Strengthening Narrtive Writing Skill Through Digital Storytelling

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Februari, 2024

Introduction

Technology advances

Media for teaching narrative writing skills

Narrative writing skills are obtained from digital storytelling

The effect of Digital Storytelling

Research Question (Problem Statement)

"Is there any effect of Digital Storytelling on the narrative writing skills of 8th graders at MTS Plus Nabawi Kedungadem Bojonegoro?"

Method

- **Research Design**

This study uses pre-experimental quantitative research. And collecting data using pretest and posttest

- **Research Setting**

This research was conducted at MTS Plus Nabawi Kedungadem for the 2021/2022 academic year. This research was conducted from Mei 2023. This English teacher suggested using class 8A for this research. This selection was based on the low average score in English in class 8A

- **Research Participant**

The population in this study was 8A at MTS Plus Nabawi Kedungadem for the 2021/2022 academic year, totaling 20 students.

Method

- **Data Collection**

The data collection technique in this study was taken from the pretest and posttest scores. The pretest and posttest score were taken to determine the effect and how effective the use of digital learning media was on the narrative writing skills of 8A.

- ## **The result of each sample**

Table Pretest

No.	Students	Score of Content	Score of Organization	Score of Language	Score of Mechanics
1	Student 1	50	50	50	50
2	Student 2	75	75	60	50
3	Student 3	60	60	50	50
4	Student 4	50	50	50	50
5	Student 5	75	75	50	50
6	Student 6	75	60	50	50
7	Student 7	50	50	50	50
8	Student 8	50	50	50	50
9	Student 9	50	50	50	50
10	Student 10	50	50	50	50
11	Student 11	60	60	50	50
12	Student 12	60	60	50	50
13	Student 13	50	50	50	50
14	Student 14	75	75	50	50
15	Student 15	60	60	50	50
16	Student 16	50	50	50	50
17	Student 17	60	50	50	50
18	Student 18	50	50	50	50
19	Student 19	75	60	60	50
20	Student 20	75	60	60	50
Mean		60	57.25	51.5	50

From table pretest, look that there were tests carried out on students in class 8A MTS Plus Nabawi, namely content, organization, language, and mechanics testing. The average pre-test score obtained in the content test was 60, then the organization test was 57.25, then the language test was 51.5, and the mechanics test was 50. Based on the assessment table, a score of 40-55 was said to be poor, and 55-65 was said to be fair. This proves that the value of pre-test testing on male students is still relatively low. The highest score was obtained by student 2 whose scores were 75, 75, 60, and 60 respectively. Then the lowest scores were obtained by student 1, student 4, student 7, student 8, student 9, student 10, student 13, student 16, and student 18.

FINDINGS AND DISCUSSION

Table post test

Students	Score of Content	Score of Organization	Score of Language	Score of Mechanics
Student 1	60	60	50	50
Student 2	75	75	60	60
Student 3	75	75	60	50
Student 4	60	60	50	50
Student 5	75	75	60	60
Student 6	75	60	60	60
Student 7	60	60	50	50
Student 8	60	60	50	50
Student 9	60	60	50	50
Student 10	60	60	60	50
Student 11	60	60	50	50
Student 12	60	60	50	50
Student 13	50	50	50	50
Student 14	75	75	60	60
Student 15	60	60	60	60
Student 16	50	50	50	50
Student 17	60	60	60	60
Student 18	60	60	50	50
Student 19	75	60	60	50
Student 20	75	60	60	50
Mean	64.25	62	55	53

Based on Table pretest, it is known that there were four tests carried out on students in class 8A MTS Plus Nabawi, namely content, organization, language, and mechanics testing. The average pretest score obtained in the content test was 64.25, then the organization test 62, then the language test 55, and the mechanics test 53. Based on the table above, it is known that the post-test test experienced a significant increase as evidenced by the scores of the four tests. increase.

- **Comparison of the Pre-Test Average Score with the Pots Test**

No.	Pretest Class 8A	Posttest Class 8A
1. Content	70.5	75.75
2. Organization	69	72
3. Language	60.5	66.25
4. Mechanics	60.5	66.25

Based on table above, it is known that the average score of the pretest carried out shows the average score of students 8a is below 60, starting from the content of the pretest, organization, language, and mechanics. After carrying out the post-test, it turned out that the students' scores showed a significant increase. Starting from the content test which initially got an average score of 60 to 64.25, the organization test which initially got an average score of 57.25 to 62, the language test from 51.5 to 55, and the mechanics test from 50 to 53. So, it can be concluded that the post-test greatly influenced the increase in grades for students in class 8a MTS Plus Nabawi.

Conclusion

Based on the results of this research, it can be concluded that the influence of simultaneous digital storytelling on narrative writing is 0.00 < 0.05 and the calculated F value is 71.070 > F table 3.01, so we might conclude that digital storytelling is accepted, which means there is a positive influence. simultaneous to narrative writing. This was also indicated by the pre-test and post-test carried out by class 8A MTS Plus Nabawi students. Which was marked by an increase in the average score of students 8A on the test carried out. This test is related to content, organization, and language, where in all these tests there is an increase in scores after the post-test is carried out.

Suggestions

The author intends to provide recommendations pertaining to the research findings. Here are the suggestions: Teachers can incorporate the usage of Digital Storytelling media as an alternate technique to strengthen students' narrative writing skills, since it has been demonstrated to be beneficial. Students may utilize the Digital Storytelling to develop their narrative writing skills while also incorporating it into their educational experience. It could enhance the students' comprehension of the topic, organization, vocabulary, language usage, and mechanics. For scholars: Subsequent scholars should conduct investigations on the novel approach of Digital Storytelling throughout diverse disciplines.

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UMSIDA

DARI SINI PENCERAHAN BERSEMI