

**THE INFLUENCE OF USING DIGITAL STORYTELLING
ON STUDENTS' SPEAKING ACHIEVEMENT FOR 10TH
GRADE OF SMKN 1 SOOKO MOJOKERTO**

UNDERGRADUATE THESIS



**Ariadne Sodia Wiranda Herwanto
Reg. No. 165300126**

**UNIVERSITY OF PGRI ADI BUANA SURABAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
2020**

**THE INFLUENCE OF USING DIGITAL STORYTELLING
ON STUDENTS' SPEAKING ACHIEVEMENT FOR 10TH
GRADE OF SMKN 1 SOOKO MOJOKERTO**

UNDERGRADUATE THESIS

**Submitted in partial fulfillment of the requirements for
Completing the Bachelor Degree in the Department of English
Language Education**

**Ariadne Sodia Wiranda Herwanto
Reg. No. 165300126**

**UNIVERSITY OF PGRI ADI BUANA SURABAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
2020**

DEDICATION

This thesis is dedicated to all of the families and the relatives with all of humility and sincerity:

1. Allah SWT who has been giving me a power, healthy and brain to finish this thesis. Because without Allah we are nothing.
2. Thanks to my parents and my younger brothers who always support me to finish my thesis.
3. Thanks to my Advisor Dr. Endang Mastuti Rahayu, M.Pd., as the first advisor who always give me supports and guidance until the end of this thesis is completed
4. Thanks to my Advisor Mrs. Hertiki, S.Pd., M.Pd., as the second advisor who had guided and assisted the researcher to correct the grammar in writing this thesis. Thankyou so much.
5. My bestfriends who always support and gives the researcher motivation, especially for Novita Andriana, Kristiana Rap Uliroha and Riska Febriani.

MOTTO

“Success is not a final, only an achievement.”

ACKNOWLEDGEMENT

In the name of Allah, the most Gracious, the most Merciful, praise be to Allah SWT lord of the world, so that the researcher can finish this thesis as a partial fulfillment of the requirement for the graduate degree.

Arranging this thesis, the researcher truly realized that it will never finish without any help from other sides. Therefore, the researcher would like to deliver gratitude for everyone who gives support and motivation to accomplish this research, especially:

1. Dr. Suhari, S.H., M.Si as Dean of Faculty of Teacher Training and Education.
2. Dra. Siyaswati, M.Pd as the Head of English Language Education Department.
3. Dr. Endang Mastuti Rahayu, M.Pd as the 1st advisor.
4. Hertiki, S.Pd., M.Pd as the 2nd advisor
5. Mokhammad Marjoko, S.Pd., M.M as the Head of SMKN 1 Sooko Mojokerto.
6. Nofita Yanti, M.Pd as the English Teacher of SMKN 1 Sooko Mojokerto.
7. All of the students SMKN 1 Sooko Mojokerto especially 10th OTKP 1 and 10th OTKP 3 for cooperation to be sample class in this research.
8. My beloved parents without them I am nothing, and two younger brother who gives me support.
9. All of autor's friends in C Class English Department 2016
10. My bestfriends who always support and gives the researcher motivation, especially for Novita Andriana, Kristiana Rap Uliroha and Riska Febriani.

The researcher realizes that this thesis is far from being perfect. Therefore, the criticism and suggestions are always expected for the researcher. May this thesis give advantages.

Surabaya, 06 January 2020

Ariadne Sodia Wiranda Herwanto

TABLE OF CONTENTS

Title	i
Certification.....	ii
Approval	iii
Author's Declaration	iv
Abstract	v
Dedication/Motto	vii
Acknowledgements	viii
Table of Contents	ix
List of Tables	xi
List of Figures	xii
List of Appendices.....	xiii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Limitation of the Study	3
C. Statements of the Problem	3
D. Purpose of the Study	3
E. Significance of the Study	3
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Basis	4
B. Review of Previous Related Studies	9
C. Conceptual Framework	10
D. Hypothesis	11
CHAPTER III RESEARCH METHOD	
A. Research Design	12
B. Population and Sample.....	13
C. Research Variables	13
1. Variables Identification.....	13
2. Operational Definition of Variables.....	14
D. Research Instrument	15
E. Data Collection Technique.....	15
F. Data Analysis	19

CHAPTER IV RESEARCH RESULT AND DISCUSSION	
A. Result of the Study	20
B. Interpretation	37
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	38
B. Suggestion	38
REFERENCES	40
APPENDIX	44

LIST OF TABLES

Table	Page
3.1 Assessment Rubric	17
4.1 The Score of Pre-Test Experimental Class (X1)	20
4.2 The Score of Post-Test Experimental Class (X2)	23
4.3 The Score of Pre-Test Control Class (Y1)	25
4.4 The Score of Post-Test Control Class (Y2)	27
4.5 The Data Calculation of Experimental Class	30
4.6 The Data Calculation of Control Class	32

LIST OF FIGURES

Figures	Page
3.1 Research Design	12
3.2 T-Test Formula	19

LIST OF APPENDICES

Appendices

- Appendix 1 Records of Thesis Supervision Sessions
- Appendix 2 Research's Permission Letter
- Appendix 3 Pictures of Research
- Appendix 4 Lesson Plan of Experimental Class

THE INFLUENCE OF USING DIGITAL STORYTELLING MEDIA ON STUDENTS' SPEAKING ACHIEVEMENT FOR 10TH GRADE OF SMKN 1 SOOKO MOJOKERTO

By :

Ariadne Sodia Wiranda Herwanto

(English Language Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya)
Sodiaariadne07@gmail.com

**Endang Mastuti Rahayu
Hertiki**

(Lecturers of English Language Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya)
Endangmrabayu63@gmail.com
Hertikiunipasby@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan cerita digital dalam prestasi berbicara siswa. Masalah berbicara bahasa Inggris pada siswa yang disebabkan oleh kelancaran, malu ketika mereka mencoba berbicara bahasa Inggris, dan kekurangan kosa kata. Para siswa juga kurang menarik dan merasa bosan di kelas karena guru tidak menggunakan media. Oleh karena itu, peneliti menggunakan media cerita digital untuk membantu siswa di kelas berbicara.

Penelitian ini menggunakan pendekatan kuantitatif dengan dua grup yaitu kelompok design pre-test dan post-test. Populasi dari kelas 10 di SMKN 1 Sooko Mojokerto yang terdiri dari 367 siswa dalam 11 kelas. Peneliti menggunakan cluster random sampling sebagai teknik percobaan. Sampel dari penelitian ini terdiri dari 68 siswa. Peneliti mengambil kelas X Otkp-3 sebagai kelas eksperimen dan X Otkp-1 sebagai kelas control. Teknik pengumpulan data adalah ujian lisan. Teknik menganalisis dan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa t-hitung 2.189 dan derajat kebebasan 66. Nilai dari t-tabel 1.996 dengan taraf signifikan 0.05. Menyimpulkan bahwa hasil dari nilai t-hitung lebih tinggi daripada t-tabel. Jadi H_a (Hipotesis alternatif) diterima dan H_0 (Hipotesis Nol) ditolak. Berdasarkan data analisis bisa disimpulkan bahwa pengajaran berbicara menggunakan media cerita digital bisa member positif terhadap prestasi berbicara.

Kata Kunci: cerita digital, prestasi berbicara siswa

INTRODUCTION

Speaking ability is the ability of students to express their ideas orally which is represented by a speaking score. Speaking is only an oral trail of the abilities that it got from structure and vocabulary. Speaking skill is more complex and difficult than people assume, and speaking learning is like learning other cases in language learning, naturalizing many case to language teacher (Risnadedi, 2001: 56-57).

After the researchers did pre-test and post-test, the researchers was knowing had many reasons for the problem from the student about

speaking English. Some students of SMKN 1 Sooko Mojokerto found difficulties to speak English, they had many reasons for the problem. Fluency was the most problem, the students were not often fluent in English, it was because they were lack of habit for speaking English. Second, the students were shy when they tried to speak English because they were afraid of if they made mistakes or wrong pronunciation. Third, the students did not often have any idea what they should speak when the teachers asked them to speak English. Fourth, was the lack of vocabulary, Megawati & Mandarani (2016) (in Meylina) in their research found problem that are

often faced by students when speaking English at a minimum of English is to practice speaking. In the fact, the key of fluent in speaking English is to practice it. So if they do not practice their speaking skill be worst and stuck. Then, if they keep doing that, so they do not make any progress of it.

The cause for all those problem can be from the students or teachers or can be from both of them. The cause from the students was they were too afraid or shy to speak English and they did not know what thing that they should talk about. While the cause of the teacher did not use media when they got the teaching learning process, so the students were less interesting to follow the class.

Digital storytelling is a good media to be used in speaking class. Digital storytelling nowadays is different with usual storytelling at the school, it is more interesting because can provide the use of technology. Moreover, the era of learners that is living in the world nowadays can be categorized as the digital learners (Presnsky, 2008). Consequent, the use of the digital media like digital storytelling can develop students' motivation in speaking class. Moreover, students' imagination and creativity will be raising using digital storytelling media.

In this case, there were some similarities from previous research conducted by (Arifah, 2018), The Use of Digital Storytelling to Improve the Seventh Graders' Speaking Skill of SMPN 1 Seyegan Sleman. This research, result showed that there was a significant improvement from the pre-test and post-test. The mean score of the pre-test was 5.6 while the result of post-test of cycle 1 was 7.8 and the result of post-test of cycle 2 was 8.0. the result of interview and questionnaire showed that digital storytelling could improve the students' motivation and interest in speaking and eventually develop their speaking skill in English. It could be concluded that digital storytelling media can be effective media to teach speaking. That was why the researchers want to conduct a research with the title "The Influence of Using Digital Storytelling Media on Students' Speaking Achievement for 10th Grade of SMKN 1 Sooko Mojokerto".

RESEARCH METHOD

In this case, the researchers used true experiment design. The researchers used pre-test and post-test control group design. The researchers wanted to use this design because this sample used a pretest that would made it easier for researcher to collect the data and provided treatment to students who would be organized the

materials and plan for the digital storytelling project/assignment to the students speaking achievement.

(Sugiyono, 2015) said that population is generalization which consist of object or subject that has certain qualities and characteristics are determined by the writer for the study and drawn the conclusion. It means that population is not only people, but other object and natural objects. The population of this study was 10th grade students of SMKN 1 Sooko Mojokerto which consist of 367 students in 11 classes.

The researchers used cluster random as a technique of sampling. The population was big and more than 100. So, the researchers did not need to observe all of the population because it would spend much time and energy. The researchers took the students from population for sample as randomly without see the value or degree of the students. The researchers chose the sampling because saw the total of the students, not saw the abilities students. So, the researchers took the sample used coin who got the number part as control class and who got the mythical bird as experiment class. The researchers select of the sample by 2 lottery to determine of experimental and control class. Finally obtained X Otkp-3 as the experimental class and X Otkp-1 as the control class.

The researchers used a test as an instrument. The researchers applied oral test to testing students' speaking achievement. The test aimed at measuring the student's speaking achievement, where the students were asked to do the subjective test. This test to find out how the results of the classes who got the treatment using digital storytelling media in their learning compared with the classes that not using digital storytelling media in teaching speaking. So, the researchers uses some the steps of teaching learning process using digital storytelling media in this research:

Procedure :

The researchers opened the class, and gave brainstorming about the materials. The researchers asked the students to make a group discussion to make the project of digital storytelling media. The researchers gave materials about making up short dialog/ conversation about intention or plan to do something in the future to the students. The researchers gave instruction about the media and present the examples of digital storytelling video to the students. The researchers asked every group to concept map, generate story boar and then create a script for written text narration. They organized the materials and plan for the digital storytelling project/assignment. Every group represent of their

project. The every group got feedback and value from the researcher.

After teaching in the classes of experimental and control class with different media, the researchers give post-test to the students. The test was almost same questions as pre test questions, because the researchers want to know the influence of using digital storytelling media on students speaking achievement. The material for test was about intention or plan to do something in the future.

In the data analysis the researchers used hypothesis comparative two sample because this study was used two groups.

The researchers used t-test for this research to analyze the influence of using digital storytelling media on students speaking achievement.

RESULT OF THE STUDY

From the result of calculating the data of experimental group class and control group class by using t-test formula above, the researchers concluded that :

By using the significance level of 5% and degree of freedom 5% (df), with formula $df = N_x + N_y - 2 = 34 + 34 - 2 = 66$, was derived t-table = 1,996, it means H_0 (Null Hypothesis) to be rejected because the result of t-count was 2,189. So, the result of t-count was higher than t-table ($2,189 > 1,996$). The information about t-table of t-calculation it can be seen at the appendix in this research. From the data, it shows that this research has an influence because t calculate $>$ t table. So, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It is means there is significant influence of using digital storytelling media on students speaking achievement for 10th grade of SMKN 1 Sooko Mojokerto in the 2019-2020 academic school year.

CONCLUSION AND SUGGESTION

By using digital storytelling was more influence because they more active, creative, enjoy, and did not feel bored. Used digital storytelling media the students had a highest score of post-test was 90 and the lowest was score of post-test was 65. The score was acceptable because the students showed their enthusiastic participation during the teaching and learning in the class. The enthusiastic of students could be indicated from the process which the student enjoyed the class. So, digital storytelling had positive influence toward students' speaking skill in using making up short dialog/conversation

about intention or plan to do something in the future for 10th grade of SMKN 1 Sooko Mojokerto.

However, the suggestion from the study are:

1. For students:
By using media, the students are more active and interested in learning English. With using digital storytelling, the students can practice how to speaking with their friends, share ideas, practice how to make decision and work on groups. It is can make the students having fun to learning English.
2. For teacher:
Teacher should build good atmosphere to encourage students to have fun in the process of teaching learning, so it would be easy for the students to follow the lesson and also when the teacher uses media on speaking class, the students are more interested to follow speaking class and do not make the students bored in class.

REFERENCES

- Arifiah, Dian. (2018). *The Use of Digital Storytelling to Improve the Seventh Graders' Speaking Skill of SMPN 1 Seyegan Sleman*. Yogyakarta: Universitas Mercubuana Yogyakarta.
- Megawati, F., & Mandarani, V. (2006). *Speaking Problems in English Communication*. Artikel dipresentasikan pada the First *ELTIC Conference*, Universitas Muhammadiyah Purworejo, Jawa Tengah, 30 Agustus 2016.
- Prensky, Marc. (2008). The 21st – Century Digital Learner. Retrieved from https://www.academia.edu/8701479/The_Use_of_Digital_Story_Telling_in_Speaking_Class, 29 July 2019.
- Risnadedi. (2001). Developing Students' Speaking Ability. *Journal of SMP Negeri 17 Pekan Baru*, Online, (7), 56-58, Retrieved from <http://www.zakymedia.com/2013/06/definition-of-speaking-skill.html>.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

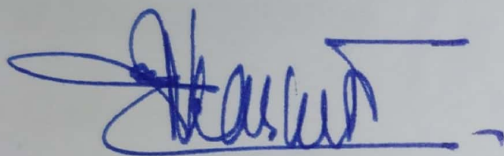
CERTIFICATION

Thesis by : Ariadne Sodia Wiranda Herwanto
Reg. No. 165300126

Title : The Influence of Using Digital Storytelling on
Students' Speaking Achievement for 10th Grade of
SMKN 1 Sooko Mojokerto

has been approved by the advisor for further examination.

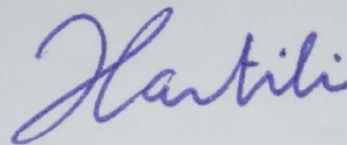
Advisor I,



Dr. Endang Mastuti Rahayu, M.Pd.
NIDN. 0715016301

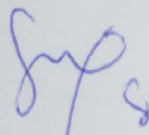
Surabaya, 06 January 2020

Advisor II,



Hertiki, S.Pd., M.Pd.
NIDN. 0724086601

Acknowledged by:
Head of English Education Department,



Dr. Dra. Siyaswati, M.Pd.
NIP/NPP. 0703509/DY



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PGRI ADI BUANA
SURABAYA

Kampus I : Jl. Ngagel Dadi III-B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60234

Kampus II : Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234

<http://fkip.unipasby.ac.id/>

APPROVAL SHEET

This is to certify that the undergraduate thesis entitled "The Influence of Using Digital Storytelling on Students Speaking Achievement for 10th Grade of SMKN 1 Sooko Mojokerto" by Ariadne Sodia Wiranda Herwanto (Reg. No. 165300126) has been approved by the Board of Examiners on 22 January 2020.

The Board of Examiners:

1. Chairperson

UNIVERSITAS PGRI ADI BUANA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Dr. Suhari S.H., M.Si.

2. Secretary

Dr. Endang Mastuti Rahayu, M.Pd.

3. Member

Dra. Wahyu Bandjarjam, M.Pd.

4. Member

Dr. Endang Mastuti Rahayu, M.Pd.

AUTHOR'S DECLARATION

This is to certify that I, the undersigned below:

Name : Ariadne Sodia Wiranda Herwanto
Student Registration Number : 165300126
Department : English Education Department
Faculty : Teacher Training and Education

justify that this Undergraduate Thesis is my original work. I do not plagiarize other people's works, except the legal quotations. If it can be proved someday that this thesis is a plagiarism, I am to bear the consequences of my deed.

Surabaya, 22 January 2020

The researcher,



Ariadne Sodia Wiranda Herwanto



Unipas Surabaya

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PGRI ADI BUANA SURABAYA

Kampus I : Jl. Ngagel Dadi III-B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804
Surabaya 60234

Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234.

<http://fkip.unipasby.ac.id/>

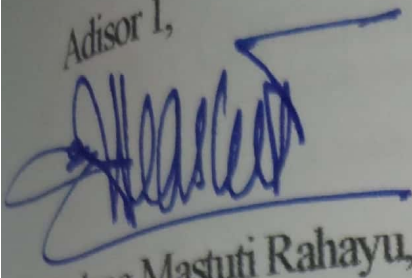
RECORDS OF THESIS SUPERVISION SESSIONS

Student's name : Ariadne Sodia Wiranda Herwanto
 Student's Reg. Number (NIM) : 165300126
 Department : English Education
 Thesis Title : The Influence of Using Digital Storytelling Media on Students' Speaking Achievement for 10th Grade of SMKN 1 Sooko Mojokerto

No	Dates	Materials	Advisor 1	Advisor 2
1	27-11-2019	Chapter IV Revisi	<i>[Signature]</i>	<i>[Signature]</i>
2	03-12-2019	Chapter IV & V Acc	<i>[Signature]</i>	<i>[Signature]</i>
3	09-12-2019	Chapter I,II,III Revisi	<i>[Signature]</i>	<i>[Signature]</i>
4	10-12-2019	Chapter I,II,III Revisi	<i>[Signature]</i>	<i>[Signature]</i>
5	11-12-2019	Chapter 1,II,III Acc	<i>[Signature]</i>	<i>[Signature]</i>
6	02-01-2020	References Revisi	<i>[Signature]</i>	<i>[Signature]</i>
7	02-01-2020	RPP Revisi	<i>[Signature]</i>	<i>[Signature]</i>
8	03-01-2020	References, RPP Acc	<i>[Signature]</i>	<i>[Signature]</i>
9	03-01-2020	Abstrack Revisi	<i>[Signature]</i>	<i>[Signature]</i>
10	06-01-2020	Abstrack Acc	<i>[Signature]</i>	<i>[Signature]</i>

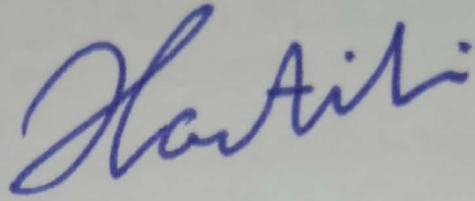
The thesis supervisions have been completed on 06 January 2020.

Adisor 1,



Dr. Endang Mastuti Rahayu, M.Pd.
NIDN 0715016301 **)

Advisor 2,



Hertiki, S.Pd., M.Pd.
NIDN 0720018302 **)

Acknowledged by:

Dean of FKIP,



~~Dr. Suhari, S.H., M.Si.~~

~~NIP. 196801031992031003 *)~~

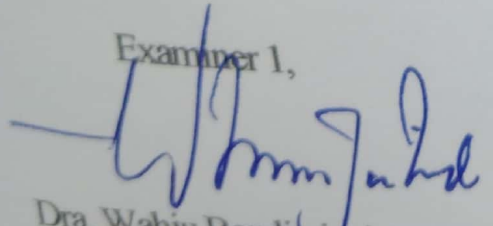


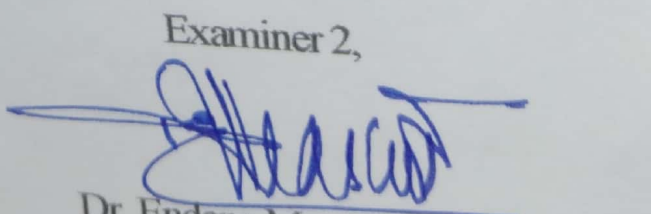
THESIS REVISION FORM

Student's name : Ariadne Sodia Wiranda Herwanto
 Student's Reg. Number (NIM) : 165300126
 Department : English Education
 Thesis Examination Date : 22 January 2020
 Thesis Title : The Influence of Using Digital Storytelling Media on Students' Speaking Achievement for 10th Grade of SMKN 1 Sooko Mojokerto
 Examiner 1 : Dra. Wahyu Bandjarjani, M.Pd.
 Examiner 2 : Dr. Endang Mastuti Rahayu, M.Pd.

No	Materials	Examiner 1	Examiner 2
1	Theoretical Basic about Media Acc	WNB	[Signature]
2	Abstract Acc	WNB	[Signature]
3	Chapter I; Limitation of The Problem Acc	WNB	[Signature]
4	Chapter II; Conceptual Framework Acc	WNB	[Signature]
5	Chapter III; IV vs DV Acc	WNB	[Signature]
6	Chapter III; Data Collection Technique Acc	WNB	[Signature]
7	Grammatical Mistakes Acc	WNB	[Signature]

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

 Dra. Wahyu Bandjarjani, M.Pd.
 NIDN 0722105601 *)

Examiner 2,

 Dr. Endang Mastuti Rahayu, M.Pd.
 NIDN 0715016301 *)



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
SOOKO**

Jl. R.A. Basuni No. 5, Sooko, Telp. 0321-322694, Fax. 0321-394450, Email : smkn1_sooko@yahoo.co.id
MOJOKERTO Kode Pos : 61361

17 Oktober 2019

Nomor : 421/969/101.6.27.23/2019
Lampiran : -
Hal : Persetujuan Ijin Penelitian

Yth. : Ketua Program Studi
Fakultas Keguruan dan Ilmu Kependidikan
Universitas PGRI Adi Buana Surabaya
di
SURABAYA

Menunjuk surat Saudara Nomor: 388/AK.2/FKIP/X/2019 tanggal 09 Oktober 2019 hal Permohonan ijin Penelitian, maka dengan ini kami beritahukan bahwa pada dasarnya tidak keberatan SMK Negeri 1 Sooko Mojokerto sebagai tempat Penelitian Mahasiswa Saudara

Adapun data Mahasiswa tersebut adalah sebagai berikut :

Nama : Ariadne Sodia Wiranda Herwanto
NIM : 165300126
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Penelitian : The Influence of Using Digital story Telling On Students' Speaking Achievement For 10th Grade of SMKN1 Sooko Mojokerto
Pelaksanaan : 14 Oktober 2019 s.d 15 November 2019

Demikian untuk menjadikan maklum.



An Kepala Sekolah,

Much: Mukhsin, S.Pd, S.ST, M.M
Pembina TK.I
NIP. 19651116 199412 1 003



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
SOOKO**

Jl. R.A. Basuni No. 5, Sooko, Telp. 0321-322694, Fax. 0321-394450, Email : smkn1_sooko@yahoo.co.id

MOJOKERTO

Kode Pos : 61361

SURAT KETERANGAN

Nomor : 421/1023/101.6.27.23/2019

Yang bertanda tangan di bawah ini :

Nama : MOKHAMMAD MARJOKO, S.Pd, M.M
NIP : 19640929 199103 1 006
Pangkat / Golongan Ruang : Pembina Tk I //IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 1 Sooko Mojokerto

dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Ariadne Sodia Wiranda Herwanto
NIM : 165300126
Program Studi : S1 Pendidikan Bahasa Inggris

Pada tanggal 14 Oktober 2019 s.d 15 November 2019 - selesai telah melaksanakan Penelitian di SMK Negeri 1 Sooko Kabupaten Mojokerto dengan Judul Skripsi : The Influence of Using Digital story Telling On Students' Speaking Achievement For 10th Grade of SMKN 1 Sooko Mojokerto.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Mojokerto, 20 Noveaember 2019

Kepala Sekolah,



MOKHAMMAD MARJOKO, S.Pd, M.M
NIP. 19640929 199103 1 006

T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25		0.10		0.05		0.025		0.01		0.005		0.001	
	0.50	0.20	0.20	0.10	0.10	0.050	0.050	0.02	0.02	0.010	0.010	0.002	0.002	
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127							
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595							
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089							
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607							
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148							
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710							
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291							
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891							
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508							
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141							
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789							
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451							
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127							
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815							
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515							
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226							
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948							
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680							
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421							
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171							
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930							
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696							
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471							
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253							
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041							
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837							
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639							
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446							
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260							
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079							
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903							
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733							
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567							
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406							
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249							
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096							
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948							
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804							
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663							
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526							

RENCANA PELAKSANAAN PEMBELAJARAN (RPP KD 3.3 dan 4.3)

A. Identitas

Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Satu
Materi Pokok	: Expressing Intention (Spoken)
Alokasi Waktu	: 2 JP (1 Pertemuan)

B. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsive dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional dan kawasan internasional.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar (KD)	Indikator
1.	<p>3.3 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>be going to</i>, <i>would like to</i>).</p>	<p>SPOKEN Peserta didik dapat: 3.3.1 Melafalkan contoh dialog ungkapan <i>expressing intention</i> dengan intonasi yang benar. 3.3.2 Menganalisa video dialog dengan membedakan jenis ungkapan <i>expressing intention</i> dengan tepat.</p>
2.	<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1 Membuat percakapan terkait <i>expressing intention</i>. Percakapan dalam bentuk script dan video animasi dalam group project. Group Project harus memperhatikan fitur bahasa sesuai dengan konteks penggunaannya.</p>

D. Tujuan Pembelajaran

Setelah melihat video dialog tentang ungkapan *expressing intention*, peserta didik dapat:

1. Melafalkan contoh dialog ungkapan *expressing intention* dengan intonasi yang benar.
2. Menganalisa video dialog dengan membedakan jenis ungkapan *expressing intention* dengan tepat.
3. Membuat percakapan terkait *expressing intention*. Percakapan dalam bentuk script dan video animasi dalam group project. Group Project harus memperhatikan fitur bahasa sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran

1. Fungsi sosial : To state plans or something intended to do in the future
2. Struktur teks : Memulai dan menanggapi (diharapkan/diluar dugaan)
3. Unsur kebahasaan :
 - Ungkapan pernyataan niat yang sesuai, dengan model *be going to, would like to*.
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulis tangan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative Learning

G. Media, Alat dan Sumber Pembelajaran

1. Media

- Power Point Presentation
- Media digital storytelling
- Video
- Gambar

2. Alat

- Loud speaker laptop
- Laptop

- LCD
- Papan Tulis

3. Sumber Belajar

- Buku siswa kelas X Bahasa Inggris K-13, Kemendikbud, Revisi 2017 *chapter III (What Are You Going to Do Today?)*.
- Buku guru kelas kelas X Bahasa Inggris K-13, Kemendikbud, Revisi 2017 *chapter III (What Are You Going to Do Today?)*.
- Kamus bahasa Inggris
- Video Youtube:
 - <https://youtu.be/cUJiusPWRdk>
 - <https://youtu.be/z3ysV-2-PGg>
 - <https://youtu.be/Qv7jYwY0ZFE>

H. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan Pertama
a. Pendahuluan (10 Menit)
<p>Orientasi</p> <ul style="list-style-type: none"> • Guru memberi salam menggunakan bahasa Inggris agar tercipta Inggris Environment dan menunjuk ketua kelas untuk memimpin do'a bersama. • Guru mengecek kesiapan peserta didik belajar baik fisik maupun psikologis. <p>Apersepsi</p> <ul style="list-style-type: none"> • Guru menanyakan pengalaman peserta didik dalam berbahasa Inggris (Social Chatt) • Guru mengulas singkat materi/kegiatan dipertemuan sebelumnya • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan • Sebelum memulai pelajaran, guru mengajak peserta didik untuk menyanyi bersama yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Song: Expressing Intention

Lyrics: Rustiani Widiasih

Vocal: Shelly and riska

Music: Twinkle little star

I am going to the sea, I will have my holiday
I want to go there with you, I would like to go with you
Yes, I think I will go there, I am planning to go with you
I have decided to go, I'm thinking of going with you
Perhaps I will play the sand, May be I will see the sea
I intend to go with you, We will swim the deepest sea

Source: <https://youtu.be/Qv7jYwY0ZFE>

Motivation

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari

Pemberian Acuan

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menyampaikan garis besar cakupan materi dan penjelasan
-

b. Kegiatan Inti

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Mengamati	<u>KEGIATAN LITERASI</u> 1. Peserta didik mengamati video dialog ungkapan <i>expressing intention</i> . <i>Source:</i> https://youtu.be/cUJiusPWRdk 2. Guru meminta peserta didik melafalkan ungkapan

	<p><i>expressing intention</i> dari video yang telah ditayangkan dengan intonasi yang benar.</p>
<p>Menanya</p>	<p><u>CRITICAL THINKING</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video percakapan terkait ungkapan <i>expressing intention</i> yang ada di video dan akan dijawab melalui kegiatan belajar, contohnya:</p> <ol style="list-style-type: none"> 1. Peserta didik menanyakan penggunaan modal <i>be going to</i>, <i>would like to</i>
<p>Mencoba</p>	<p><u>KEGIATAN LITERASI DAN KEGIATAN COLLABORATION</u></p> <ol style="list-style-type: none"> 1. Guru menayangkan video dialog kepada peserta didik dan guru meminta peserta didik untuk menganalisa video dialog tersebut dengan membedakan kalimat <i>asking</i> and <i>giving intention</i> dengan tepat. Source: https://youtu.be/z3ysV-2-PGg

<p>Mengasosiasi</p>	<ol style="list-style-type: none"> 1. Guru membentuk kelompok diskusi. 2. Guru meminta siswa untuk menonton contoh video sebelum memulai project menggunakan media digital storytelling. 3. Siswa mengerjakan secara berkelompok untuk membahas topik yang diberikan oleh guru Contoh: <ol style="list-style-type: none"> 1. Make a conversation about what are you planning to do on this weekend? 2. Make a conversation about what would you do after graduating from vocational school? 4. Siswa berdiskusi untuk membuat project menggunakan media digital storytelling dengan benar dan menarik. Video harus berdurasi 5-7 menit.
<p>Komunikasi</p>	<p><u>COMMUNICATION</u></p> <ol style="list-style-type: none"> 1. Guru meminta perkelompok mengumpulkan project mereka. 2. Guru meminta tiap kelompok untuk mempresentasikan hasil project yang telah dibuat didepan kelas.

c. Kegiatan Penutup

1. Peserta didik dengan bimbingan guru menyimpulkan pembelajaran materi *expressing intention*.

2. Guru memberikan umpan balik mengenai materi *expressing intention*.
3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
4. Guru dan peserta didik menutup pembelajaran dengan berdo'a bersama-sama.

I. Penilaian

1. Jenis/Teknik Penilaian

- a. Pengetahuan : Tes lisan

2. Bentuk Instrumen

1. Pengetahuan
 - a. Teknik penilaian: Tes lisan

Indicator	Instrument
The students are able to re-telling about expression intention with paying attention to the language features that are used in appropriate context.	After watching story in digital storytelling, please re-telling orally with your own word!

b. Rubrik penilaian

No.	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1.	Pengucapan (Pronunciation)	Hampir Sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu	2	1
		Terlalu Banyak kesalahan dan mengganggu makna		1	

No.	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
2.	Intonasi (Intonation)	Hampir Sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak Kesalahan dan mengganggu	Hampir semua salah dan mengganggu	2	1

		makna		
		Terlalu Banyak kesalahan dan mengganggu makna		1

No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
3.	Kelancaran (Fluency)	Sangat Lancar		5	4
		Lancar		4	3
		Cukup Lancar		3	2
		Kurang Lancar	Sangat tidak lancar	2	1
		Tidak Lancar		1	


No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
4.	Ketepatan Makna (Accuracy)	Sangat Lancar		5	4
		Lancar		4	3
		Cukup Lancar		3	2
		Kurang Lancar	Sangat tidak lancar	2	1
		Tidak Lancar		1	

(Taken from: Kemendikbud. 2014. Buku Guru Bahasa Inggris When English Rings Bell)

Advisor,


NOFITA YANTI, M.Pd
NIP. 19760603 200701 2 018

Mojokerto, November 06th 2019
English Teacher,


ARIADNE SODIA W.H
NIM. 165300126

Approved by:

Headmaster of SMK Negeri 1 Sooko Mojokerto



MOKHAMMAD MARJOKO, S.Pd., M.M.

NIP. 19640929 199103 1 006

PICTURES OF RESEARCH



Picture 1
Pre-Test in Control Class



Picture 2
Pre-Test in Experimental Class



Picture 3
Treatment in Control Class



Picture 4
Treatment in Experimental Class



Picture 5
Post-Test in Control Class



Picture 6
Post-Test in Experimental Class