



**THE IMPACT OF DIGITAL STORYTELLING ON STUDENTS'
PROFICIENCY IN WRITING DESCRIPTIVE TEXT**

(An Experimental Study at the Tenth Graders of SMA Ihsaniyah Tegal in
Academic Year 2023/2024)

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**

By

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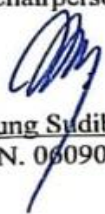
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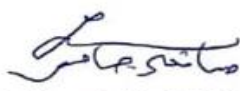
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STATEMENT OF ORIGINALITY

I state that my research project entitled “ The Impact of Digital Storytelling on Students Proficiency in Writing Descriptive Text (An Experimental Study at the Tenth Graders of SMA Ihsaniyah Tegal in Academic Year 2023/2024)” is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which in inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 23 July 2024

The Writer

The image shows a handwritten signature in black ink over a red official stamp. The stamp is rectangular and contains the text 'METERAI TEMPEL' and the alphanumeric code 'A4ALX281312200'. The signature is written in a cursive style.

Lutfiatul Maulidah

MOTTO AND DEDICATION

MOTTO

“Allah does not say life is easy. But Allah promises that with hardship comes ease.” (QS. Al-Insyirah: 5-7)

DEDICATION

I dedicated this research project for:

- ❖ Allah SWT who always gives me blessing, love, opportunity, health, and mercy to complete this research.
- ❖ My beloved father Ghofuri for the endless love, pray, and support.
- ❖ My beloved mother, who is now gone, thank you for all your love and sacrifice. I present this work as proof of your never-ending pray and support.
- ❖ My amazing brother, Misbakhul Munir you have been my constant compain and source of inspiration.
- ❖ My dearest advisors, Drs. H. Rofiudin, M.Pd, and Sanday Jamaludin, M.Pd, who always help and enlighten me from the beginning until the completion of this research project.
- ❖ My dearest friends “Manusia – Manusia Kuat” who always cheer me up Tarisna Dwi Rahmasari and Laellatul Sadiyah.
- ❖ All people who support me in all my condition.

PREFACE

In the name of Allah SWT, The most Gracious and Merciful, Praised and gratitude to Allah SWT who has given the mercies and blessing so the research project which discusses about “The Impact of Digital Storytelling on Students’ Proficiency in Writing Descriptive” can be finished. Then peace and blessings be upon the Prophet Muhammad SAW, who led us out of darkness and into the light.

This research project is presented as a partial fulfillment of requirements for the degree of Sarjana Pendidikan (S1) in English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal.

In order to complete this research project, the researcher received advice, help, and suggestions from several people. Therefore, the researcher would like to express appreciation to the following persons:

1. Dr. Taufiqulloh, M.Hum as the rector of University of Pancasakti Tegal
2. Dr. Yoga Prihatin, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal.
3. Yuvita, M.Pd as the Head of English Department, Teacher Training and Education Faculty of Pancasakti University Tegal
4. Mr. Drs. H. Rofiudin, M.Hum as the first advisor who has patiently given advice, guidance, expertise, and valuable insights throughout this research journey. Your dedication and encouragement have been crucial in shaping this thesis. I am deeply grateful for your mentorship and guidance.

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10. My parents, my deepest gratitude to my parents for their endless love, support, and prayers as complete this thesis.
11. All my friends in English Department who has become a part of my life.
12. All students at SMA Ihsaniyah Tegal, particularly those in classes X-1 and X-2 as research samples.
13. All my friends in English Department who has become a part of my life.
14. All people cannot mention one by one, who have been support and help.

The researcher recognizes that this research is still not perfect. Therefore, feedback and suggestions are required to improve this research project. The researcher expects that this research project will contribute to the development of English language teaching. The researcher apologizes sincerely for all the flaws, shortcomings, and limits in this research project, and I pray that Allah SWT will bless the lectures in the English Education Program at the University of Pancasakti for their generosity.

ABSTRACT

Maulidah, Lutfiatul, 2024. 1620600043: “*The Impact of Digital Storytelling on Students’ Proficiency in Writing Descriptive (An Experimental Study at the Tenth Graders of SMA Ihsaniyah Tegal in Academic Year 2023/2024)*”. Research Project. Strata I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor is Drs. H. Rofiudin, M.Hum and The Second Advisor is Sanday Jamaludin, M.Pd.

Keywords: Digital Storytelling, Writing Proficiency, Descriptive Text, Tenth-Grade Students, Experimental Study.

The purpose of this study is to find out whether digital storytelling can impact students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal. Digital Storytelling is a modified media from conventional storytelling that is suitable for improving students' writing skills and has a positive impact on students' writing skills. Digital storytelling not only improves students' writing proficiency but also triggers their motivation to learn. The research hypothesis is the use digital storytelling media gives positive impact on students' proficiency to write descriptive text. Digital storytelling is applied to the tenth graders of SMA Ihsaniyah Tegal in the Academic Year 2023/2024.

The researcher used quantitative approach with true-experimental that used pre-test and post-test. The sample was randomly split into two groups using the cluster random sampling technique. The population consisted all tenth graders at SMA Ihsaniyah Tegal in academic year 2023/2024. The total sample taken in this study was 48 tenth graders with 24 students in X-1 as the experimental group and 24 students in X-2 as the control group.

The result of post-test is 83.25 as mean of the experimental class and 71.38 in the control class. The researcher used Paired Samples T-Tests to determine the effect of digital storytelling which showed a sig. (2-tailed) of 0.000, which is lower than 0.05 ($0.000 < 0.05$). Since the value of sig. < 0.05 , the null hypothesis (H_0) is rejected and the research hypothesis (H_a) is accepted. Based on the results of this study, it can be concluded that the use of digital storytelling impacts students' proficiency to write descriptive texts at the tenth graders of SMA Ihsaniyah Tegal. The researcher suggested that teachers use digital storytelling to attract students' attention in writing learning. The results of this study are expected to be a reference for those interested in further exploring the impact of digital storytelling on students' descriptive writing proficiency.

ABSTRAK

Maulidah, Lutfiatul, 2024. 1620600043: “Pengaruh Digital Storytelling terhadap Kemampuan Siswa dalam Menulis Deskriptif (Sebuah Studi Eksperimen pada Siswa Kelas Sepuluh SMA Ihsaniyah Tegal Tahun Pelajaran 2023/2024)”. Proyek Penelitian. Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing I Bapak Drs. H. Rofiudin, M.Hum dan Pembimbing II Bapak Sanday Jamaludin, M.Pd.

Kata Kunci: Digital Storytelling, Kemahiran Menulis, Teks Deskriptif, Siswa Kelas Sepuluh, Studi Eksperimen.

Tujuan dari penelitian ini adalah untuk mengetahui apakah digital storytelling dapat berpengaruh pada kemahiran siswa dalam menulis teks deskriptif pada siswa kelas sepuluh SMA Ihsaniyah Tegal. Digital Storytelling merupakan media modifikasi dari storytelling konvensional yang cocok untuk meningkatkan kemampuan menulis siswa dan memberikan dampak positif terhadap kemampuan menulis siswa. Digital Storytelling tidak hanya meningkatkan kemampuan menulis siswa tetapi juga memicu motivasi mereka untuk belajar. Hipotesis penelitian ini adalah penggunaan media digital storytelling memberikan dampak positif terhadap kemampuan siswa dalam menulis teks deskriptif. Digital storytelling diterapkan pada siswa kelas sepuluh SMA Ihsaniyah Tegal pada Tahun Ajaran 2023/2024.

Peneliti menggunakan pendekatan kuantitatif dengan metode true-experimental yang menggunakan pre-test dan post-test. Sampel dibagi secara acak menjadi dua kelompok dengan menggunakan teknik cluster random sampling. Populasi penelitian ini adalah seluruh siswa kelas sepuluh di SMA Ihsaniyah Tegal tahun ajaran 2023/2024. Total sampel yang diambil dalam penelitian ini adalah 48 siswa kelas sepuluh dengan 24 siswa di kelas X-1 sebagai kelompok eksperimen dan 24 siswa di kelas X-2 sebagai kelompok kontrol.

Hasil post-test adalah 83,25 sebagai rata-rata kelas eksperimen dan 71,38 di kelas kontrol. Peneliti menggunakan Paired Samples T-Test untuk mengetahui pengaruh digital storytelling yang menunjukkan nilai sig. (2-tailed) sebesar 0,000, yang lebih rendah dari 0,05 ($0,000 < 0,05$). Karena nilai sig. $< 0,05$, maka hipotesis nol (H_0) ditolak dan hipotesis penelitian (H_a) diterima. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penggunaan digital storytelling berdampak pada kemahiran siswa dalam menulis teks deskriptif pada siswa kelas sepuluh SMA Ihsaniyah Tegal. Peneliti menyarankan agar guru menggunakan digital storytelling untuk menarik perhatian siswa dalam pembelajaran menulis. Hasil penelitian ini diharapkan dapat menjadi referensi bagi mereka yang tertarik untuk mengeksplorasi lebih lanjut tentang dampak digital storytelling terhadap kemahiran menulis teks deskriptif siswa.

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CHAPTER I

INTRODUCTION

This chapter includes the following topics: background of the problems, identification and limitation of the problems, statement of the problems, objectives of the research, and significances of the research.

1.1 Background of the Problem

There are four language criteria: writing, listening, reading, and speaking. These criteria are classified into two, namely productive skills involving the production of messages both orally and in writing and receptive skills of listening and reading skills. In this research, writing is an important skill. Through writing, students enhance their ability to reflect their ideas, feelings, and thoughts in writing. Schools, courses, and other educational institutions teach writing skills to prepare students to be able to express their ideas in writing as well as to prepare students to be ready for the burdens of the future.

The main reason for the importance of writing in the teaching and learning process lies in its ability to facilitate students' understanding of written language. By writing, students can convey information, ideas, thoughts, feelings, and expressions. The second reason is that they can share their own stories and expressions through paragraphs and sentences. Writing in particular can help students concentrate on using language correctly by paying attention to punctuation, vocabulary, spelling, and language usage.

Writing is a difficult challenge for students. In writing students not only string words, sentences, and paragraphs together, but students must know how to express and organize them into correct writing. In other cases, students have difficulty when they have to write down their ideas or experiences. This is due to lack of vocabulary, fear of grammatical errors and not being able to organize sentences or paragraphs correctly. So, when they have to write in English, they start to get confused.

Teachers must have a strategy to encourage students to convey their ideas through writing. Because writing is an activity that can be done by people, especially students, to learn English, not everyone has better writing skills. In addition, teachers are expected to have a fun way of teaching and use interesting media so that the material presented can be well understood by students.

Based on observations during PLP (Praktik Lapangan Persekolahan) at SMA Ihsaniyah Tegal, students have difficulties in writing. The problem is related to the difficulty of finding ideas and how to put these ideas into writing by paying attention to the use of punctuation and choosing and combining words correctly. In addition, students are less interested in writing, students feel bored in writing classes because teachers still use traditional media, namely by using books during the learning process so that it is less interesting for students. In addition, students' interest in learning to write is still lacking, because students have no motivation and rarely have writing assignments for learning and students are still lacking in vocabulary mastery.

As mentioned earlier, writing seems difficult for tenth-grade students. They find it difficult to find ideas and also find it difficult to put their ideas into writing. Therefore, teachers must find a suitable medium to help students in writing. Teachers can encourage students to learn writing by utilizing technology-based learning media that can help students improve their writing ability. This digital storytelling media can help teachers in providing an active role to be creative so that it can increase students' learning motivation. According to Rosalina & Hasan (2022), the first benefit of using digital storytelling is that it can build students' skills and ideas for writing.

In this era of developing rapidly information technology, there are changes in the learning process due to advances in technology and science. Technological advances in Indonesia are currently affecting education due to the Industrial Revolution 4.0. In the context of using digital media and current technological developments, researchers are interested in using digital storytelling as a medium for teaching descriptive text writing.

Digital storytelling is a form of modern learning media, which is used to tell a story by utilizing technology to facilitate effective communication of ideas and concepts to describe something from a story. It is different from storytelling in general, which is presented directly by the storyteller and uses a variety of tools when telling a story in public. Meanwhile, Haetami (2023) defines digital storytelling is a modified media from conventional storytelling that is suitable for improving students' writing skills and has a positive impact on students' writing

skills. Digital storytelling not only improves students' writing skills but also triggers their motivation to learn.

The use of digital storytelling helps students in telling a story, which can guide students in writing descriptive texts. Balaman as cited in Rosalina & Hasan (2022), defines that images, music, and sound create a stronger and interconnected story that forms a very interesting story.

Digital storytelling can also provide a flexible learning environment for students through the active learning process and allows learners to write creatively so that they can design and create real tasks (Castillo-Cuesta et al., 2021). By doing so, students can improve their understanding by developing the relationship between the text, the storyteller, and themselves by improving their understanding. Teachers are also more responsive to students' needs.

The advent of digital technologies has significantly influenced educational approaches, providing new opportunities to improve language learning skills. This study investigates the potential benefits of integrating digital storytelling into the English curriculum for tenth-grade students at SMA Ihsaniyah Tegal. Based on the above statement, the researcher took the title *The Impact of Digital Storytelling on Students' Proficiency in Writing Descriptive at the Tenth grade of SMA Ihsaniyah Tegal (Academic Year 2023/2024)*.

1.2 Identification of the Problem

Based on the research background mentioned above, the following are some of the causes of students' writing difficulties that can be identified:

1. Students have difficulties in developing their ideas in writing.
2. Students are unable to construct correct sentences or paragraphs.
3. Vocabulary mastery of the students is still low.
4. Students are afraid of grammatical mistakes.
5. Students are still mistaking in using punctuation.
6. Students feel bored when writing in class because teachers do not use digital media such as "digital storytelling" in learning writing.

1.3 Limitation of the Problem

Some of the problems mentioned in the statement above can provide guidance for researchers to limit the discussion to students' writing skills. Tenth graders of SMA Ihsaniyah Tegal in the academic year 2023/2024 have been selected as research subjects. The researcher focused on the impact of using digital storytelling to improve students' writing proficiency in descriptive text. The researcher limits the discussion in this study to avoid misunderstandings in understanding the problem.

1.4 Statement of the Problem

Based on the background of the study, the research problem can be stated as follows: How can the digital storytelling process impact students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal?

1.5 Objectives of the Research

The purpose of this study is to find out whether digital storytelling can impact students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal.

1.6 Significances of the Research

1. Theoretical Significance

The findings of this study are expected to provide additional knowledge and can support and enrich previous theories about digital storytelling media. This research is also contributing to the growing body of knowledge on effective language teaching methods, specifically in the context of digital storytelling. The findings can guide educators in making the right decisions about integrating technology into language instruction, ultimately benefiting students' language learning experiences. especially in improving students' writing proficiency through digital storytelling media.

2. Practical Significance

The results of this study are expected to contribute.

a) For teachers

This research is expected to help English teachers in developing students' writing process, and new experiences for students in using digital storytelling to improve writing proficiency also this research can enrich the teacher's knowledge about how to make interesting learning and which is of interest to

students in this day and age, especially by using technology. So that learning is not monotonous.

b) For students

This research will greatly assist students in improving their writing skills. Students will feel that writing is not as difficult as they think. By using digital storytelling in the learning process of writing class, students will feel that writing is no longer boring, but fun. In addition, students have more knowledge and experience.

c) For researchers

Researchers have knowledge and experience about how to improve digital storytelling in improving students' writing proficiency. Researchers can develop various methods and techniques to carry out teaching and learning activities to improve students' writing proficiency.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter presents previous studies, review of related theories, theoretical framework, and hypothesis.

2.1 Previous Studies

Fitriyani et al., (2023) entitled "Teaching Writing Skills through Descriptive Text by Using Digital Storytelling "Story Jumper" explains how students can spend a lot of time and have difficulty finding ideas for writing and also why students feel bored in writing class. Fitriyani et al. (2023) conducted their research at MA Al-Ikhsan Beji using Classroom Action Research (CAR). The results of her study show that digital storytelling "Story Jumper" is effective to be used as a learning media to write a descriptive text. Story Jumper can help students develop their ideas, enrich students vocabulary, and increase students' motivation so learning becomes fun and overcomes students' boredom, seen from the results of students' average scores increased from 48.95 in the pre-test to 71.94 in the post-test and to 80.38 in the second post-test. From the application of digital storytelling using Story Jumper, they found several challenges such as unstable internet connection and device errors.

The next study entitled "Implementing Digital Storytelling-Based Tasks for the Teaching of Narrative Text" (Fitri et al., 2021) explores how using digital storytelling tasks affects EFL (English as a Foreign Language) students' narrative

writing skills and their opinions about these tasks. Through both quantitative and qualitative methods, the study found that many students struggle with writing and view it as challenging and not very useful. The result of this study is that using digital storytelling-based assignments as a medium can have a positive influence on teaching narrative writing including increased student motivation, increased language development or vocabulary, and improved writing skills in students.

Digital storytelling also affects students' positive attitudes. Research conducted by (Eroğlu & Okur, 2020), conducted a study with 7th graders at a private middle school in Kars, Turkey. They used a two-group experiment with pre-tests and post-tests to compare student outcomes. The Wilcoxon sign-rank test showed a significant improvement in students' attitudes towards writing. In the experimental group, the median score increased from 2.64 to 4.63, demonstrating the effectiveness of digital storytelling in enhancing students' writing attitudes.

Azmi Zakaria & Abdul Aziz (2019) in their study "The Impact of Digital Storytelling on ESL Narrative Writing Skill," found that students improved their narrative writing skills after using digital storytelling. However, when comparing the control group and the experimental group among 52 students from boarding schools in Selandar, Melaka, there was no significant difference in their scores. This only shows that digital storytelling is a medium to improve narrative text writing. The difference in previous studies is the population and topic of research and the gap in this study is that there is no significant difference between the scores of the control group and the experimental group.

The previous study used above is a reference for researchers in this research. From some of these studies, the researcher will use digital storytelling to teach writing. This study uses a quantitative approach, in which two classes are designated as control and experimental groups. The experimental group will receive writing instruction using digital storytelling media to assess its impact. In contrast, the control group will be taught using traditional media. This study uses pre-test, treatment, and post-test as instruments to measure the effect of digital storytelling on students' writing ability. Thus, the success of the application of digital storytelling is evaluated based on the improvement seen in the students' post-test results.

Based on previous studies, although there are some similarities in the form of research methods, and research variables, there are several things that distinguish such as moderating variables, location selection, and the theory used. So, the problems that arise in this study are different from previous studies. Fitriyani et al., (2023) focused on the use of Story Jumper to improve students' ability to write descriptive text. Fitri et al., (2021) in their research focused on the task of teaching narrative text. Eroğlu & Okur in their research focused on students' attitudes in writing stories. Azmi Zakaria & Abdul Aziz in their research focused on narrative text. From some previous studies, there are some positive impacts on students' writing skills. However, there are still few studies above that use digital storytelling to improve students' ability to write descriptive text. Therefore, the researcher wanted to conduct this study because the researcher wants to know the effect of digital storytelling on the writing skills of descriptive text at SMA Ihsaniyah Tegal.

2.2 Review of Related Theories

2.2.1 Writing

a. Definition of writing

Writing proficiency is being able to share ideas clearly and effectively in writing. This involves organizing your thoughts well, using the right words and grammar, and making sure your writing fits the audience and purpose. Experts say that good writing uses smooth transitions and language that suits the readers and the goal of the writing, ensuring it is clear and easy to understand (American Academy of Arts and Sciences).

One of the important skills that everyone must have to fulfill academic needs and daily life is writing. The ability to write is very important because many things that humans do every day are related to writing. Brown argues that business transactions, notes, legal documents, political and military agreements, and other related documents are written by a professional who converts language into written words or sentences (Brown & Abeywinckrama, 2019: 227). Writing skills are one of the skills taught in schools and other educational institutions to prepare students for the future. Since writing is an activity performed by students, not everyone has good writing skills.

Writing is considered an indirect ability used to communicate with others without the need to interact directly with them. Dalman (2021) defines writing is a communication activity in which people use written language to convey ideas, messages, and information to others. In line with the above understanding Marwoto

as cited in Dalman (2021) states that writing is conveying ideas or ideas in the form of an essay. So that the writer can pour ideas, ideas, and opinions easily and smoothly, writing in this context requires extensive schemata. This means that students must have knowledge and experience, the wider their experience and knowledge, the easier it is to write.

Writing skills must be possessed by every individual. This is because writing skills are the main thing used to express their ideas in writing. Before students try to write, they have to gather some ideas to put into the text. The ideas that appear in the minds of students must be managed well to keep them under control. Brown (2004: 336) argues that writing is a thinking process and the writing product can only be produced as a result of the process itself. Writing activities require people to consider what they will say and how they will say it. Writing is not just words on paper. Since writing is not a one-off action, people must put in effort and go through many processes to acquire this ability.

A writer must develop and organize ideas before turning them into readable text, according to Yee and Kee in Azmi Zakaria & Abdul Aziz (2019) They must also ensure that all aspects, including grammar, punctuation, and spelling, are correct. The writers have to follow some writing processes before they can complete their work, which will make their writing more meaningful. The writing process can be classified into two categories: process-based writing and product-based writing. The term "product-based approach" refers to the conventional method of teaching writing that imitates model texts to highlight the result.

The process-based approach focuses on the steps involved in writing. This includes planning what to write, actually writing the content, editing it for errors, and revising to improve it. Writers also work on organizing and connecting their ideas throughout the whole piece of writing.

b. The purpose of writing

The purpose of writing is to convey messages or information needed by readers so that writers can expand their knowledge and experience (Dalman 2021: 8), entertain readers through stories, poetry, or other creative works. Fiction and entertainment are often designed to provide a fun experience or invite readers to imagine and also writing can convey personal thoughts, feelings, or experiences.

According to Syafi'ie as cited in Candra, Anita (2023: 3) mentions several purposes of writing, namely changing readers' beliefs, giving them a better understanding, making them think, entertaining or amusing them, informing them, and encouraging them.

c. Benefits of writing

Dalman (2021: 17) writing has many benefits in life, including:

- 1) Writing can increase intelligence
- 2) Writing can develop innovatively and creativity
- 3) Foster courage and encourage the willingness and ability to gather information

- 4) Writing can provide income in the form of material to writers in unlimited quantities
- 5) Provide opportunities for writers to make writing activities a profession
- 6) Writing can give the writer have inner satisfaction (Dalman 2021)

d. The writing processes

In writing, there are stages of writing that must be applied by the writer. In writing, there are certain steps that writers should follow. According to the principles of writing, the process includes four stages: planning, drafting, editing, and creating the final draft. Writers need to carefully think about the topic they want to write about. Graves as cited in Ugun & Aziz (2020), the process is described as follows:

a) Preparing to write

At this stage, students are encouraged to gather ideas related to the subject matter and outline their draft. They should consider the intended purpose of their writing and devise a structure to organize facts, ideas, or arguments effectively.

b) Drafting

In the early stages of the drafting process, writers attempt to get their ideas across and then start writing. The quality of ideas is more important than the number of ideas conveyed.

c) Revising

At this stage is revising ideas. Each piece of writing is changed and reshaped several times by adding, deleting, and changing sections according to the flow and structure of the writing.

d) Editing

Editing can mean correcting spelling, punctuation, and grammar mistakes. Since revision shows what has been written, feedback will help students improve their writing. So, this step is very important to encourage further ideas and check the coherence of the writing. In addition, this step encourages students to find and correct errors in their writing.

e) Publishing and sharing

Publishing the writing to the broader public is the last step in the process. This stage may include activities such as compiling a book or newspaper, collecting writings, or presenting short writing examples.

e. The component of writing

Jacob as cited in Anamaryanti et al. (2015), divides the components of writing into five parts. Jacob identifies some writing components as follows:

1) Content

The content of the writing should be comprehensible. This way, the reader can understand the message contained in the writing and take lessons from it. About the components, some ideas can be used as a measure. The composition should be adequately developed, have one main purpose, and be consistent, and coherent.

2) Organization

Organization is the complete structure of the writing. One of the most effective ways to organize an essay is to convey the main ideas of the writing in the opening paragraph and create separate paragraphs for each major part of thought in the entire work.

3) Vocabulary

Vocabulary is a list of words that are sometimes added to and usually organized in alphabetical order. Vocabulary is an area that presents students with a wide variety of learning problems, including spelling.

4) Mechanics

Proper capitalization, punctuation, and spelling ensure the use of mechanics. These components are very important because they can make the reader understand and recognize immediately. Using good mechanics when writing will make it easy for readers to categorize the ideas or messages conveyed in the writing.

5) Language use.

Language use refers to complex language constructions, agreement, tenses, numbers, order, articles, pronouns, and prepositions.

f. Writing in Senior High School

The Merdeka Curriculum is a major transformation in the Indonesian education system; it brings a more progressive and student-centered approach (Zidan & Qamariah, 2023). According to Ripalga & Fitrawati (2023) in the Merdeka curriculum, English subjects in senior high schools, especially for tenth

graders. There are six text types that tenth-grade high school students must learn, which are descriptive, recount, narrative, procedure, exposition, and report texts. The material that is the focus in this study is descriptive text.

One of the objectives of teaching English in the tenth grade of high school is to enhance students' speaking and writing abilities. To reach this objective, teachers and students need to collaborate in teaching, curriculum development, and learning activities. Writing is seen as a complementary skill, which means it is not taught or learned separately but rather in conjunction with other language skills. Moreover, writing is a creative communication skill because it can serve various purposes through writing activities. Students often struggle with writing in English due to factors such as a lack of mastery in sentence structure. Additionally, difficulties arise from teachers' explanations of writing materials that remain hard for students to understand (Ibnu Muammar Tifa et al., 2022). Thus, it is important to choose teaching methods or media that match the cognitive level of students and the learning context, whether English is their first, second, or foreign language. Therefore, the author incorporates descriptive text in the materials tailored to the syllabus of tenth-grade students at Ihsaniyah Tegal High School for the 2023/2024 academic year.

2.2.2 Descriptive text

a. Definition of the text

Descriptive text is a type of writing that aims to describe an object, place, person, or event in detail so that readers can imagine or feel it as if they were

experiencing it directly. It can describe the physical characteristics of objects, places, or people, as well as describe a person's personality.

Descriptive text is a text that describes something, be it a favorite object, a pet, or a person. According to Urunami as cited in Purnamasari et al. (2021) states that descriptive text, like a written description of an object, contains information about the subject, facts, and behavior. Descriptive text describes an object, such as a person, animal, object, or place, with a clear and detailed explanation so that readers can imagine and feel the object so that they can imagine, feel, and understand what they are reading.

b. Generic structures of descriptive text

Gerot and Wignell as cited in Dwi (2019) Descriptive text includes two fundamental generic structures: identification and description.

1. Identification

In the first stage, students will introduce or identify the object, place, or phenomenon they will describe. This part gives an overview of what will be talked about in the text, helping the reader understand the topic that will be explained in more detail later on.

2. Description

After the identification stage, the writer describes in detail the characteristics, properties, or attributes of the objects, places, or phenomena that have been identified previously. This description aims to give a clear and detailed picture

to the reader, so that they can better imagine or understand what is being described.

c. Language features of descriptive text

1. Uses simple present tense

Language features of descriptive texts include the use of adjectives to explain nouns and the simple present tense when discussing objects. Peronity as cited in Dwi (2019).

2. Adjective

In English descriptive writing, adjectives are used to make the text more exciting, interesting, and beautiful. Adjectives are words that describe or change the meaning of nouns or pronouns, giving extra details so that readers can better understand what the writer means.

3. Action verb

Action verbs are a type of verb that describes the action or activity performed by the subject in a sentence. Action verbs show activities that can be seen, heard or felt by the five senses.

2.2.3 Digital Storytelling

a. Definition of Story

A story is a narrative told orally or in writing about an event, which is a type of prose that talks about events that occur in the real or designed world (Dogan as cited in Eroğlu & Okur, 2020). According to Kate McDowell (2021), stories can be defined in two ways: structurally as information organized in narrative patterns and

functionally as content shared through narrative experiences that are told. stories are defined structurally as information that is patterned narratively. Language must be structured according to the logic of the narrative (character, setting, and plot) and the narrative cycle (beginning, middle, and end). Whereas story is defined as content is what is shared in the narrative experience told by the people listening to it. Visual responses from the audience, such as laughter, applause, boos, hisses, and sighs, indicate the acceptance of public interpretations. (Hold and Money as cited in McDowell, 2021)

b. Storytelling

Storytelling is an activity that tells a story. In storytelling, storytellers usually use words, sound games, and movements in the story, sometimes also using equipment to support the story to be told. According to Dujmovic as cited in Choo et al. (2020) storytelling is the skill of telling a story from memory rather than reading it. It is very different from reading a story because storytelling has many opportunities to involve the audience or listeners, making them participants rather than just listeners. Therefore, storytelling is a two-way communication between the storyteller and the audience. To capture the audience's attention, the storyteller must use his or her storytelling skills well.

McDowell (2021) describes storytelling as a process involving three key elements: the story itself, the storyteller, and the audience. The way the storyteller relates to the story and selects which story to share shapes how the audience engages with them during the storytelling experience. Not just understanding the

relationship of the story storytelling can also bring characters to life so that the audience and the storyteller can feel their thoughts and feelings. The best way to bring characters to life is by using characteristics such as diction, voice projection, intonation, gestures, and expressions.

c. Digital storytelling

Digital storytelling is different from conventional oral storytelling. Although digital and oral storytellers tell their stories orally, they use different ways to tell them (Choo et al., 2020). Digital Storytelling is a short story video that is made very creatively to tell a story, experience, or tell something through images, voice recordings, music, or sound with innovation using digital technology. This digital technology-based method allows students in the 21st century to integrate updated resources with technology to develop relevant knowledge and stories and improve their knowledge and understanding.

According to Lee as cited in Erikson Tarigan & Liana (2018) digital stories allow students to work together in small groups, or individually to create digital projects that combine digital images, videos, and writing. Digital stories are personal narratives (about personal experiences or personal reflections on a subject) delivered orally in the first person and combined with media such as photos, music, and mood.

Digital storytelling is a great way to teach important literacy skills, especially as students are spending more time with various media (Ohler as cited in Erikson Tarigan & Liana, 2018). Students can present the written content and the researcher

purpose of the text through digital storytelling. This is accurate because the stimulation from visual images, audio, and video can help students pour their ideas into the text.

d. Teacher's Role in Digital Storytelling

The teacher is essential in digital storytelling. Even though students need to be very involved, the teacher's role remains vital. Teachers should actively involve students in creating their stories and assist them in improving their storytelling abilities. Ohler as cited Miller (2009), explains the roles teachers play in the technical aspects of digital storytelling. Ohler suggests that teachers should support students in using media to enrich their stories, foster learning communities for sharing ideas and talents, meet educational project goals, and encourage imagination and creativity.

e. Digital Storytelling a New Literacy

Reading or writing texts only does not mean that students are truly literate. At this time, students need to be able to understand, practice, analyze, synthesize, evaluate, and create information. Since information is growing and becoming more complex every day, students need to have multimedia literacy skills for different types of texts, including traditional, visual, and hypertext texts (Thesen & KaraSoteriou as cited Yamaç & Ulusoy, 2016). Using traditional storytelling can help students become better at reading, writing, listening, and speaking. This method enhances their overall language skills and literacy.

Digital storytelling bridges traditional literacy with digital literacy by integrating both conventional and contemporary skills. It allows students to utilize various digital tools, including software like Movie and Photostory, as well as hardware such as microphones, digital cameras, and scanners. This approach not only enhances their understanding and problem-solving abilities but also fosters critical thinking and creative use of technology (Ohler cited in Yamaç & Ulusoy, 2016)

f. The advantages of digital storytelling

Media has the potential to enhance activities, so it is only necessary to know how to use it properly. With technological advances such as digital cameras, better software programs, and writing aids, the use of technology in the classroom has increased. These advancements can help students to come up with their ideas.

According to Yuksel et al. (2011), there are many benefits of digital storytelling. Digital storytelling can help motivate students, by using digital storytelling in the writing ability of descriptive text writing lessons.

- 1) Digital stories improve students' language skills. From listening and speaking skills, narration (written and spoken), and foreign language pronunciation.
- 2) Digital storytelling helps students reflect on experiences and learn from them.
- 3) With digital storytelling students can improve presentation skills, technical skills, subject knowledge, and writing proficiency.
- 4) Overall academic performance is improved with digital stories.

g. Disadvantages of Digital Storytelling

As stated by Woodhouse as cited in Duveskog et al. (2012),:

1. Digital storytelling takes longer than traditional storytelling.
2. Students need a safe environment and may not feel comfortable sharing their stories.
3. Not all learners will benefit from storytelling, as it requires visualization skills.
4. Student response depends on previous storytelling experience.

In addition, the need for adequate facilities is also a drawback of digital storytelling. Schools must provide students with computers and a good internet connection to create and view digital stories. Schools that want to implement this method but do not have such facilities may face this risk.

h. Importance of digital storytelling in foreign language learning

Digital storytelling helps students understand a subject and work together with their classmates. It combines technology with learning, making the material more engaging and allowing students to share what they've learned. This method encourages creativity and helps students connect emotionally with the content, while also giving them a chance to discuss and exchange ideas in a creative way.

According to Alexander, cited by Abdel-Hack & Helwa (2014) Digital Storytelling allows students to take control of their creative projects, making the storytelling process more accessible to them. This method supports teamwork by blending storytelling with digital elements like pictures, sounds, and videos to

create emotionally engaging short films. These films can be interactive and include high-quality audio and visual effects, serving educational, persuasive, historical, or reflective goals. Abdel-Hack & Helwa (2014) emphasize that teachers at all levels can use Digital Storytelling to improve student learning by helping them organize and share their ideas effectively.

Digital stories use a combination of digital images, text, spoken words, videos, and music to share information on a specific topic. This includes all types of digital stories, from those that use only images to those that mix images, audio, and text. Teachers who use digital storytelling (DS) in their lessons notice that students are more engaged and motivated. They also see that students become better at giving presentations, organizing their work, and improving their writing skills. DS boosts creativity and helps improve English language skills. (Abdel-Hack & Helwa, 2014)

i. Using digital storytelling in Education

Use of Digital Stories in Education: Digital stories created by teachers can be used to enrich an existing lesson within a broader unit or as a way to make a lesson easy to understand.

To get started with digital storytelling, these seven things can be used as a starting point: (Eroğlu & Okur, 2020)

- 1) Point of view: How the writer sees the topic.
- 2) Dramatic Question: This is the question that must be answered at the end of the story.

- 3) Emotional Content: significant topics that come alive in a personal and powerful way.
- 4) The Gift of Your Voice: Adapting the story to resonate with the audience's context, enhancing their understanding.
- 5) The Power of the Soundtrack: Music or other audio elements that strengthen and enrich the storyline.
- 6) Economy: Use enough content to tell the story clearly without overwhelming the audience.
- 7) Pacing: This relates to economy but mainly to how slowly or quickly a story develops.

j. Types of digital storytelling

Hronová, cited in Abdel-Hack & Helwa (2014), identified various forms of digital storytelling (DS):

1. Photo Stories: These consist of still images accompanied by text. Students only need basic skills in photography and PowerPoint to combine photos with text.
2. Video Words: This type blends words or phrases with images to create short films or presentations. Teachers can provide photos for students to pair with the appropriate words.
3. Presentations: The most prevalent form, involving PowerPoint presentations that integrate text and images to present a topic. Students must condense key ideas, organize them logically, and deliver the presentation confidently without relying on notes, maintaining audience engagement.

4. **Staging:** Unlike typical presentations, this form focuses on students expressing emotions, actions, and events rather than factual information. They creatively present subjects familiar to them.
5. **Video Clips:** These combine images, text, recorded dialogue or narration, and music into a unified story. This comprehensive format includes elements of all other types of digital storytelling and reflects the creators' personal perspectives on familiar topics.

The three main categories of digital stories that can be used in education are as follows: personal narratives, instructional stories, and historical documentaries (Robin as cited in Sen, 2024). Personal narratives are the most popular and usually focus on significant and emotional events. Instructional stories are used to teach lessons in different subjects, while historical documentaries tell the stories of past events, letting students explore and create their own historical narratives.

k. The digital storytelling processes

Jakes and Brennan as cited in Sen (2024) explain that creating a good digital story involves several steps. These steps are writing the story, making a script, planning it out with a storyboard, collecting multimedia elements like images and videos, putting the digital story together, and finally sharing it.

1. **Writing:** The first step in making a digital story is to write. Begin by crafting a personal story with a clear theme that will capture your audience's interest. Students should write several drafts to enhance their writing skills.

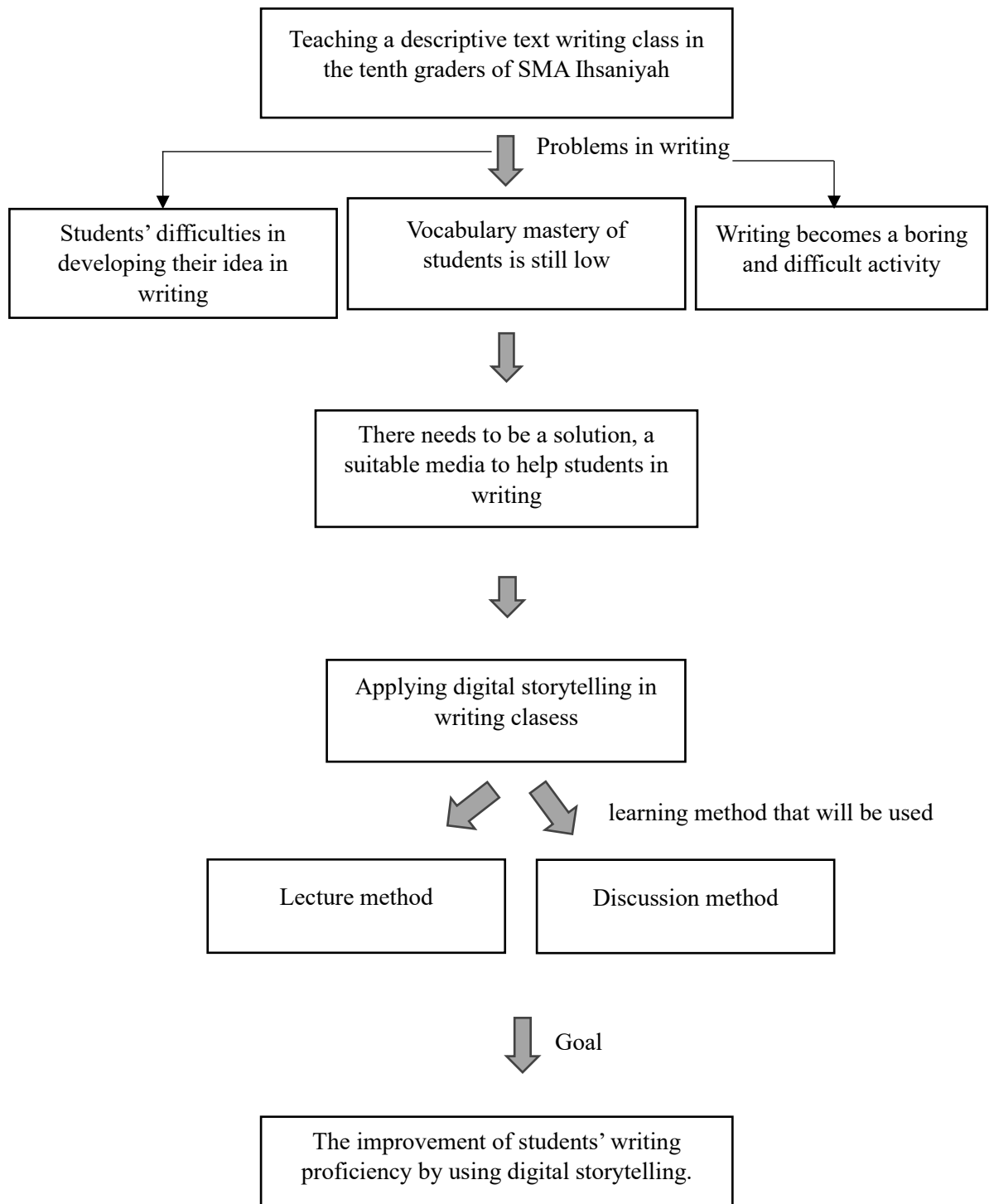
2. **Script:** The script is the foundation of the digital tale and functions as a summary of the k main points of the story in digital storytelling. The use of multimedia components enhances the script's significance and gives the narrative a new perspective.
3. **Storyboard:** students can better organize scripts and visuals with the help of storyboards, which are also useful tools for managing projects and locating multimedia components.
4. **Finding Multimedia:** Students can use online search engines to find images, graphics, music, and other materials, for digital story projects. Individuals who write personal narratives or possess personal photo collections can scan images for use in their digital stories.
5. **Creating digital stories:** Students can use various software to create digital stories. The use of this software will be taught to the students. Digital storytelling websites and writing materials can also be useful for them. At this stage, students also create voiceovers for their stories. After that, the movie is produced with excellent quality. The complete movie is shared and assessed by the teacher.
6. **Sharing:** Relationships within the classroom can be improved through digital story sharing. Students can upload their stories to different online platforms, allowing them to share with people worldwide. By watching each other's stories, they can learn more about one another and build connections.

2.3 Theoretical Framework

This research focuses on improving proficiency in writing descriptive text by using Digital Storytelling. According to Robin (2008), digital storytelling can greatly improve teachers' use of content and technology in the classroom. It serves as a valuable tool for gathering, creating, analyzing, and combining visual images with written text. Problems that students often face in writing in addition to students feeling bored with writing, grammatical errors, and unable to compose correct sentences or paragraphs. Students are also often confused about how to convey ideas well and use the right vocabulary so that readers can understand what they write.

The digital storytelling approach as a strategy to improve students' writing skills because it is expected that this storytelling method will attract students' attention and make learning fun. According to Erikson Tarigan (2018), digital storytelling has proven to be effective in teaching writing skills, especially in writing descriptive text. Therefore, to assess students' descriptive text writing ability, the researcher wants to apply a digital storytelling-based learning model. In addition, this will help researcher in answering the following research questions: How can the digital storytelling process impact students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal?

Figure 2. 1 Theoretical framework of this research is described as follows:



2.4 Hypothesis

According to Arikunto (2020: 111), the hypothesis is a temporary answer to problems in research, which is the basis for testing through data collected to support research findings. In research, there are two types of hypotheses. The alternative hypothesis (H_a or H_1) suggests that there is a difference or effect between the dependent variable and the independent variable. Conversely, the null hypothesis (H_0) states that there is no difference or influence between the dependent variable and the independent variable.

The research hypothesis is as follows, based on the framework and the review of related literature.

- 1) Alternative hypothesis (H_a): there is a positive impact of digital storytelling on students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal.
- 2) Null hypothesis (H_0): there is no positive impact of digital storytelling on students' proficiency to write descriptive text at the tenth graders of SMA Ihsaniyah Tegal.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains how the research was conducted. It includes the research approach, type, and design, as well as the population, sample, and sampling method used. It also covers the research variables, how data was collected, the tools used for data collection, and the methods for analyzing the data.

3.1 Approach, Type, and Design of the Research

1. Research Approach

In this study, the researcher used quantitative research to measure the effect of digital storytelling on students' proficiency in writing descriptive text. Quantitative research tested objective theories by examining how variables related to each other. The researcher examined a certain population or sample to test a hypothesis. The data collection process was conducted using thorough research instruments, followed by accurate data analysis.

2. Research Type

This research used experimental research. This experimental research investigated how one treatment impacted another under controlled conditions. The existence of a control group and experimental group characterized experimental research. The researcher did not give treatment to the control group, while they gave treatment to the experimental group to find out if there was a difference or influence from giving the treatment.

3. Research Design

This study used true experimentally, to evaluate the effect of a given treatment by comparing the results with a control group that did not receive treatment. The experimental group and control group were randomly selected from a given population, allowing the researcher can control all influencing variables.

Before receiving treatment, the experiment and control group were provided with the same pre-treatment evaluation. The researcher used digital storytelling media to teach the experimental group. Meanwhile, the control group was instructed to use conventional teaching methods.

Table 3. 1 Design of the research

Group	Pre-test	Treatment	Post-test
Experimental Group	O1	X	O2
Control Group	O3		O4

Adapted by Sugiyono (2022)

Description:

O1: Pre-test of Experimental Group

O2: Post-test of Experimental Group

O3: Control Group Pre-test

O4: Control Group Post-test

X: Treatment using Digital Storytelling

3.2 Population, Sample, and Technique of Sampling

1. Population

The population consisted of tenth-grade students at SMA Ihsaniyah Tegal in the Academic year 2023/2024. There are a total of 117 students enrolled in four classes. The data for class X students registered at SMA Ihsaniyah Tegal in the 2024/2025 academic year were as follows:

Table 3. 2 Population

Class	Number of tenth-grade students
X 1	24
X 2	24
X 3	33
X 4	36
Total	117

2. Sample

In this study, the researcher considered the sample as part of the population that had the same characteristics. The researcher took the sample from the population, meaning that everyone had the same opportunity to become a sample in this study. For the sample, the researcher took class X1 as the experimental group and class X2 as the control group.

3. Technique of Sampling

The technique of sampling is a way to take samples from a certain population. In this study, the researcher used probability sampling techniques, meaning that all populations had the opportunity to be sampled. The researcher used a variety of different methods to select samples. One type of probability sampling technique that the researcher used was cluster random sampling. The researcher randomly selected two classes of tenth-grade students and then divided them into two groups.

The following are the sampling steps using cluster random sampling through draws:

1. Prepare pieces of paper to be drawn in each of the four classes
2. The pieces of paper are rolled up and put into a box
3. The box is shaken until the paper comes out of the box. The experimental class will be determined based on the paper that comes out of the box
4. And finally, the box is shaken again until a roll of paper comes out that reads control class.

3.3 Research Variables

In this research, there are two types of variables: independent variables and dependent variables. Independent variables that influenced or caused the dependent variable to arise and did not depend on other variables. While dependent variables are variables that were influenced or become the result, due to the existence of independent variables.

In this study, the independent variable was the use of digital storytelling, and the dependent variable in this study was the students' ability to write a descriptive text.

3.4 Data Collecting Technique

The researcher used data collection techniques to obtain information needed for analyzing the results of the research. These techniques helped the researcher gather data and information about the impact of digital storytelling on students' proficiency in writing descriptive text. In this study, the researcher used pre-tests and post-tests to collect data.

1. Pre-test

The first step of this research was to provide a pre-test to the students using a writing test format for experimental and control group. The purpose is to assess students' basic ability in writing descriptive texts and check their understanding of the material to be taught. This evaluation was conducted before the lesson started. Students were given a written test where they were asked to describe something, which could be an object, a place, or a hero/person from a digital story that the researcher would show. After that, students were asked to create a description text consisting of two paragraphs with at least 150 words, describing something, person, place, or object from the digital story that had been aired. Students had to complete the writing test within 60 minutes.

2. Post-test

The last stage is the post-test, the researcher gave a post-test to them after being given treatment and all the material had been delivered. The researcher gave a digital story about “Bung Tomo's and Rebellion in Surabaya”. This post-test was given to the control group and the experimental group. Students were asked to create a description text consisting of two paragraphs with a minimum of 150 words, describing something, person, place, or object from the digital story that had been aired. Students had to complete the writing test within 60 minutes. This final test will show the difference in students' writing ability to write descriptive text and is used to determine whether the treatment given to the two groups can have an impact on providing significantly different results or not.

3.5 Research Instrument

The researcher used research instruments to measure the value of the variables studied, so the number of instruments used for research depended on the variables under study. Validity and reliability were parts that researcher had to consider in assessing a research instrument. If the researcher used the right instrument, the data would be valid. Researcher planned in advance and identified which instruments were valid and reliable because this helped them find valid data and achieve optimal reliability.

In this study, the researcher employed a written test. This test aimed to determine the difference in writing skills between students taught using digital storytelling and those taught without digital storytelling. The assessment sample comprised 48 students, with 24 students in the experimental group and 24 students in the control group. Both groups received instruction on the same material about

descriptive text, but with different media. Subsequently, the test was administered to both groups after they received the treatment. The researcher assessed student results using a scoring rubric.

Table 3. 3 Scoring rubrics of writing

Scoring element	Scale	Quality	Description
Content - Topic - Details	30-27	Excellent to very good	Knowledgeable substantive, and relevant to the topic developed, adequate ideas.
	26-22	Good to average	Limited understanding of the subject, covers an adequate range of topics, but with limited ideas. The content is mostly relevant to the topic but lacking in detail.
	21-17	Fair to poor	Subject knowledge, minimal content, and a

			lack of development of the topic.
	16-13	Very poor	No knowledge of the subject, irrelevant, poor to evaluate, and insufficient ideas.
<p>Organization</p> <ul style="list-style-type: none"> - Identification - Description 	20-18	Excellent to very good	Identification and full description are appropriately organized, very supported concepts, and consistent.
	17-15	Good to average	Limited support, identification is nearly complete and the description is structured with almost precise linking
	14-12	Fair to poor	Incomplete descriptions and identities, with little misuse of connectives.

	11-6	Very poor	Identification is incomplete, no connection, no organization, and inadequate evaluation.
Vocabulary	20-18	Excellent to very good	Effective use of vocabulary/idioms
	17-15	Good to average	There are occasional errors in the choice or use of vocabulary/idioms, but they do not obscure the intended meaning.
	14-12	Fair to poor	Frequent vocabulary/idiom form errors, meaning unclear or obscured.
	11-6	Very poor	Simply, translation, limited knowledge of vocabulary/idiom, as

			well, the ability to evaluate.
Language Use	25-22	Excellent to very good	The use of tenses is correct, there are no mechanical errors (punctuation, spelling, prepositions, numbers, articles, constructions, and agreement), the sentence structure is correct and it uses language features that are appropriate to the descriptive text.
	21-18	Good to average	There are some grammatical errors, but they do not affect the meaning and content of the text.
	17-11	Fair to poor	There are often grammatical errors, but the meaning and

			content of the text can still be understood.
	10-6	Very poor	Grammatical errors are often found, making the meaning and content of the text difficult to understand.
Mechanics	5	Excellent to very good	There are mistakes in spelling, punctuation, capitalization, and structuring of paragraphs, yet they do not alter the intended meaning.
	4	Good to average	Some errors in punctuation, spelling, capitalization, and paragraph organization
	3	Fair to poor	Frequent errors in punctuation, spelling,

			paraphrasing, unclear writing.
	2	Very poor	Lack of mastery of language conventions, spelling errors, punctuation, capitalization, and paragraph organization.

Adapted from Jacob in Brown & Abeywinckrama (2019)

The researcher concludes that the maximum score is 100 based on the scoring rubric explained above, which is illustrated in the following table:

Table 3. 4 Rating Scale

No	Components	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Grammar	25
5.	Mechanics	5

Total	100
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Rating scale by Jacobs, in Brown & Abeywinckrama (2019)

In evaluating a research instrument, two elements must be examined, namely validity and reliability. The following is an explanation of validity and reliability:

1) Validity

Research results are considered valid if the research instrument measures what is desired. In other words, a valid instrument reveals data from the variables studied precisely.

The researcher uses a written test to measure the validity of the instrument in this study. The researcher employs content validity and construct validity to determine whether the instrument is valid. Content validity relates to the topics in the tenth-grade syllabus. The research instrument is assessed by experts or validators, specifically by an English teacher of SMA Ihsaniyah Tegal, and an expert lecturer in writing.

Meanwhile, the researcher evaluates construct validity based on the test design used. The researcher considers five criteria: content, organization, vocabulary, language use, and mechanics. All these aspects are properly measured to assess students' writing ability. To assess construct validity, the researcher consults with an English teacher from grade ten at Ihsaniyah Tegal High School and

an expert lecturer in this field. The aim is to ensure that the research instrument truly reflects the material, instructions, and type of instrument used.

2) Reliability

Reliability is trustworthiness, which means that a good instrument can reveal reliable data. No matter how many times the data is taken, it will still be the same if it is correct. Every good test is reliable. A reliability test is one that is consistent and reliable.

After the test is valid, it must be measured again with reliability. Student writing is assessed periodically. In other words, the researcher must use various methods to assess the same performance. Therefore, a scoring standard will be used to evaluate the writing of the students involved in this study. In assessing students' writing ability, the researcher uses a scoring rubric adapted from Brown & Abeywinckrama (2019), which measures several elements to evaluate students' writing skills.

Cronbach's Alpha formula:

$$r_{11} = \frac{k}{k - 1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

r_{11} : Reliability value

$\sum S_i$: The sum of the variances of the scores of each item

S_t : Total variance

k : Number of items

3.6 Technique of Analyzing Data

The researcher used SPSS version 26 to analyze the research data. The researcher performed several data analysis techniques such as descriptive statistics, normality tests, homogeneity tests, and hypothesis tests.

1. Descriptive statistic

Descriptive statistics were used to analyze data without making conclusions that could be generally accepted. There were many ways to analyze research data through descriptive analysis. In this study, the researcher analyzed the data before and after the experiment using descriptive statistics. This analysis included calculating the mean, median, mode, percentages, and average spread.

2. Normality test

Two groups gave a normality test: experimental and control. In the SPSS program, the Shapiro-Wilk formula is used to determine whether the data of the two sample groups being analyzed are regularly distributed. Normal distributed data is generated if the significant value is more than 0,05. When analyzing data using SPSS 26, the researcher will utilize the normality test for data collection.

3. Homogeneity test

The homogeneity test is a statistical method used to assess whether the variations between two sample groups are similar. The evaluation criterion is if the significance value is less than 0.05, then the variants of two or more groups of population data are considered unequal. Conversely, if the significance value is

more than 0.05, then the variants of two or more groups of population data are considered equal.

4. Hypothesis test

Hypothesis testing was conducted to evaluate the researcher's hypothesis to determine whether the method affected the research variables. The researcher used the paired sample t-test to investigate whether Digital Storytelling could improve students' writing ability. This test helped in deciding whether to accept or reject the research hypothesis.

$$t_{hit} = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

t_{hit} : calculated t value

D : mean difference between measurements 1 and 2

SD : standard deviation of the difference between measurements 1 and 2

\sqrt{n} : number of samples