State University. It is located in Semarang, Central Java, Indonesia. Certainly this research placed at English class of PIAUD 4-B class. All of the participants were forth-semester students from PIAUD B-Class. They were chosen because in this semester they have subject of English II in which there was writing course. And from all the classes, only PIUAD 4-B class that used digital storytelling as the media.

B. Research Approach

In this research, the writer used a qualitative approach. Method of qualitative research often called by naturalistic research method, because the research does natural manner (natural setting). Bogdan and Biklen stated that qualitative research has the natural setting as the direct source of data and the

researcher is the key.[1] Qualitative research is different from quantitative that essentially about collecting numerical data to explain a particular phenomenon. The goal of qualitative to get a clear description of the research.

In this study, the researcher used descriptive qualitative research design in analyzing the data. The goal of this study to get a clear description of the student's engagement in writing recount text with digital storytelling. It is to explain the condition of engaging students in the classroom used digital storytelling. Descriptive research is not planned for test specific hypothesis, but only describes the real situation about the variables, indicators, and condition.

C. Source of Data

The data source in this study is participant or students of English class of PIAUD department 4-B class. To collect the data, the researcher used observation guideline, questionnaire, interview or triangulation as the main data beside triangulation documentations also used as supporting the main data

D. Subject and Object
1. Participant

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[1]Sugiyono, *Metode Penelitian Pendidikan,* (Alfabeta cv, Cetakan ke-23, 2016), p. 21

There are differences between the definitions of population and samples in quantitative and qualitative research. In qualitative it does not use the term population, but by Spradley, it is called social situation, there are three elements in qualitative research, namely a place, actors, and activities that synergize synergistically. A person who observes in depth is a qualitative research process.

Place

Social situation

Actor   Activity
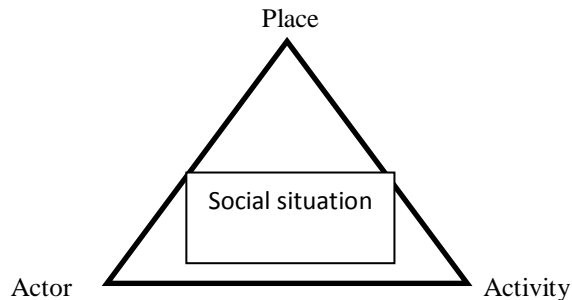
The sample in qualitative research is not called a respondent, but a resource person or participant. The sample in this study is also not a statistical but theoretical form. According to Lincoln and Guba, Naturalistic sampling is, very different from conventional sampling. It is based on informational, not statistical, considerations. Its purpose is to maximize information, not to facilitate generalization.[2]

The participant of the research as the non-English department Students is PIAUD 4-B class of Education and Teacher Training Faculty of Walisongo Islamic State

[2]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Alfabete,* Bandung, cetakan ke 10, 2010. p. 298

University in academic year 2018/2019. The class consist of forty-three students.

E. The Technique of Collecting data

In qualitative research, there are three ways to collect data, namely, interviews, questionnaires, observation and triangulation (a combination of the three). In this study researchers only use observation as data collection. The characteristic feature of observation as a process of research is that offers an investigator the opportunity to gather live data from naturally occurring social situation.[3] As Robson says, what people do may differ from what they say, they do, and observation provides a reality check; observation also enables a researcher to look afresh at everyday behavior that otherwise might be taken for granted.

Observation can be of facts, such as the number of books in a classroom, the number of students in the class or another place like a library. It can also focus on the event as they happened in the classroom, for example, the amount of teacher and student talk, task conversation, and group collaborative work.

According to Sutrisno Hadi in Sugiyono's book, observation is processed in memory.[4] Observation techniques are

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[3] Louis Cohen et al, *Research Methods in Education,* Routledge, USA, 6th Edition, 2007. P. 396

[4] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Alfabete, Bandung cetakan ke 10, 2010. p. 202

more complex than interview techniques and questionnaires because observation must observe more deeply the object being studied. There are three types of observations namely direct observation, indirect observation, and participant observation.[5] According to Sugiyono, observations are grouped into two,

1. Participant observation

    In this observation, researchers are involved in the daily life of the object being examined. While making observations, researchers take part in doing what the data sources are doing.

2. Non- Participant observation

    In this observation, the researcher records analyze and draw conclusions about the behavior of the object being observed.

    a. Structured observation

       Observations that have been designed and arranged systematically, about what will be observed, when and where it is. Guidelines for observation, interview guidelines and questionnaires can be used as instruments in conducting data collection.

    b. Unstructured observation

       This observation is the opposite of structured observation, here researchers do not use standard

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[5]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar,* Pt Remaja Rosdakarya, 2014. P. 84

instruments because researchers do not know for sure what will be observed, therefore here researchers make free observations, record what is interesting, then analyze the conclusions.

In this study, the writer chosed structured observation in data collection, using observation guidelines to make easier for writer to analyze the data.

F. Data Analysis Technique

Data analysis can be analyze qualitatively. According to Miles and Huberman approach to analysis data are, field notes, write up, coding, display, conclusion, drawing, and the last is reporting.[6]

Field notes → Write up → Coding → Display, Conclusion-drawing, reporting

SUMMARIES

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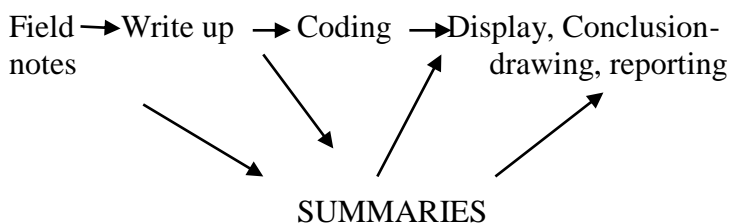
[6] Miles B. Matthew & Huberman A., *An expanded Sourcebook Qualitative Data Analysis.* SAGE Publications, Inc, London, Second Edition, 1994 P. 79

The thing that researchers do in analyzing data according to this understanding is that the data is field note through observation, write up anything what is found, coding the data, and make a conclusion and the last is report the data. With analysis, it is expected to be able to find rules or rules.

In this research, the writer used descriptive qualitative to analyze the data. All of the data such as observation and documentation of teaching-learning process had been described as a written report.

1. Identifying the process of teaching and learning recount text used by digital storytelling at PIAUD B-class
2. Identifying how students engage in writing recount text with digital storytelling
3. Identifying how students responses in writing recount text with digital storytelling

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Findings

In order to present the result, this chapter is divided into two parts that are process of learning and teaching based on observation guideline and description of the students engagement which occurred by the use of Digital Storytelling which was resulted from questionnaire and interview. After observing, questioning, and interviewing the forth semester student of PIAUD B class, the researcher found how the students engagement learning process in English class especially in writing skills. The learning activity could be seen in the following:

1. Materials

The material given could make the students engaging and interesting them in writing activities. The materials were appropriate with the student prior knowledge, relevant, and match to the students' real life.

a. Classroom activities

The variation of the classroom activities could engage the students' writing skill in order to get more practice in the classroom. In this research, the teacher applied all of procedure of writing technique like pre-writing, while writing, and post writing. All the procedures of writing technique could help the student engagement in writing

skill because these procedures attracted the students to be active creative in writing activities.

Table 1. The Observation Result of the student engagement in Digital Storytelling facilitated English Class

No	Types of Engagement	Indicator	Phenomena Gathering Items	Responses		Explanation
				Yes	No	
1.	Behavior Engagement	Positive conduct	The students never skip English class when DST is used			
			The students never submit the assignments late when DST is used			
		Work involvement	The students try hard in completing the assignment when DST is used in writing skill			
			The students do not mind to complete the assignment giver by the teacher when DST is used in writing skill			
		participation	The students ask their teacher or friends to get more information when DST is			

No	Types of Engagement	Indicator	Phenomena Gathering Items	Responses		Explanation
				Yes	No	
			used in writing skill			
			The students engage in a class discussion more often when DST is used			
2.	Emotional Engagement	Positive emotion and general feeling	The students happy and excited in using DST as a supporting tool for their English learning			
			The students satisfied with their result when DST is used			
		Value	Learning English with DST will be beneficial for their future			
3.	Cognitive Engagement	Flexible problem Solving	The students can handle the difficulties their find in writing skill when DST is used			
			The students understand well when DST used in			

No	Types of Engagement	Indicator	Phenomena Gathering Items	Responses		Explanation
				Yes	No	
			writing skill			
		Self-regulation and learning strategy	The students are able to connect technology and knowledge when DST is used in writing skill			
			The students easier to create a new story with DST			

b. Media

The media that were used by the teacher to support teaching and learning process could make the students engaging and enjoying while teaching and learning process. Also the media could guide the teacher to achieve the purpose of classroom and the other hand, media could help the teacher to handle the material during teaching and learning process. In here, when the observer doing the observation the teacher used digital storytelling as the media. To make a digital storytelling, the teacher suggest the students to access some tools of digital storytelling there are *Photo Story 3, Viva Video, Kinne Master*. For example the teacher used *Photo Story* to make the digital storytelling

Fig. 1

Photo story for windows could be downloaded easily and free. There are simple steps that teacher do while using *Photo Story 3*.

1) Install the application from the *Microsoft store*.

2) After installed, user will be showed figure 1

3) Click *begin a story,* user can start input photos from available file

Fig. 2

4) Click import like figure 2, after photos were chosen to digital storytelling saved at bottom panel, click 'next' user could make a short caption about the photos. Look figure 3

Fig. 3

5) Display of photos made as dynamic as possible by setting the first position and the end of the expected photo display. Picture 4 showed how display made as creative as possible.

Fig. 4

6) On the other hand, click spherical red bottom, user can adjust his voice

Fig. 5

7) The last, before saving, user could review their work through preview bottom. After that, user can save, and digital storytelling ready to publish.

The tools of digital storytelling not only found on windows or computer but, in this digital era, smart phones are equipped with applications that can be used to make digital storytelling.

c. Teacher's Approach

Motivate, stimulate, and guide the students during teaching and learning process was applied in English learning. Teacher's approach is important to make student more engage and interest in writing skill

d. Classroom management

The classroom management during teaching writing could influence the engagement students writing

skill. In this case, the classroom management was good and the teacher could help and guide the student while teaching and learning process.

2. The students engagement in writing skill through Digital Storytelling

    This section is to present the data findings which serve as a supporting evidence as well as to validate the findings from the observation guideline. It describes how Digital Storytelling facilitated student's engagement during the learning process. The data were obtained from the interview and questionnaire. The interview involving five students who were chosen as the representative of the class. The interviews questions comprised all types of students engagement, that are behavioral engagement, emotional engagement, and cognitive engagement, with some the aspect.

Types of engagement	Indicator	Interview sample
Behavior Engagement	Positive conduct	Ya seperti ini, DST itukan menurut saya kan gabungan antara speaking skill, writing skill, sama listening, kalau dalam writing itu seandainya emm.. (mikir) jadi penyaji atau pembuat video itu, kita pertama-tama writing dulu, semisal kita mau nulis cerita recount, recount kan pakai past tense kan, kita writing dulu baru kita speaking, kemudian abis itu jika kita

Types of engagement	Indicator	Interview sample
		jadi pendengar berarti kemampuan kita dilatih untuk listening.
		Emm.. ya jelas ada lah kak, emhh, selain membuat video kita kan juga melatih kita menulis juga, membuat kita lebih semangat lagi dalam belajar Bahasa inggris.
		Oh.. menurut saya itu sangat mempermudah sekali… emm.. menurut saya itu lebih fokuslah kan ada gambarnya ya, ketimbang tulisan saja itu membosankan.
	Work involvement	Iya itu mah jelas ya mbak, nggak hanya orang dewasa aja, maksudnya anak-anak kecil kalo ada video atau gambar-gambarnya, seandainya kita dapat tugas pun, buat emhh.. sesuatu gitu kan, otomatis kalau ada gambarnya itu, kita lebih tertarik lebih enak mau ngerjain dari pada kita cuman writing saja.
		Emm.. manfaatnya bagi saya itu apa ya.. (mikir) yang pertama, yang akan peroleh itu dapat semuanya, writingnya dapat, listeningnya juga, dan speakingnya juga dapat, dam kita itu juga biasanya jadi kepo kalau ada foto-fotonya, kemudian mempermudah bagi si pembaca. Gitu

Types of engagement	Indicator	Interview sample
		Emm.. manfaatnya banyak ya, dari mulai writing, listening, speaking, manfaatnya lebih mudah, misalkan kita mau nulis cerita sesuatu itu kan misalkan mau nulis recount ya seperti tadi, jadikan kalau seandainya ada gambar-gambarnya pakai DST lebih tertarik, lancar dari pada kita ngegambarin apa yang kita imajinasikan ya, jadi manfaat yang di dapat ya tadi lebih mudah dari pada hanya sekedar menulis.
		Oh.. menurut saya itu sangat mempermudah sekali… emm.. menurut saya itu lebih fokuslah kan ada gambarnya ya, ketimbang tulisan saja itu membosankan
	Participation	Iya, kalo kelompok saya pribadi, cukup berusaha keras ya, karna katika seperti tugas KKL kemarin kan apa ya, berjauhan, jadi kita harus gimana caranya kita betemu dan foto bareng, trus ketika ingin sampai proses ke pembuatan video itu dibalik layarnya kita kan punya kesibukan masing-masing jadi harus bisa nentuin waktu bareng supaya kita bisa bikin video itu secara bersama-sama

Types of engagement	Indicator	Interview sample
		Karena pendapat orang-orang kan beda-beda ya kak, jadi kita kumpulkan jadi satu, nanti menghasilkan sesuatu yang baru, otomatis pengetahuan kita tentang sesuatu yang kita diskusikan lebih luas ya.
Emotional engagement	Value	Jelas, jelas ada, perbandingannya sangat signifikan ya, ketika kita emhh.. hanya membuat tulisan saja, kita hanya focus ke tulisan, ke gramarnya, tapi kalo di buat video kita itu juga listening juga bisa speakingnya seperti itu. Ngga hanya focus di tulisan tapi bisa semuanya begitu.
		Manfaatnya itu, manfaat bagi yang suka foto itu enak ya, bisa ngexis, bagi orang yang mungkin Bahasa Inggrisnya/ grammarnya kurang itu lebih semangat lagi untuk belajar.
	General feeling	Menurut pribadi saya, ketika dosen menggunakan DST dalam writing itu, menjadi menarik, jadi pembelajaran beliau itu tidak monoton, terkesan menarik lah lebih memahamkan, seperti itu.
		Emh.. kalo yang saya rasakan itu, pertama senang, karena apa, DST sendiri itu ada gambar-gambarnya,

Types of engagement	Indicator	Interview sample
		nah.. saya pribadi suka foto, nanti kan foto saya itu ada captionnya nanti jadi seneng mba, yang menarik itu yang pertama ada gambar saya dan tentunya ada suara saya dan ada musiknya juga.
		Emhh.. yang saya rasakan otomatis seneng ya kak, karena apa, karena kita kan lihat, emmh.. cara membuatnya itu membuat kita tertarik, khususnya belajar DST ini, apalagi di dalam DST ini emm,, selain latian membuat video kita kan juga melatih kita menulis juga, jadi mambuat kita lebih semangat dalam belajar.
Cognitive engagement	Problem solving	kita pertama-tama writing dulu, semisal kita mau nulis cerita recount, recount kan pakai past tense kan, kita writing dulu baru kita speaking, kemudian abis itu jika kita jadi pendengar berarti kemampuan kita dilatih untuk listening.
		Otomatis ya kak, kita kan menjabarkan sendiri, otomatis kita mikir, jadi writing skillnya terlatih
		Otomatis menambah ilmu kita
		Karena edit-edit foto, video mengembangkan apa, ketrampilan saya, ktreatifitas saya gitu kak, pas

Types of engagement	Indicator	Interview sample
		banget gitu kak
	Self-regulation	Namanya tugas kan wajib ya kak, tapi saya pribadi kan orangnya santai tapi yang penting pas waktu mengumpulkan ya ngumpulin. Yang penting disiplin kak.
		Iya, karena tugas adalah pekerjaan mahasiswa.

The interview sample above provide the information on the description of how the students were engaged in using Digital Storytelling in the English class. Not only observation and interview data, the researcher also used questionnaire for added information. The sample resulted of questionnaire data will be showed following below:

No	Questions	Responses		Explanation
		Yes	No	
1	Are you never skip English class when Digital Storytelling in Writing skill?			- Iya, karena sakit - karena kehadiran sangat berpengaruh terhadap yudisium - karena ketidakhadiran sangat berpengaruh dalam penilaian
2	Are you never late to submit the assignment when DST is used?			- iya, karena tugas adalah pekerjaan mahasiswa - iya, karena kami suka tepat waktu

3	Are you happy or excited when DST is used in writing skill?			- Iya, karena dengan DST pekerjaan semakin mudah - iya, karena DST disertai dengan gambar - Iya, karena suka mengedit-edit foto menjadi video tersebut.
4	Are you satisfied with your result when DST is used in writing skill?			- Iya, karena kami menceritakan sepenuh hati - tidak begitu puas, karena kami sadar masih ada banyak yang harus diperbaiki
5	Can you communicate better with your group when you do the assignment with DST?			- iya mbak, dengan DST ini yang semula kita tidak terlalu akrab, bisa menjadi lebih akrab - iya, karena dengan adanya tugas recount text dengan DST komunikasi semakin lancar.

The depth analysis on the data is provided in the discussion section.

B. Discussion

In this section, the triangulation data was elaborated, the result was used to discuss the first question addressing how the PIAUD 4 B class engagement in English class especially in writing skill from step up book. The other hand, the interview result and questionnaire were used to verify and support the

observation result. For the observation data, the data was analyzed agree with Miles and Huberman theory are field notes, write up, coding, display, and conclusion. In presenting this section, the researcher discussed on the nature of Digital Storytelling which is create the environment supporting student engagement in English class.

1. Learning and Teaching process

According to Fredicks, Blumenfeld, & Paris, student engagement is affiliation between behavioral, emotional, and cognitive which have multifaceted nature. This mean that the construct which connect one type of engagement may also connect the other types. Besides, one or more types of engagement are possible to occur at the same time. The first goal of this research was to figure out the teaching and learning process when Digital storytelling is used in the English class of PIAUD 4 B. The Researcher have found several aspects in student engagement in writing skills when Digital Storytelling is used in the PIAUD class. In behavioral engagement all students are never absent when Digital Storytelling is used except students who happen to be sick. In the positive conduct aspect of behavioral engagement also when students are asked to collect Digital Storytelling assignments that must be uploaded to Facebook. They are also not late in collecting, this is evidenced in the screenshots of the PIAUD facebook group, all gathered on time on April 18

2018. Then to their participation, many students asked the lecturer what is Digital Storytelling then how to make Digital Storytelling and etc. In Emotional engagement for positive conduct and general feeling the researcher cannot described how students felt when Digital Storytelling is used in class. For the solution, the researcher interviews some students who are representative to describe their feelings whether they are happy or objection in doing the task. In cognitive engagement, for flexible problem solving aspect researchers also ask students directly how students overcome difficulties in doing writing skills tasks using Digital Storytelling. For the other aspects of engagement will be discuss from interview and questionnaire.

2. Students and teacher relations

Students in the digital era like today are very familiar with technology because almost all institutions used technology to fill the learning needs of students. As confirmed by Armstrong, computers, digital cameras, editing software, and other technologies are becoming more readily accessible in the classroom. Even so, when making digital story in writing skills, students still need lecturer direction to make a story more interesting and alive. This was confirmed by Smeda at al, the teacher was prepared to provide this support through a series workshop.

Using the role lesson, teacher and students worked together to create the digital storytelling step-by step:

a. Step 1: brainstorm

The focus of this step is to brainstorm the story. In this lesson, teacher divide students into groups and gave them a topics to discuss between themselves, share their ideas with each other and brainstorm the story and then the students note down the ideas

b. Step 2: storyboard

The objective of this step is to create the storyboard. The teacher help the student in write the storyboard to organize the story sequence and select the right elements for it. This assist to thinking about how to match image or videos with the voice record and music.

c. Step 3: search the material

This purpose of this step is collecting the material that representative to create digital storytelling. Teacher guide how to get for image from different sources such as internet, or book. In other hand the teacher also require the student to use the digital camera or camera phone.

d. Step 4: creating the digital story

The step is to use photo story 3 software for creating a digital story. But the teacher did not limit the software, the student may use other software as long as available to create digital story. For this lesson, teacher

explain how to import picture and the caption into the photo story 3, add their voice record to photo story 3. They also can add special effects, such as music and transition, and then adjust the length of each visual elements. The next are editing and finalizing the video.

e. The last step: assignment

After editing and finalizing the digital story, after the student has created its first version. The teacher divide into groups to make a digital story group theme holiday in past even and have to upload in Facebook.

3. Work involvement

The findings of this research indicated that student work collaboratively and engage with digital story

"saya lebih senang kak, karna DST kana da gambar-gambarnya jadi lebih menarik gitu"

"oh menurut saya lebih mempermudah sekali kana ada gambarnya jadi saya lebih suka pada gambarnya ketimbang tulisan saja itu membosankan bagi saya"

"emm, alhamdulillah sangat berusaha sekali, kita kan sekelas mbak, jadi lebih enak"

They did more work directly using application to make digital stories. This research also indicate that digital story increased their levels of communication with the other. This is agree with Standley cited from Smeda et al that he found the creation of digital stories encourage collaboration

between students, which in turn leads to the utilization of various cognitive capabilities. Addition, when working in a group, individuals pay more attention to content.

In addition, other researchers have found similar finding. According to Robin, VanderArk, and Schneider Hung et al, the digital learning experience can promote collaborative studying and encourage students to share resources online and about the student's skill also enhanced by using internet sources. Moreover, students who participate in digital storytelling project have better communication, organization skills, and more confidence in term of asking questions and expressing opinion[1]

4. Building multimodal literacy

This research indicates that the use of digital story in English class beside engage the student engagement digital story also increases IT (information technology) skill. The researcher witnessed that digital story assisted students, and helped them to overcome their difficulties in writing skill. As interview resulted below:

"Itukan cara membuat video, jadi kita belajar editor kita bagaimana belajar membuat video yang baik dan benar"

"Kalo saya pribadi seneng ya kak, asyik ya karena editor, foto, video, mengembangkan ketrampilan saya, kreatifitas

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[1] Najat Smeda, et al., *The effectiveness of digital storytelling in the classroom: a comprehensive study,* (Smart Learning Environments a SpringerOpen Journal, 2014). P. 13

saya gitu kak, pas banget untuk yang suka edit-edit foto zaman sekarang"

"Saya sendiri suka selfi kak, nanti kan dikasih caption, ada suaranya juga, ada musiknya juga"

The interview sample above shows that the use of digital story helped the student to engage emotionally, cognitively, includes creativity. As support by Ohler cited by Smeda et al, Ohler viewed digital storytelling as a concept supporting creativity, students could solve crucial problems in unprecedented ways. Moreover, according Sadik, technology is only effective if teachers have expertise to customize content for story creation.

5. Students response about writing skill with digital storytelling

Students had positive response towards when digital storytelling is used in writing skill. When the researcher asked trough the questionnaire, how do you feel when digital storytelling as learning tool in text recount, they felt that digital storytelling is fun, interesting because DST contain picture, voice, music. Some of them said *"digital storytelling is facilitated. In my opinion, it more focused because the picture and I more interested on picture than only writing"*.

C. Limitation of Research

The researcher realized that this research had not been conducted optimally. There was many factors that obstruct during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge in observation.
2. PIAUD 4-B Semarang was limited time to conducted research quickly. This, the researcher conducted this research uncomfortable and hurriedly. When the same research is conducted in large time, it was still possible that will be perfect.

Considering all those limitations, there was a need more strategy or method to engage the student especially writing skill. Hopefully, there will be better and has an optimal description result.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the empirical data discussed in the previous chapter, it was found out that the student engage that were behavioral engagement, emotional engagement, and cognitive engagement occurred during Digital story facilitated PIAUD 4-B. hey were indeed engage in all types almost simultaneously.

In fact, teacher's guiding and designing appropriate and suitable materials and tasks where important for students to be critical and to be more active in English class. In this research also was found out that digital story successfully facilitated behavior engagement because of its nature. While there were a set of general learning environment that had to be fulfilled in order to provide a fun and meaningful learning.

B. Suggestion

The best practices of how technology are utilized to support learning in digital era. Teaching and learning are needed for teachers and institutions in order to develop student engagement, or to increase curriculum that will foster the learning itself and to prepare the students with the skills they need to meet the challenge in digital era. Moreover, in terms of students engagement is important for teacher and academic institutions to create the best learning environment that will accommodate the

engagement. There are suggestion from the researcher that useful to development for education especially for the student's achievement. Such us:

1. For English teacher

    A method or model of learning must appropriate with the material, other English teacher should use digital storytelling because this method appropriate used for student especially to engage them more in learning.

2. For students

    More learn English course although the English subject is not prime for your department but English is important in your future life.

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APPENDIX 1

OBSERVATION GUIDELINE

NO	TYPE OF ENGAGEMENT	INDICATORS	PHENOMENA	Yes	No
1	Behavior Engagement	Positive Conduct	the student never skip English class when Digital Story is used		
			The student never submit the assignment late when Digital storytelling is used		
		Participation	The students asked the teacher or friend to get more information when Digital Storytelling is used.		
			The student involve discussion class when digital storytelling is used		

APPENDIX 2

Student's Questionairre
Jawablah pertanyaan dibawah ini sesuai dengan apa yang anda alami, dengan cara menyentang salah satu kolom iya/ tidak dan berikan serta alasannya!

No	Pertanyaan	Respon		keterangan
		Iya	Tidak	
1	Apakah anda tidak pernah absen di kelas bahasa Inggris ketika digital storytelling (DST) digunakan?			
2	Apakah anda tidak pernah terlambat mengumpulkan tugas ketika DST digunakan?			
3	Apakah anda tidak keberatan untuk menyelesaikan tugas ketika DST digunakan?			
4	Apakah anda bertanya kepada dosen/ teman kalian ketika belajar tentang teks recount dengan DST?			
6	Apakah anda terlibat pada diskusi kelompok/ kelas ketika DST digunakan?			
7	Apakah anda senang ketika menggunakan DST sebagai alat pembelajaran teks recount?			
8	Apakah anda puas dengan proses dan hasil ketika membuat teks recount dengan DST sebagai media?			
9	Apakah anda dapat berkomunikasi lebih baik dengan dosen/ teman saat text recount dengan media DST?			
10	Apakah anda dapat mengatasi kesulitan dalam membuat teks recount saat DST sebagai media?			
11	Apakah menurut anda pejelasan yang diberikan melalui media DST jelas?			

APPENDIX 3

INTERVIEW GUIDELINE

1. Bagaimana DST (digital storytelling) mempengaruhi keterlibatan anda dalam writing skill pada pelajaran Bahasa inggris II?

2. Apa yang anda rasakan ketika dosen menggunakan DST dalam pelajaran teks recount?

3. Apakah ada perbandingannya, ketika anda menggunakan atau tidak menggunakan DST dalam membuat cerita?

4. Apakah DST mempermudah anda untuk membuat cerita?

5. Kira-kira manfaat apa saja yang anda peroleh ketika membuat cerita melalui DST?

6. Apakah DST dapat membuat anda lebih terlibat dalam pembelajaran Bahasa Inggris II?

7. Apa yang anda fikirkan dan rasakan ketika dalam pembuatan cerita melalui DST?

8. Apakah anda dan grup anda berusaha keras dalam menyelesaikan tugas DST dalam Bahasa Inggris II?

9. Apakah anda puas dengan hasil tugas anda?

APPENDIX 4

INTERVIEW RESULT

Types of Engagement	Indicator	Interview samples
Behavior Engagement	Positive conduct	Ya, menurut saya mempermudah, soalnya apa? Soalnya kan, dalam pembuatan DST itukan ada gambarnya ya, otomatis kita menceritakan gambar-gambar tadi, misalkan kita nulis cerita recount cuman buat nulis-nulis aja, itukan ..iya kita membayangkan, tapi kalua ada gambar-gambarnya itu bisa mempermudah membayangkan untuk menceritakan masa lalu kita, seperti itu.
		Oh.. menurut saya itu sangat mempermudah sekali… emm.. menurut saya itu lebih fokuslah kan ada gambarnya ya, ketimbang tulisan saja itu membosankan.
		Ya betul sekali, karena kalo cuman writing saja itu membosankan ya mbak kalaupun membaca saja juga males gitu, kalo ada gambarnya kan yang foto-foto itu cantic-cantikan jadi semangat gitu, tertarik lah, menarik, jadi sangat mempengaruhi.
		Iya, lumayan mempermudah ya, karena itu tadi, ada foto, dab melatih kita untuk memadu padankan foto dengan speakingnya, writingnya begitu.
	Work involvement	saya berkesan itu prosesnya itu tadi, karena membuat lebih gimana ya, missal ada satu orang yang kurang akrab. Kita jadi lebih akrab dengan

		adanya tugas itu, jadi lebih cooperative dalam pembuatan video itu.
		alhamdulillah kelompok kita sekelas dan sangat kompak sekali, menambah kekompakan juga,
		karena kita kelompok, jadi membuat tugasnya juga senang, seperti itu
		Untuk komunikasinya itu ngga terlalu sulit, karena kan kita satu kelas tapi yang menurut lebih berusaha itu yang speakingnya ya mbak, emm,, namanya lidah orang jawa ya otomatis medok-medok gimana begitu ya, mungkin ada pronunciation yang salah begitu ya, tapi dimaklumin dikit lah..
		apalagi dalam apa ini, ekpresinya, misalkan buat cerita tentang terkejut (expresi terkejut), kan kalua kita menulis biasa dalam writing kan cuma ditulis "oh" begitu aja kan, tapi kita ngga tau ekprsinya gimana, tapi kalua kita pakai DST itu, emm,, kita juga tau itu sisi terkejut maupun suaranya kita tau. Seperti itu.
		Iya itu mah jelas ya mbak, nggak hanya orang dewasa aja, maksudnya anak-anak kecil kalo ada video atau gambar-gambarnya, seandainya kita dapat tugas pun, buat emhh.. sesuatu gitu kan, otomatis kalua ada gambarnya itu, kita lebih tertarik lebih enak mau ngerjain dari pada kita cuman writing saja.
		Emm.. ya jelas ada lah kak, emhh, selain membuat video kita kan juga melatih kita menulis juga, membuat kita lebih

		semangat lagi dalam belajar Bahasa inggris.
		Emm.. manfaatnya bagi saya itu apa ya.. (mikir) yang pertama, yang akan peroleh itu dapat semuanya, writingnya dapat, listeningnya juga, dan speakingnya juga dapat, dam kita itu juga biasanya jadi kepo kalau ada foto-fotonya, kemudian mempermudah bagi si pembaca. Gitu
Emotional Engagement	Value	Jelas, jelas ada, perbandingannya sangat signifikan ya, ketika kita emhh.. hanya membuat tulisan saja, kita hanya focus ke tulisan, ke gramarnya, tapi kalo di buat video kita itu juga listening juga bisa speakingnya seperti itu. Ngga hanya focus di tulisan tapi bisa semuanya begitu.
		Manfaatnya itu, manfaat bagi yang suka foto itu enak ya, bisa ngexis, bagi orang yang mungkin Bahasa Inggrisnya/ grammarnya kurang itu lebih semangat lagi untuk belajar
	General feeling	Menurut pribadi saya, ketika dosen menggunakan DST dalam writing itu, menjadi menarik, jadi pembelajaran beliau itu tidak monoton, terkesan menarik lah lebih memahamkan, seperti itu.
		Emh.. kalau menurut saya itu lebih menarik ya, soalnya apa DST itukan ada gambarnya, ada audionya juga, selain memudahkan juga menarik bagi pembuatnya maupun pendengarnya,

		sepert i itu.. jadi bagus menarik, .. ya senang lebih menarik dari yang biasa.
		Emh.. kalo yang saya rasakan itu, pertama senang, karena apa, DST sendiri itu ada gambar-gambarnya, nah.. saya pribadi suka foto, nanti kan foto saya itu ada captionnya nanti jadi seneng mba, yang menarik itu yang pertama ada gambar saya dan tentunya ada suara saya dan ada musiknya juga.
		Emhh.. yang saya rasakan otomatis seneng ya kak, karena apa, karena kita kan lihat, emmh.. cara membuatnya itu membuat kita tertarik, khususnya belajar DST ini, apalagi di dalam DST ini emm,, selain latian membuat video kita kan juga melatih kita menulis juga, jadi mambuat kita lebih semangat dalam belajar.
Cognitive Engagement	Problem solving	kita pertama-tama writing dulu, semisal kita mau nulis cerita recount, recount kan pakai past tense kan, kita writing dulu baru kita speaking, kemudian abis itu jika kita jadi pendengar berarti kemampuan kita dilatih untuk listening.
		Otomatis ya kak, kita kan menjabarkan sendiri, otomatis kita mikir, jadi writing skillnya terlatih
		Otomatis menambah ilmu kita
		Karena edit-edit foto, video mengembangkan apa, ketrampilan saya, ktreatifitas saya gitu kak, pas banget gitu kak
	Self-regulation	Namanya tugas kan wajib ya kak, tapi saya pribadi kan orangnya santai tapi

	and Strategy	yang penting pas waktu mengumpulkan ya ngumpulin. Yang penting disiplin kak.
		Iya, karena tugas adalah pekerjaan mahasiswa
		Ya, saya puas dengan hasil tugas saya ya, karena bagaimanapun hasilnya
		Emh.. kalau menurut saya emm..(mikir) bisa jadi lumayan berusaha sih mbak, soalnya kan kalua dari pembuatan video atau DST juga tahap pertama pengambilan gambar dulu, habis itu apa namanya transletin ke Bahasa Inggris dulu,

APPENDIX 5

The first observation

The Documentation in teaching learning process

The student's discussion

The student's enthusiasm when digital stories in classroom

APPENDIX 6

THE LIST STUDENTS OF PIAUD 4-B CLASS

1. Lilis kurnia
2. Elisah windasari
3. Firda dias
4. Diah puspaningrum
5. Erike audina
5. Aizatul munasifah
6. Syifa A
7. Siti cahya
8. Nailis S.
9. Sophiyah
10. Novita
11. Rasita Z
12. Silva intan
13. Assakinah
14. Amaliyatussholiha
15. Zuhaida nubaila k.p
16. Radha
17. Sitta Dzirwatul Hubba
18. Laily mukhofifah
19. Emalia Husna Fikhriana
20. Hesti safitri
21. Nurul Isna Dea Paramitha S
22. Rosiana Farihatul Fauziyah
23. Istiqomah N.J.L
24. Annis Alfi Khumairohzukfa
25. Hani Istianawati
26. Ainun Nadia
27. Kinanti Kusuma Ayu
28. Ighfir Arfa'an Nisa'
29. Miatun warohmah
30. Rista Betiani

31. Annisa Romadhon
32. Ahmad Faiz Ridwan
33. Wiwin Wilantika
34. Ardabellaviescha
35. Faizatul Mudawamah
36. Jaozauz Zahroh
37. misbakhul munir
38. silviana izzanatul f
39. ana farida zukfa
40. Silviana izzanatul fatikha

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