

**CREATING DIGITAL STORYTELLING TO IMPROVE EFL STUDENTS'
NARRATIVE WRITING AT SENIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirements for the Bachelor
Degree of Education (S.Pd) in English Education*



By:

PUTRI NANDA LAINA
1300954/2013

Advisor:

Leni Marlina, S.S., M.A
NIP. 19820718 200604 2 004

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
THE STATE UNIVERSITY OF PADANG
2018**

HALAMAN PERSETUJUAN MAKALAH

Judul : Creating Digital Storytelling to Improve EFL
Students' Narrative Writing at Senior High
School

Nama : Putri Nanda Laina

NIM/TM : 1300954/2013

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Februari 2018

Disetujui oleh,

Ketua Jurusan,



Dr. Refnaldi, S.Pd., M.Litt
NIP. 19680301 199403 1 003

Pembimbing,



Leni Marlina, S.S., M.A
NIP. 19820718 200604 2 004

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**


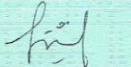
**Creating Digital Storytelling to Improve EFL Students' Narrative Writing at
Senior High School**

**Nama : Putri Nanda Laina
NIM/IM : 1300954/2013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Februari 2018

Tim Penguji

Tanda Tangan

- 1. Ketua : Dr. Rusdi Noor Rosa, M.Hum** ()
- 2. Sekretaris : Dra. Yetti Zainil, M.A., Ph.D** (_____)
- 3. Anggota : Leni Marlina, S.S., M.A** ()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Putri Nanda Laina
NIM/TM : 1300954/2013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul "*Creating Digital Storytelling to Improve EFL Students' Narrative Writing at Senior High School*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

Saya yang menyatakan,



Putri Nanda Laina
1300954/2013

ABSTRAK

Putri Nanda Laina, 2018. “Creating *Digital Storytelling to Improve EFL Students’ Narrative Writing at Senior High School*” Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Digital Storytelling adalah media untuk menceritakan sebuah cerita dengan menggunakan teknologi. Adapun tujuan dari digital storytelling ini adalah untuk meningkatkan kemampuan menulis narasi pada siswa SMA. Hal utama yang dibahas dalam makalah ini adalah bagaimana guru dan siswa mengimplementasikan *digital storytelling* dalam meningkatkan kemampuan menulis narasi pada siswa SMA dan apa saja kelebihan *digital storytelling* dalam meningkatkan kemampuan menulis narasi pada siswa SMA. Guru membangun latar belakang pengetahuan siswa terlebih dahulu dengan menampilkan video berkaitan dengan materi yang akan diberikan. Lalu guru memberikan teks narasi terkait dengan materi yang mana siswa diminta memahami unsur- unsur yang terkandung dalam teks tersebut seperti *generic structure* dan *language feature*. Selanjutnya guru memberikan latihan kepada siswa yang mana siswa diminta membuat digital storytelling itu sendiri dengan berkelompok seperti membuat *story map*, *mapping the plot structure*, *character profile*, *background information*, *completing the story*, *peer response t- chart*, dan *storyboard*. Dengan membuat digital storytelling, siswa bisa menguasai bahasa Inggris dengan baik.

Kata Kunci: *Digital storytelling, Narrative writing skills, Senior High School*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“Alhamdulillahirabbil’alamin,” praise to Allah the almighty, the most merciful and the most of worthy of praise who has given the writer knowledge, time, health, strength, patient and inspiration in completing this paper entitled “*Using Digital Storytelling to Improve EFL Students’ narrative writing at Senior High School*”. It is intended to fulfill one of the requirements for achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty, State University of Padang. She also sends Shalawat and Salam to Prophet Muhammad SAW, who has lightened the life of human beings.

A deep gratitude is also given to **Leni Marlina, S.S., M.A** as her advisor who has given her charm ideas, correction, beneficial opinion, encouragement and who has been very patient to sacrifice her energy and time to assist the writer so that the writer could finish this paper. Her thanks also goes to the examiners in her paper test, **Dr. Rusdi Noor Rosa, M.Humand Dra. Yetti Zaini, M.A., Ph.D** for their beneficial time, contribution of thoughtful and ideas toward the development of this paper. Her thanks also goes to **Dra. An Fauzia Rozani Syafei, M.A** as her academic advisor. Her next sincere acknowledgement goes to **Dr. Refnaldi, M.Litt and Fitrawati, S.S., M.Pd** as the chairman and secretary of English Department. Furthermore, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught her during her study in English Department and had shared their inspirational experience to her.

Then, she would like to express her appreciation and faithful gratitude to her beloved parents, **Basri** and **Desmiati** for being with her in every step of the way. Furthermore, a special thank is directed to all of her friends in English Department for the knowledge and ideas that have been shared. For the improvement of this paper, any constructive criticisms, suggestions and advices from the readers are highly appreciated.

Padang, February 2018

The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Problem	4
C. The Purpose of Paper	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Writing.....	6
1. Definition of Writing.....	6
2. Types of Writing	7
3. Importance of Writing.....	8
4. Process of Writing.....	9
B. Concept of EFL Narrative Writing.....	11
1. Definition of EFL Narrative Writing	11
2. Process of EFL Narrative Writing.....	12
C. Digital Storytelling.....	13
1. Definition of Digital Storytelling	13
2. Importance of Digital Storytelling in EFL	15
3. Types of Digital Storytelling.....	16
4. Component of Digital Storytelling.....	18
5. Stage of Digital Storytelling in EFL	19
6. Process of Digital Storytelling	20
7. Tools for Creating Digital Storytelling	22
CHAPTER III DISCUSSION	

A. Implementing Digital Storytelling in Improving EFL Students’ Narrative Writing at Senior High School.....	26
B. Advantages and Disadvantages of Creating Digital Storytelling in Improving EFL Students’ Narrative Writing at Senior High School.....	49
CHAPTER IV CONCLUSION AND SUGGESTION	
A. Conclusion.....	60
B. Suggestion	60
BIBLIOGRAPHY	62
APPENDICES	66

LIST OF TABLES

Table 1.	Tools for Creating Digital Storytelling	22
----------	---	----

LIST OF FIGURES

Figure 1.	The Student Worksheet of Story Map.....	29
Figure 2.	The Student Answer Sheet of a Story Map.....	30
Figure 3.	The Student Worksheet of Plot Structure of the Story	31
Figure 4.	The Student Answer of the Plot Structure.....	32
Figure 5.	The Student Worksheet of Character Profile	33
Figure 6.	The Student Answer Sheet of Character Profile	34
Figure 7.	The Student Worksheet of Background Infromation	35
Figure 8.	The Student Answer Sheet of Background Information	36
Figure 9.	The Student Worksheet of Completing the Story	36
Figure 10.	The Student Answer Sheet of Completing the Story	39
Figure 11.	The Student Worksheet of Peer Response T- Chart	40
Figure 12.	The Student Answer Sheet of Peer Response T- Chart	41
Figure 13.	The Student Worksheet of Storyboard 1 Form	43
Figure 14.	The Student Answer Sheet of Storyboard 1 Form	44
Figure 15.	The Student Worksheet of Storyboard 2 Form	45
Figure 16.	The Student Answer Sheet of Storyboard 2 Form	46

LIST OF APPENDICES

Appendix 1.	Lesson Plan of Senior High School Grade XI Semester I	66
Appendix 2.	The Example of Storyboard 1 Form.....	71
Appendix 3.	The Example of Storyboard 2 Form.....	79
Appendix 4.	The Steps of Creating Digital Storytelling by Using Windows Movie Maker	91

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is a very important skill in language learning. Writing skill is as important as other skills like listening, speaking and reading. Especially for students, they must have the ability to write in order to express their ideas through what they learn. Writing is a process of communication that uses a conventional graphic system to convey a message to a reader(Lindemann, 2001).It means that the way of using symbol and graphic system to convey a message through writing on paper can make the reader more understand about the meaning of message.

Nowadays, writing is no longer an act of putting words on paper, but writers must use technological tools to communicate their message. The use of technological tools such as digital storytelling has been shown to improve writing. Therefore, in the pursuit of achieving an improvement in EFL learning focused on writing and digital storytelling has been primarily used to engage student's writing process as it significantly improves students' writing skills.

In learning English as a foreign language, there are some students' problems in writing. The main problem faced by EFL students today is that they have difficulties in narrative writing. It is due to several factors.

First, the lack of students' practice in writing in the learning process. Most of students feel so lazy and bored when the teacher ask them to do the exercise in the writing form because they think that writing is difficult, so they do not have

many times to practice writing in the classroom. Sommers(2006) states thatwriter need plenty of practice in order to get better. It means that good writing requires good practice. Without practice, the learning process of writing skills will be low. Second, the lack of students' knowledge about grammar and vocabulary. Students have more problems with the structure of a paper more often than the language-related (Marshall, 1991).In fact, most of students often have mistakes about grammar and vocabulary when writing a text. Without grammar and vocabulary, they could not express their ideas properly in writing.

The second problem faced by EFL students is about media of learning. Media has an important role in learning English. Using of a media is needed to conduct teaching and learning process in the class. Media give students something new, but not all of teachers know how to implement it correctly in the class, so sometimes students are not interested to learn. They have no interest and motivation in learning English because the media used is not interesting.

Based on the problem above, English teachers have to able to solve the problems encountered in the learning process. They should be creative to find a good way to help the students in improving their writing skills through the implementation of a variety of media in the classroom. One of them is to create digital storytelling to improve EFL students' narrative writing, especially at Senior High School.

Based on 2013 curriculum, generally, Senior High School students must be able to understand some kinds of text such as narrative and recount. In this case, narrative writing is focused in this paper. Narrative writing is kind of writing

which tell a story. The story in narrative writing must be supported by conflicts and resolution (Dumais cited in Kristanti, 2002).

From the statement above, the writer chooses a suitable media that is digital storytelling to teach narrative writing. In this paper, digital storytelling is used as an approaching media in improving EFL students' narrative writing. The digital storytelling may be suitable to be applied in learning narrative writing since it consist of story in a form of digital video.

Robin (2008) explains that digital storytelling is used as a powerful teaching and learning tool that engage both teachers and students. It really takes contribution in the education field. It is more effective because it connects the approaching media with the development of technology.

Digital storytelling is an educational technology. Digital storytelling facilitates the transformation of already acquiring knowledge into actual writing phrase, and gives the students an opportunity of reflection of their learning. Digital storytelling is the modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values(The Digital Storytelling Association, 2002).

Robin (2011)defined digital storytelling as the practice of using computer-based tools to tell stories. It means that digital storytelling is one of the media to tell a story plus technology. Digital storytelling refers to creating and distributing a story using digital tools.

A number of researchers have investigatedthe digital storytellingin improving students writing, especially in improving EFL students' narrative writing. One of them is Hariadi (2016) who has investigated the use of digital

storytelling to improve narrative writing skill for 8th grade students of SMP Negeri 1 Yogyakarta. The result showed the students' narrative writing skill improved after using digital storytelling. The improvements could be seen in terms of developing topic sentence, logical sequencing, tenses agreement and punctuation.

Another researcher is Abdel-Hack and Helwa (2014) who has investigated the effectiveness of digital storytelling and weblogs instruction in enhancing EFL narrative writing and critical thinking skills among EFL majors at faculty of education. The results revealed that there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL narrative writing and critical thinking skills in favor of the post assessment. Therefore, the EFL narrative writing and critical thinking skills of the sample were developed as a result through integrating digital storytelling instruction and weblogs.

Therefore, by creating digital storytelling, EFL students can improve their narrative writing in learning English as a foreign language. In this paper, the writer would like to discuss more about improving EFL students' narrative writing at Senior High School by creating *Digital Storytelling*.

B. Formulation of the problem

The problem discussed can be stated as follow:

1. How does teacher and students implement *Digital Storytelling* in improving EFL students' narrative writing at Senior High School?

2. What are the advantages of creating *Digital Storytelling* in improving EFL students' narrative writing at Senior High School?

C. Purpose of the paper

This paper aims to explain how do teacher and students implements *Digital Storytelling* in improving EFL students' narrative writing and how can *Digital Storytelling* improve EFL students' narrative writing at Senior High School.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

Digital storytelling is a media that created to help teachers teach writing which can improve EFL students' narrative writing at Senior High School. This is because of the digital storytelling is created by using multimedia technology which contains images, sounds, music, and arts. It can makes students more interest and have motivation in writing. Through digital storytelling, students become more active and more practice in writing.

Implementing digital storytelling is aimed to improve EFL students' narrative writing at Senior High School. Teacher has to build a background of students knowledge first by showing video about digital storytelling. Then, the teacher gives the text related to the material in which students are asked to understand the elements contained in narrative text such as the generic structures and the language features, for students' exercise, teachers ask students to create their own digital storytelling with group collaboration, so that teachers need to give them worksheets.

B. Suggestion

Based on the discussion and conclusion above, the writer expect that this paper will be helpful for teachers and also for readers who are interested in teaching writing especially narrative writing at Senior High School.

Thus, the writer gives several suggestions. Firstly, for English teachers who lack of knowledge about strategies or media and interest of media, it is better for them to read more articles or some sources about that. Teachers should have deep knowledge of the teaching content and multimedia technology, and know how to combine the convergence of these types of knowledge in teaching. Secondly, it is better for teacher to be more creative in teaching narrative writing by creating appropriate media. One of them is digital storytelling. Thirdly, digital storytelling is a media which created by using multimedia technology, so it is better for schools to facilitate the computer and internet in teaching to make a good learning process and achievement, since the technology has been advanced in this era. Lastly, not all Senior High Schools can create this media, but specific Senior High School can create this media in learning. If the school is not able to create this media, it is better for teachers to do more efforts by their own strategies.

BIBLIOGRAPHY

- Abdel-Hack, E. M & Helwa, H. S. A. H. A. (2014). *Using Digital Storytelling and Weblogs in Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills Among EFL Majors at Faculty of Education*. Educational Research; Vol. 5(1) pp, 8-41. Doi 10.14303/er.2014.011. Available online at <http://www.interestjournals.org/ER>.
- Asmari, A. R. A. (2013). *Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students*. International Education Studies; Vol. 6, No. 11.
- Barret, H (2006). *Convergence of Student-Centered Learning Strategies*. Tecnology and Teacher Education Annual, 1, 647-654.
- Boase, C. (2008). *Process Writing and the Internet: Blogs and Ning Networks in the Classroom*. English Teaching Forum (2), 26-33.
- Boucher, K. H. (2011). *A Comparative Study of ELL and E₁ Narrative Competence During the Kindergarten Years*. Unpublished doctoral dissertation, University of Toronto.
- Buhrke, L. et al. (2002). *Improving Fourth Grade Students' Writing Skills and Attitudes*. ERIC (ED471788).
- Center for digital storytelling. (2003). Available online at: <http://www.storycenter.org/history.html>. Retrieved on November 12th at 11 pm
- Conole, G. (2008). *Listening to the Learner Voice: The Ever Changing Lanscape of Technology Use for Language Students*. *ReCALL*, 20(2), 124-140. Doi: 10.1017/S095834400800323.