



APPENDICES

Appendix 1 Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP : 198805172012122002

Name : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP : 198904082023212043

Confirm that we approve to guide the thesis submitted by:

Name : Kadek Dharma Jaya Wardana

NIM : 2112021173

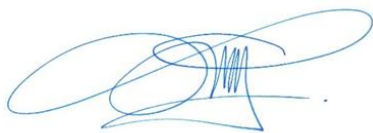
Class : 7F

A thesis tittle : EXPLORING THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' CRITICAL LISTENING AND THEIR RESPONSES TO ITS IMPLEMENTATION

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1 Prospective supervisor,

2 Prospective supervisor



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

Appendix 2 Research Approval Letter at SMA Negeri 1 Kuta Utara



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 446/UN48.7.1/DT/2025

4 Februari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMAN 1 Kuta Utara
 di Badung, Kuta Utara

Dalam rangka pengumpulan data untuk menyelesaikan Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Kadek Dharma Jaya Wardana
 NIM : 2112021173
 Jurusan : Jurusan Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



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 Laman: fbs.undiksha.ac.id

Nomor : 465/UN48.78.1/DT/2025

5 Februari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Kuta Utara

di Badung, Kuta Utara

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama	: Kadek Dharma Jaya Wardana
NIM	: 2112021173
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: EXPLORING THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' CRITICAL LISTENING AND THEIR RESPONSES TO ITS IMPLEMENTATION

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan ,
 Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3 Listening Test

Identifying Participants' Needs

After conducting preliminary research at SMA Negeri 1 Kuta Utara on the significant challenges that students face in classroom learning, a listening test was designed to assess students' critical listening competence aligned with this research framework. The test consists of 30 questions adapted from IELTS, which are structured to evaluate various dimensions of critical listening as outlined by (Elmaqsuod, 2024).

Table 1. Blueprint of Listening Test

Level of Critical Listening	Adapted/Adopted From	Type of Test	Number of Question	Learning Materials
Critical Thinking Level	1. https://ieltstrainingonline.com/practice-cam-14-listening-test-01-with-answer-and-transcript/ 2. https://ieltsliz.com/listening-practice-plastic-straws/ 3. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/listening 4. https://ielts.idp.com/indonesia/prepare/article-free-listening-practice-questions/en-gb?gclsrc=aw.ds&gad_source=1&gclid=cj0kcqia-5a9bhcbarisacwmkj7kigh1ewgqj90skcz-qdih3k8d8tqssuumd6bqi4kyduktzrceksaagafealw_web 5. https://ieltsliz.com/rainforest-fires-listening-practice/ 6. https://ieltstrainingonline.com/practice-cam-15-listening-test-01-with-answer/#google_vignette 7. https://www.youtube.com/watch?v=KZIWwXoffdQ 8. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/listening 9. https://ieltstrainingonline.com/practice-cam-16-listening-test-01-with-answer-and-transcript/ 10. https://www.youtube.com/watch?v=YAqfb1TP5Eo	Multiple Choice	1-10	Indonesian Environmental Awareness

Synthesis Level	11. https://ielts.idp.com/indonesia/prepare/article-free-listening-practice-questions/en-gb?gclsrc=aw.ds&gad_source=1&gclid=cj0kcqia-5a9bhcbarisacwmkj7kigh1ewgqj90skcz-qdih3k8d8tqssuumd6bqiW4kyduktzrceksaagafealw_web 12. https://ieltsliz.com/rainforest-fires-listening-practice/ 13. https://ieltstrainingonline.com/practice-cam-15-listening-test-01-with-answer/#google_vignette 14. https://ieltsliz.com/listening-practice-plastic-straws/ 15. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/listening 16. https://www.youtube.com/watch?v=KZIWwXoffdQ 17. https://ieltstrainingonline.com/practice-cam-16-listening-test-01-with-answer-and-transcript/ 18. https://www.youtube.com/watch?v=YAqfb1TP5Eo 19. https://ielts.idp.com/indonesia/prepare/article-free-listening-practice-questions/en-gb?gclsrc=aw.ds&gad_source=1&gclid=cj0kcqia-5a9bhcbarisacwmkj7kigh1ewgqj90skcz-qdih3k8d8tqssuumd6bqiW4kyduktzrceksaagafealw_web 20. https://www.youtube.com/watch?v=KZIWwXoffdQ	True/False	11-20	Indonesian Environmental Awareness
Perception Level	21 - 23. https://ieltstrainingonline.com/practice-cam-14-listening-test-01-with-answer-and-transcript/ 24 – 26. https://ieltstrainingonline.com/practice-cam-18-listening-test-01-with-answer-and-audioscripts/ 27 – 30. https://ieltstrainingonline.com/ielts-listening-practice-test-20/	Complete the summary	21-30	Indonesian Environmental Awareness

LISTENING TEST

Field Work Stage/Type

Need Analysis

Data Identity

- Code & Number of Respondent:
- Date:
- Duration:
- Site/Venue:
- Respondents:

Goals of Listening Test

To measure students' critical listening competence and their ability to analyze, comprehend, and evaluate spoken information effectively.

Type of Listening Test

Objective test with multiple-choice and open-ended questions to assess specific listening competencies.

Language Used

English.

Nature of Listening Test

Analytical and diagnostic, designed to evaluate specific listening skills such as comprehension, inference, and critical evaluation.

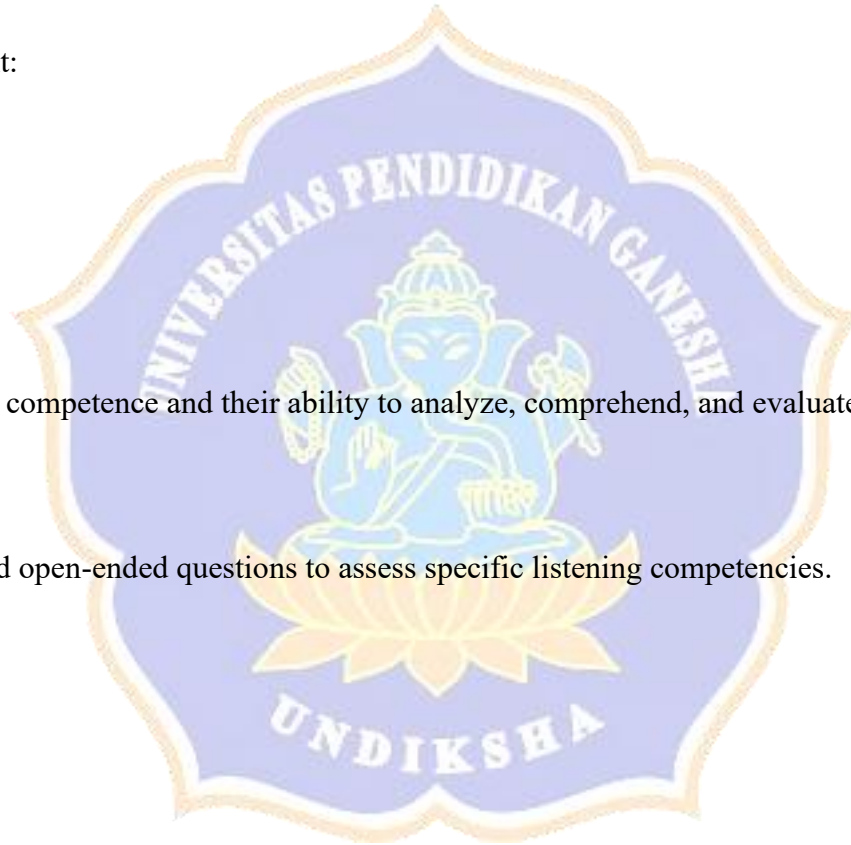


Table 2. The Question of Listening Test

Level of Critical Listening	Number of Question	Question	Points
Critical Thinking Level	1	What is the primary cause of deforestation in Indonesia according to the speaker? A. Illegal logging B. Urban expansion C. Industrial pollution D. Agricultural waste	1 Point
	2	What impact does excessive plastic waste have on Indonesia's marine ecosystem? A. More deforestation B. Increased air pollution C. Higher water consumption D. Declining marine biodiversity	1 Point
	3	What action has the Indonesian government taken to reduce plastic waste? A. Banning plastic bags in supermarkets B. Imposing higher taxes on plastic products C. Limiting the sale of bottled water D. Encouraging the use of glass containers	1 Point
	4	Why are mangrove forests crucial in Indonesia's fight against climate change? A. They increase rice production B. They provide fresh drinking water C. They act as carbon sinks D. They promote industrial growth	1 Point
	5	What is one key factor that contributes to Indonesia's air pollution problem? A. Overpopulation in rural areas B. Burning of peatlands C. Lack of electricity D. Excessive rice farming	1 Point
	6	What is one of the major threats to Indonesia's coral reefs?	1 Point

		A. Desertification B. Overfishing and ocean pollution C. Excessive rainfall D. Volcanic eruptions	
	7	What is one major effect of climate change on Indonesia's environment? A. Rising sea levels causing coastal erosion B. Decreased number of earthquakes C. Stronger winter seasons D. Increased desert areas	1 Point
	8	What strategy is commonly used in Indonesia to reduce household waste? A. Composting organic waste B. Burning all plastic waste C. Storing waste in underground containers D. Exporting waste to neighbouring countries	1 Point
	9	What is one reason Indonesia is experiencing biodiversity loss? A. Decrease in human population B. Excessive agricultural subsidies C. Decline in international tourism D. Habitat destruction due to deforestation	1 Point
	10	What renewable energy source is being promoted to reduce carbon emissions in Indonesia? A. Nuclear energy B. Coal-fired power plants C. Geothermal energy D. Diesel generators	1 Point
Synthesis Level	11	Mangrove forests are often cleared for shrimp farming and urban expansion in Indonesia. (True/False)	1 Point
	12	Palm oil plantations in Indonesia help to preserve biodiversity. (True/False)	1 Point
	13	Coral bleaching is caused by rising air temperatures. (True/False)	1 Point

	14	Waste management programs in Indonesia are highly successful due to full public participation. (True/False)	1 Point
	15	Hydroelectric dams in Indonesia have no effect on local communities or ecosystems. (True/False)	1 point
	16	The illegal wildlife trade in Indonesia is easy to enforce due to strict legal protections. (True/False)	1 Point
	17	Air pollution in Indonesia has economic consequences, such as increased healthcare costs. (True/False)	1 Point
	18	Geothermal energy development in Indonesia is limited due to low investment costs. (True/False)	1 Point
	19	Digital storytelling helps raise environmental awareness by making information more engaging. (True/False)	1 Point
	20	Mass tourism in Indonesia has no impact on natural ecosystems. (True/False)	1 Point
Perception Level	21 - 23	In Indonesia, environmental education has become a powerful tool for _____ (21) sustainable practices. Schools and universities have incorporated _____ (22) studies into their curricula, while community workshops and seminars have contributed to increased awareness on environmental issues. The goal is to foster a generation of citizens who are _____ (23) about conservation.	3 points (1 point for each question)
	24 - 26	Plastic pollution in Indonesia's oceans has caused severe harm to marine _____ (24). Animals ingest plastic debris, leading to _____ (25) and death. Additionally, plastics disrupt marine ecosystems and enter the _____ (26) chain, ultimately affecting human health.	3 points (1 point for each question)
	27 - 30	Tourism has a significant effect on natural resources in Indonesia. On the one hand, it generates _____ (27) that can be reinvested into conservation projects. On the other hand, it leads to the _____ (28) of resources, habitat destruction, and increased _____ (29). Balancing these effects remains a major _____ (30).	4 points (1 point for each question)

Table 3. Scoring Rubrics for Critical Listening

Scoring Rubrics for Critical Listening			
Criteria	Description	Points	Comments
Perception Level	Initial understanding and awareness of the topic.	0-10 points	
Critical Thinking Level	Analytical evaluation of the information presented.	0-10 points	
Synthesis Level	Ability to integrate and draw conclusions from the information.	0-10 points	

Link for Asses the Listening Instruments: <https://drive.google.com/drive/folders/16BHG8igNUbg7R4KKUxed9yQi63KwhR4Y>

Answer Key:

- | | | |
|---|--|-------------------|
| 1. A) Illegal logging | 9. D) Habitat destruction due to deforestation | 18. False |
| 2. D) Declining marine biodiversity | 10. C) Geothermal energy | 19. True |
| 3. A) Banning plastic bags in supermarkets | 11. True | 20. False |
| 4. C) They act as carbon sinks | 12. False | 21. Promoting |
| 5. B) Burning of peatlands | 13. False | 22. Environmental |
| 6. B) Overfishing and ocean pollution | 14. False | 23. Informed |
| 7. A) Rising sea levels causing coastal erosion | 15. False | 24. Life |
| 8. A) Composting organic waste | 16. False | 25. Injury |
| | 17. True | 26. Food |
| | | 27. Revenue |

- 28. Overuse
- 29. Pollution
- 30. Challenge



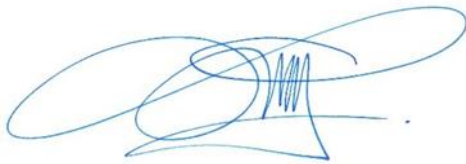
General Comments/Recommendations

Berikan kategori di blueprint apakah soalnya dia abc/fill in the blank/ true false, kalau soal abc sesuaikan pilihannya kalau sampai E semua harus sampai E, masukan link gdrive yang berisi listening voice dari listening testnya ini, sesuaikan materi dengan yang ada dikelas.

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Singaraja, 13 January 2025

Experts/Validator



(Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.)



Appendix 4 Observation Sheet

Identifying Participants' Needs

The observation sheet was designed to identify the needs of participants in the context of applying digital storytelling as a method to improve critical listening competency. The dimensions were developed through strategies and steps from experts (Alismail, 2015; Chaisriya et al., 2023; Robin, 2016; Khasanah et al., 2023; Elmaqsuod, 2024), aiming to assess the application of digital storytelling to students' critical listening competence as well as their response to its application and how the lesson is taught by the teacher concerned.

Table 4. Blueprint of Observation Sheet

Dimension	Adapted/Adopted From	Number of Items	Description
Classroom Environment	Alismail. (2015); Khasanah et al., (2023)	1-2	Evaluates the overall atmosphere conducive to learning through digital storytelling.
Teacher Engagement	Chaisriya et al. (2023); Khasanah et al., (2023)	3-6	Examines the extent of teacher facilitation during digital storytelling.
Student Participation	Robin. (2016)	7-9	Focuses on the level of student engagement during storytelling sessions.
Use of Digital Tools	Alismail. (2015); Robin. (2016)	10-12	Assesses the effectiveness of digital tools and resources used in storytelling.
Critical Listening Competency	Chaisriya et al. (2023); Elmaqsuod, (2024)	13-15	Gauges students' application of critical listening competency during activities.

OBSERVATION SHEET

Field Work Stage/Type

Need Analysis

Data Identity

- Code & Number of Respondent:
- Date:
- Duration:
- Site/Venue:
- Respondents:

Goals of Observation Sheet

To observe and evaluate the implementation of digital storytelling, including teacher engagement, student participation, and classroom dynamics.

Type of Observation Sheet

Structured, with predefined criteria to record classroom activities and participant behaviours systematically.

Language Used

English.

Nature of Observation Sheet

Descriptive and evaluative, combining quantitative ratings with qualitative notes.

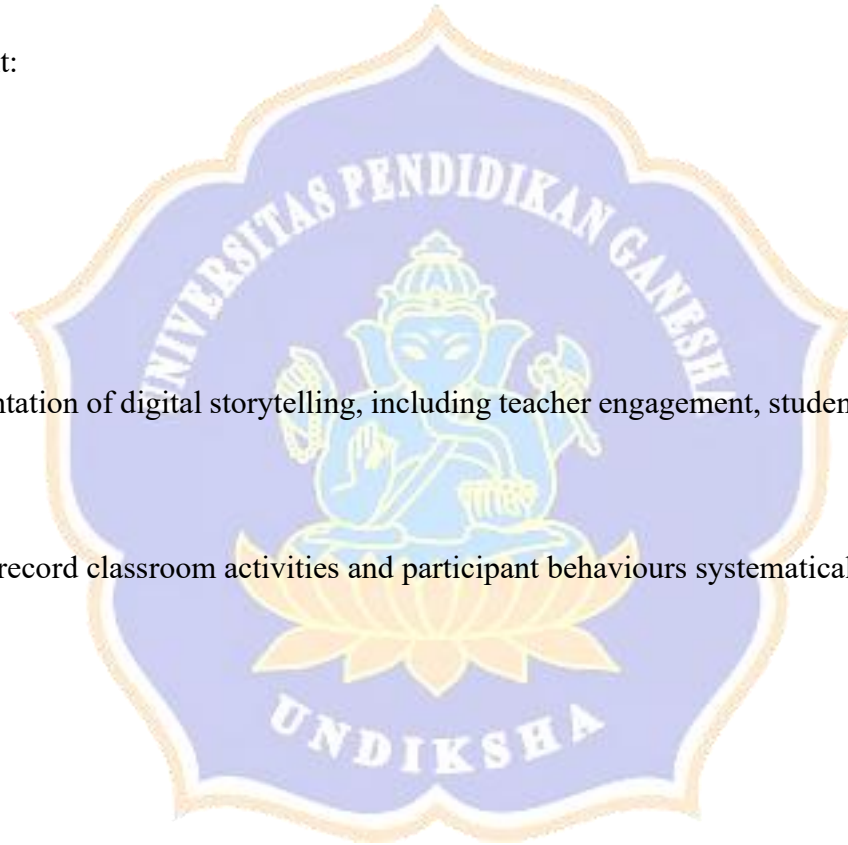


Table 5. Observation Sheet

Observation Sheet for Digital Storytelling Implementation			
Observation Date:		Class:	Observer:
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	1. Seating arrangements are monotone.		
	2. Technology is accessible.		
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.		
	4. Teachers apply strategies that help students to understand the material during DST implementation.		
	5. The teacher facilitates active listening activities using DST.		
	6. Teachers use effective questioning.		
Student Participation	7. Students actively participate in discussions.		
	8. Students ask questions.		
	9. Students contribute to group activities.		
Use of Digital Tools	10. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).		

	11. The teacher integrates videos, images, voiceovers, and music in DST.			
	12. Teachers use digital tools effectively in the implementation of DST in the classroom.			
Critical Listening Competency	13. Students develop critical thinking.			
	14. Students synthesize information.			
	15. Students' Perception.			
Overall Observations:				
Suggestions for Improvement:				
Observer Signature				

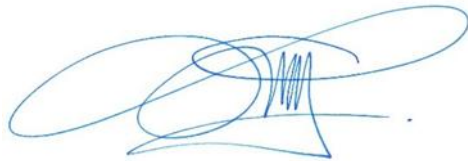
General Comments/Recommendations

Isi number of items di samping adapted/adoptednya no berapa yang akan mengobservasi apa, lebih baik dideskripsikan ketimbang di rating buat ada dan tidak ada di kolom rating dan deskripsi di kolom kometns, level of interactionsnya dijelaskan tentang apa, jangan pakai rating scale, sesuaikan dengan implementing DST as media.

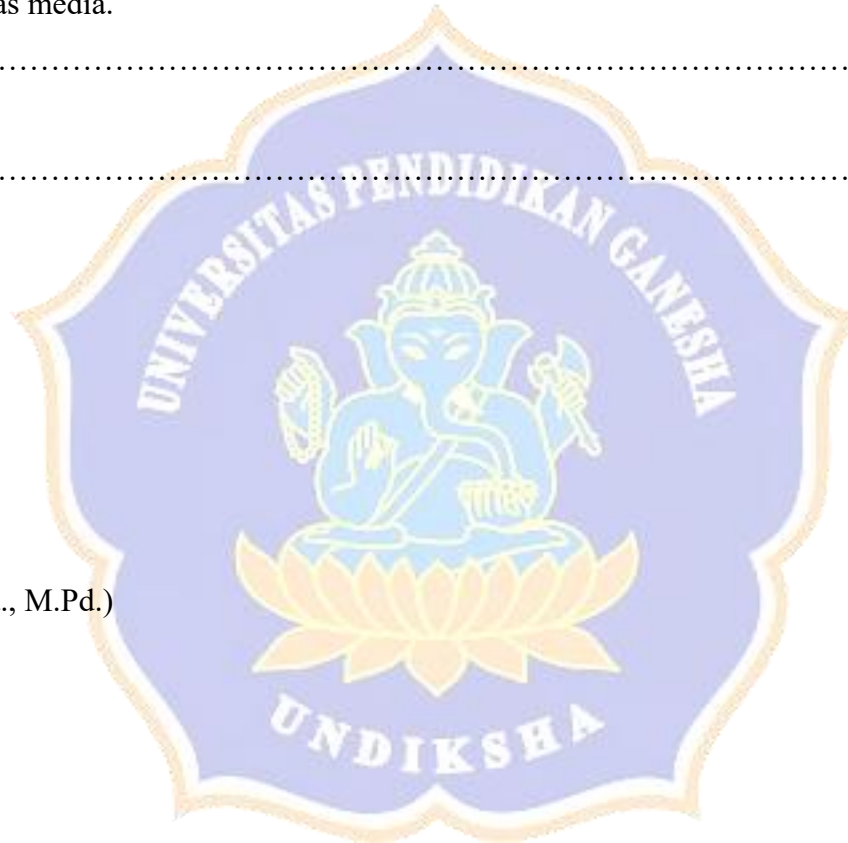
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Singaraja, 13 January 2025

Experts/Validator



(Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.)



Appendix 5 Interview Guide

Identifying Participants' Needs

The interview guide was designed to collect qualitative data regarding the effect of digital storytelling on students critical listening and their responses to its implementation. The questions were structured as open-ended questions, allowing the participants to express their thoughts and experiences in detail. These questions were formulated based on previous research studies that have been conducted and aligned with the objectives of this study. The interviews will be conducted in Bahasa Indonesia to ensure clarity and comfort of the participants.

Table 6. Blueprint for Interview Guide

Components	Details
Objective	To gather qualitative data on students' responses of the digital storytelling method and its impact on critical listening competence.
Participants	Grade XI students from SMA Negeri 1 Kuta Utara who participated in the experimental group.
Type of Interview	Structured with open-ended questions to encourage detailed responses.
Focus Areas	- Students' responses of digital storytelling. - Impact of digital storytelling on critical listening competence. - Experiences and challenges during the implementation. - Suggestions for improvement in the method.
Format	One-on-one interviews were conducted after the posttest.
Data Collection Tools	Audio recording devices, consent forms, and interview guide sheet.

Table 7. Blueprint of Question for Students' Interview

Dimension	Adapted/Adopted From	Number of Question
Students' Responses	Robin (2006), Ohler (2013).	1,2
Digital Storytelling Responses	Robin (2006), Ohler (2013).	3,4
Critical Listening competence	Vandergrift & Goh (2012).	5
Method Comparison	Pasaribu et al. (2023).	6,7
Educational Relevance	Lambert (2007).	8
Multimedia Integration	Signes (2008)	9
Student Self-Reflection	Ohler (2013)	10



STUDENTS' INTERVIEW GUIDE

Field Work Stage/Type

Need Analysis

Data Identity

- Code & Number of Respondent:
- Date:
- Duration:
- Site/Venue:
- Respondents:

Goals of Interview

To gather qualitative insights on students' responses of digital storytelling and its impact on their learning, particularly critical listening competency.

Type of Interview

Structured, with open-ended questions to allow detailed responses while maintaining focus on research objectives.

Language Used

Bahasa Indonesia.

Nature of Interview

Exploratory and reflective, focusing on students' experiences and their responses.

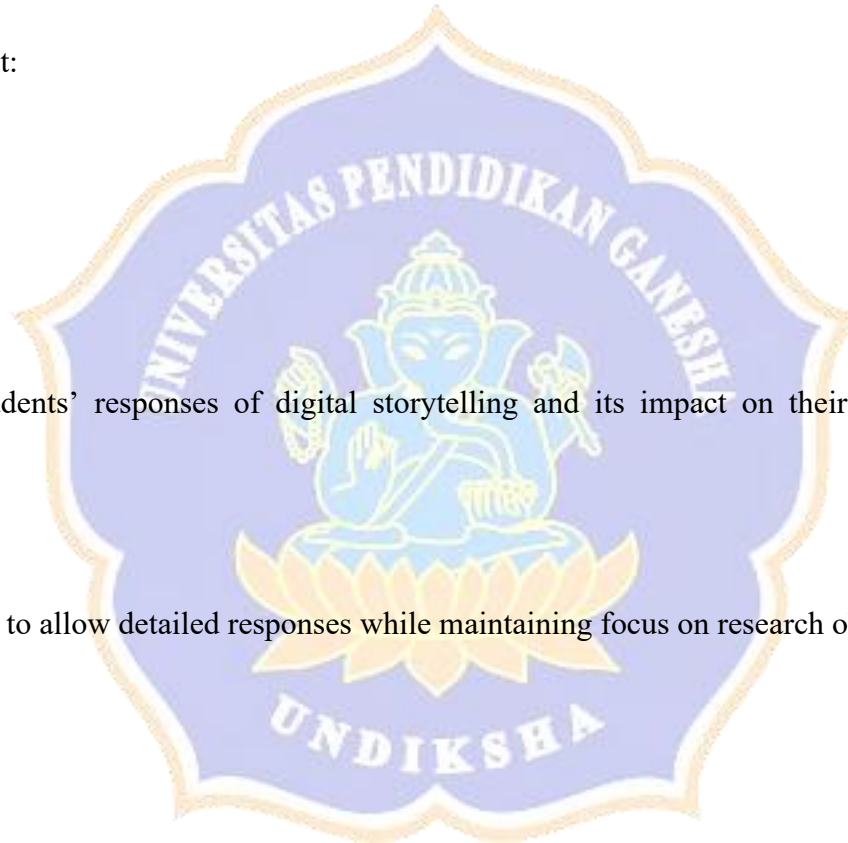


Table 8. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Responses	1. Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda? 2. Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?				
Digital Storytelling Responses	3. Bagaimana pendapat Anda tentang digital storytelling yang mendukung kreativitas dan imajinasi Anda dalam belajar? 4. Fitur spesifik apa dari digital storytelling yang menurut Anda paling bermanfaat?				
Critical Listening competence	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan mendengarkan kritis Anda?				
Method Comparison	6. Tantangan apa yang Anda hadapi saat menggunakan metode digital storytelling? 7. Bagaimana menurut Anda metode digital storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?				
Educational Relevance	8. Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?				
Multimedia Integration	9. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?				

Student Self-Reflection	10. Bagaimana digital storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?				
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General Comments/Recommendations

Jadikan satu blueprintsnya, buatkan lesson plan berdasarkan implementing DST as a media.

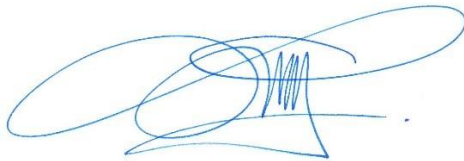
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Singaraja, 13 January 2025

Experts/Validator



(Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.)



Appendix 6 Syllabus

Table 9. Syllabus

No	Elemen	Capaian Pembelajaran	Topik	Kompetensi Awal	Tujuan Pembelajaran
1.	Menyimak–Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi	Expressions for starting, continuing, and ending a transactional conversation with the correct use of intonation Narrative Text about Environmental Figure Simple Past Tense in Narrative Texts The Grammatical Function of Intonation in English	Peserta didik dapat mengenali, menggunakan, dan mengerti intonasi ekspresi awal, tengah, dan akhir dalam percakapan transaksional, serta mengidentifikasi tujuan penulis dalam teks naratif, mensintesis informasi penting dan menulis teks naratif tentang tokoh lingkungan dengan waktu lampau sederhana yang benar. Mereka juga dapat membuat poster sesuai tentang tokoh lingkungan.	Di akhir pelajaran ini, Anda dapat: 1. mengidentifikasi dengan benar ekspresi untuk memulai, melanjutkan, dan mengakhiri percakapan transaksional, 2. menggunakan ungkapan untuk mengawali, melanjutkan, dan mengakhiri pembicaraan transaksional dengan penggunaan intonasi yang benar, 3. mengidentifikasi dengan benar gagasan pokok dan tujuan pengarang dalam teks naratif, 4. mensintesis dan mengevaluasi informasi rinci dalam teks naratif dengan benar, 5. menulis teks narasi linier tentang tokoh

2.	Membaca – Memirsa	koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.			lingkungan menggunakan simple past tense dengan benar, 6. menampilkan poster yang dirancang secara digital atau non-digital tentang tokoh lingkungan hidup.
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3.	Menulis – Mempre-sentasikan	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	Degree of Comparison Procedure Text Imperative Sentences in Procedure Text	Peserta didik dapat mengenali jenis ekspresi dalam teks prosedur tentang manajemen uang pribadi, meng-gunakan superlatif, memahami ide utama dan tujuan penulis, mensintesis informasi penting, menulis teks prosedur dengan struktur yang benar, dan membuat poster yang sesuai tentang manajemen uang pribadi.	Pada akhir pembelajaran ini, siswa mampu: 1. mengidentifikasi dengan benar jenis ekspresi yang digunakan dalam teks prosedur tentang pengelolaan uang pribadi, 2. menggunakan kata superlatif yang benar dalam monolog atau dialog tentang pengelolaan uang pribadi, 3. Mengidentifikasi dengan benar gagasan pokok dan tujuan penulis dalam teks prosedur tentang pengelolaan uang pribadi, 4. mensintesis dan mengevaluasi informasi inti dan detail secara tepat dalam teks prosedur tentang pengelolaan uang pribadi, 5. menulis teks prosedur tentang pengelolaan uang pribadi dengan struktur umum yang benar, 6. menampilkan poster yang dirancang secara digital atau non-digital tentang
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					pengelolaan uang pribadi.
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Appendix 7 Lesson Plan Experimental Group

School : SMA Negeri 1 Kuta Utara
 Subject : English
 Topic : Narrative Text about Environmental Figure
 Class/Semester : XI/II
 Skill : Listening
 Time Allocation : 2 x 65 minutes
 Academic Year : 2024/2025

A. Standard Competency

Identify the main idea, author's purpose, synthesize and evaluate detailed information in the narrative text correctly.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, bernalar kritis, kreatif.

C. Indicators

Find specific information in digital storytelling.

D. Instructional Objectives

Students can find specific information in the story through digital storytelling activities by answering the questions given.

E. Instructional Materials

https://drive.google.com/drive/folders/1-PYnWXngMRyDD9HWMAScoPxokE5uCvp2?usp=drive_link

F. Approach/Method/Technique of Learning

Approach: Media Literacy Approach

Method: Digital Storytelling

Technique of learning: Technology Learning

G. Media and Resources of Learning

Digital media: Youtube

Link: <https://www.youtube.com/watch?v=KW9GIv-7WuU>



H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	5 minutes
Main Activities	Observing 1. Pay attention to the video. 2. Identify the main character and main theme in the DST story.	10 minutes
	Questioning 1. The teacher asks sparking questions such as: “What is the moral message in the story?” “How does the main character in the story feel?” 2. Students answer the teacher's questions and are also given the opportunity to ask their own questions related to the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Students give their comments or opinions on the story content, characters, and moral messages. 2. Students discuss how the story in DST relates to real life, especially related to environmental issues or other values.	15 minutes
	Communicating 1. Students share what they learned from the story and how they can apply the values in their daily lives.	10 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

Second Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting	5 minutes

	2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. pay attention to the audio listening again to recall the story that has been heard and told in the previous meeting	10 minutes
	Questioning 1. Ask the students what they remember about the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Answer the exercises provided based on the audio listening individually	15 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the audio listening.	10 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

I. Assessment

Indicators	Assessment Technique	Questions
1. Find the specific information in the audio	Written Tests	1. Where did Rudi live as a child? 2. What happened to the forest around Rudi's village? 3. What did Rudi do to solve the problem? 4. How did the villagers react to Rudi's efforts at first? 5. What nickname was given to Rudi after his success?

Key Answer:

1. In a small village in Indonesia.
2. Forests are disappearing because they are being cut down for logging and plantations.
3. Rudi started planting trees with the help of his family.
4. They laughed at Rudi and said that a small boy could not make a big change.
5. “The Guardian of the Forest.”



Rubric Assesment

A. Assesment Guidance

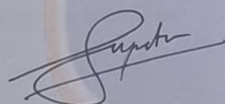
1. Score for a correct answer is 2
2. Maximum score: 2 x 5 questions = 10
3. Students' score:

$$\frac{\text{Earned score}}{\text{Maximum score}} \times 10$$

B. Assessment Rubric

Criteria	Description	Points	Comments
Perception Level	Initial understanding and awareness of the topic.	0-10 points (The more points earned indicates the student mastered this level.)	

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Guru Bahasa Inggris



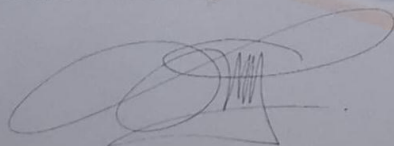
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Kepala Sekolah



I Gusti Nyoman Naranata, S.Pd., M.Pd.
NIP. 196811012006041005

Name:

Worksheet

Instruction: listen to the digital audio given by your teacher and then answer the questions below.

Questions:

1. Where did Rudi live as a child?
2. What happened to the forest around Rudi's village?
3. What did Rudi do to solve the problem?
4. How did the villagers react to Rudi's efforts at first?
5. What nickname was given to Rudi after his success?

Answer:



School : SMA Negeri 1 Kuta Utara
 Subject : English
 Topic : Narrative Text about Environmental Figure
 Class/Semester : XI/II
 Skill : Listening
 Time Allocation : 2 x 65 minutes
 Academic Year : 2024/2025

A. Standard Competency

Identify the main idea, author's purpose, synthesize and evaluate detailed information in the narrative text correctly.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, bernalar kritis, kreatif.

C. Indicators

Find specific information in digital storytelling.

D. Instructional Objectives

Students can find specific information in the story through digital storytelling activities by answering the questions given.

E. Instructional Materials

https://drive.google.com/drive/folders/1Zx9FjKZcA3m9N85OmLYXzVyfl dt2ldTT?usp=drive_link

F. Approach/Method/Technique of Learning

Approach: Media Literacy Approach

Method: Digital Storytelling

Technique of learning: Technology Learning

G. Media and Resources of Learning

Digital media: Youtube

Link: <https://youtu.be/1-vsgCzhDj8?si=K2Dd7AqfczRdno2>

H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	5 minutes
Main Activities	Observing 1. Pay attention to the video. 2. Identify the main character and main theme in the DST story.	10 minutes
	Questioning 1. The teacher asks sparking questions such as: “What is the main problem in the story?” “How did sandi's actions change his environment?” 2. Students answer the teacher's questions and are also given the opportunity to ask their own questions related to the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Students give their comments or opinions on the story content, characters, and moral messages. 2. Students discuss how the story in DST relates to real life, especially related to environmental issues or other values.	15 minutes
	Communicating 1. Students share what they learned from the story and how they can apply the values in their daily lives.	10 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

Second Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting	5 minutes

	2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. pay attention to the audio listening again to recall the story that has been heard and told in the previous meeting	10 minutes
	Questioning 1. Ask the students what they remember about the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Discuss and answer the exercises provided based on the audio with your seatmates.	15 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the audio listening.	10 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

I. Assessment

Indicators	Assessment Technique	Questions
1. Find the specific information in the audio	Written Tests	1. Why has the river in Putu village become dirty and polluted? 2. What is the impact of river pollution on the environment and people in Putu village? 3. How can Putu's actions change the condition of his village? 4. Was the solution implemented by Putu and the villagers

		effective enough? Why? 5. How can Putu's actions be an inspiration for people in the real world?
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Key Answer:

1. Because many villagers litter into the river due to the lack of a good waste management system.
2. - The water becomes dirty and harmful to humans and animals.
- The fish population decreases because the habitat is damaged.
- People can no longer use river water for their daily needs.
3. - Putu started cleaning the river and invited her friends to participate.
- She made the community aware of the dangers of plastic waste to the environment.
- With the help of the village head, a waste management system was established, so the village became cleaner and the river recovered.
4. Yes, because they not only cleaned up the river, but also created a sustainable waste management system.
5. - Putu shows that change can start with one person.
- With patience and sustained effort, he managed to change the habits of his community.
- This can serve as an example that small actions can have a big impact.

Rubric Assesment

A. Assesment Guidance

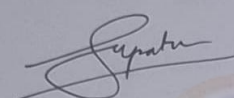
1. Score for a correct answer is 2
2. Maximum score: 2 x 5 questions = 10
3. Students' score:

$$\frac{\text{Earned score}}{\text{Maximum score}} \times 10$$

B. Assessment Rubric

Criteria	Description	Points	Comments
Critical Thinking Level	Analytical evaluation of the information presented.	0-10 points (The more points earned indicates the student mastered this level.)	

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Guru Bahasa Inggris



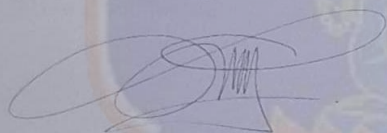
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I Gusti Nyoman Naranata, S.Pd, M.Pd.
NIP. 196811012006041005

Name:

Worksheet

Instruction: listen to the digital audio given by your teacher and then answer the questions below.

Questions:

1. Why has the river in Putu village become dirty and polluted?
2. What is the impact of river pollution on the environment and people in Putu village?
3. How can Putu's actions change the condition of his village?
4. Was the solution implemented by Putu and the villagers effective enough? Why?
5. How can Putu's actions be an inspiration for people in the real world?

Answer:



School : SMA Negeri 1 Kuta Utara
Subject : English
Topic : Narrative Text about Environmental Figure
Class/Semester : XI/II
Skill : Listening
Time Allocation : 2 x 65 minutes
Academic Year : 2024/2025

A. Standard Competency

Identify the main idea, author's purpose, synthesize and evaluate detailed information in the narrative text correctly.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, bernalar kritis, kreatif.

C. Indicators

Find specific information in digital storytelling.

D. Instructional Objectives

Students can find specific information in the story through digital storytelling activities by answering the questions given.

E. Instructional Materials

https://drive.google.com/drive/folders/1swBb_hw4lCz0NzRIZBRLcQUFGiev_1S4?usp=drive_link

F. Approach/Method/Technique of Learning

Approach: Media Literacy Approach

Method: Digital Storytelling

Technique of learning: Technology Learning

G. Media and Resources of Learning

Digital media: Youtube

Link: https://www.youtube.com/watch?v=ODni_Bey154

H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	5 minutes
Main Activities	Observing 1. Pay attention to the video. 2. Identify the specific information and main theme in the DST story.	10 minutes
	Questioning 1. The teacher asks sparking questions such as: “What solution do you think is the most effective and why?” “What is plastic pollution?” 2. Students answer the teacher's questions and are also given the opportunity to ask their own questions related to the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Students give their comments or opinions on the story content, characters, and moral messages. 2. Students discuss how the story in DST relates to real life, especially related to environmental issues or other values.	10 minutes
	Communicating 1. Students share what they learned from the story and how they can apply the values in their daily lives.	15 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

Second Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray	5 minutes

	3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. pay attention to the audio listening again to recall the story that has been heard and told in the previous meeting	10 minutes
	Questioning 1. Ask the students what they remember about the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Answer the exercises provided based on the audio listened as a group work.	15 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the audio listening.	10 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	5 minutes

I. Assessment

Indicators	Assessment Technique	Questions
1. Find the specific information in the audio	Written Tests	1. Rizal started his movement by cleaning up the river before focusing on the ocean. (True/False) 2. The villagers immediately supported Rizal's initiative to clean up the ocean. (True/False) 3. Ocean pollution in Rizal's village is mainly caused by household and

		industrial waste disposal. (True/False) 4. One of Rizal's strategies is to work with environmental organizations to educate the community about the importance of protecting the ocean. (True/False) 5. After several years, Rizal's village still suffers from marine pollution problems due to lack of support from the government. (True/False)
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Key Answer:

1. False.
2. False.
3. True.
4. True.
5. False.

Rubric Assesment

A. Assesment Guidance

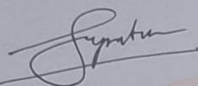
1. Score for a correct answer is 2
2. Maximum score: 2 x 5 questions = 10
3. Students' score:

$$\frac{\text{Earned score}}{\text{Maximum score}} \times 10$$

B. Assessment Rubric

Criteria	Description	Points	Comments
Synthesis Level	Ability to integrate and draw conclusions from the information.	0-10 points (The more points earned indicates the student mastered this level.)	

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Guru Bahasa Inggris



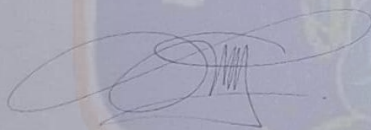
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Group:

Name:

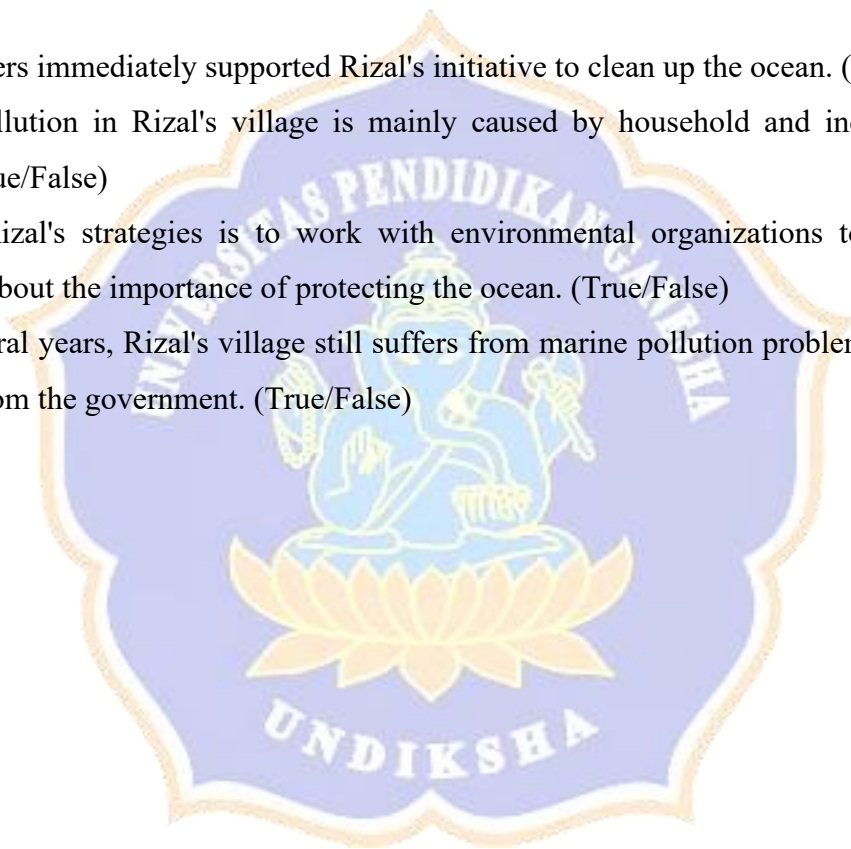
Groups Worksheet

Instruction: listen to the digital audio given by your teacher and then answer the questions below.

Questions:

1. Rizal started his movement by cleaning up the river before focusing on the ocean. (True/False)
2. The villagers immediately supported Rizal's initiative to clean up the ocean. (True/False)
3. Ocean pollution in Rizal's village is mainly caused by household and industrial waste disposal. (True/False)
4. One of Rizal's strategies is to work with environmental organizations to educate the community about the importance of protecting the ocean. (True/False)
5. After several years, Rizal's village still suffers from marine pollution problems due to lack of support from the government. (True/False)

Answer:



School : SMA Negeri 1 Kuta Utara
 Subject : English
 Topic : Narrative Text about Environmental Figure
 Class/Semester : XI/II
 Skill : Listening
 Time Allocation : 2 x 65 minutes
 Academic Year : 2024/2025

A. Standard Competency

Identify the main idea, author's purpose, synthesize and evaluate detailed information in the narrative text correctly.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, bernalar kritis, kreatif.

C. Indicators

Find specific information in digital storytelling.

D. Instructional Objectives

Students can find specific information in the story through digital storytelling activities by answering the questions given.

E. Instructional Materials

https://drive.google.com/drive/folders/1opJurORRJPsiZYrDRLSSiaf5DNfgBm2T?usp=drive_link

F. Approach/Method/Technique of Learning

Approach: Media Literacy Approach

Method: Digital Storytelling

Technique of learning: Technology Learning

G. Media and Resources of Learning

Digital media: Youtube

H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance 4. pay attention to instructions from the teacher.	5 minutes
Main Activities	Observing 1. pay attention to the audio listening 1,2,3 to recall the story that has been heard and told in the previous meeting. 2. Identify the main character and main theme in the DST story.	15 minutes
	Questioning 1. The teacher asks sparking questions such as: “What morals do you think can be learned from the three stories you have listened to?” 2. Students answer the teacher's questions and are also given the opportunity to ask their own questions related to the story.	10 minutes
	Experimenting 1. Students listen carefully to the audio listening played several times by the teacher.	10 minutes
	Associating 1. Students give their comments or opinions on the story content, characters, and moral messages. 2. Students present their understanding in a short format.	10 minutes
	Communicating 1. Students share what they learned from the story and how they can apply the values in their daily lives.	10 minutes
Post-activities	1. Teacher explains the format of Posttest and interview in the next meeting. 2. Students are given the opportunity to ask questions related to the Posttest.	5 minutes

Second Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance 4. pay attention related to the teacher explaining the Post-test instructions and student interviews.	5 minutes
Main Activities	1. Conduct a listening test for students. 2. Individual/small group reflective interviews regarding students' responses of their learning experience using DST.	35 minutes 20 minutes
Post-activities	1. Students are given the opportunity to share their impressions and suggestions on the DST learning method.	5 minutes

I. Assesment

Scoring Rubrics for Critical Listening			
Criteria	Description	Points	Comments
Perception Level	Initial understanding and awareness of the topic.	0-10 points	
Critical Thinking Level	Analytical evaluation of the information presented.	0-10 points	
Synthesis Level	Ability to integrate and draw conclusions from the information.	0-10 points	

Mengetahui,
Guru Bahasa Inggris



I Made Wahyudi Suprayatna, S.Pd.
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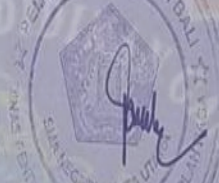
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Kepala Sekolah



I Gusti Nyoman Naranata, S.Pd, M.Pd.
NIP. 196811012006041005



Name:

Worksheet Listening Test

Instruction: listen to the digital audio given by your teacher and then answer the questions below.

Questions:

1. What is the primary cause of deforestation in Indonesia according to the speaker?
 - A. Illegal logging
 - B. Urban expansion
 - C. Industrial pollution
 - D. Agricultural waste
2. What impact does excessive plastic waste have on Indonesia's marine ecosystem?
 - A. More deforestation
 - B. Increased air pollution
 - C. Higher water consumption
 - D. Declining marine biodiversity
3. What action has the Indonesian government taken to reduce plastic waste?
 - A. Banning plastic bags in supermarkets
 - B. Imposing higher taxes on plastic products
 - C. Limiting the sale of bottled water
 - D. Encouraging the use of glass containers
4. Why are mangrove forests crucial in Indonesia's fight against climate change?
 - A. They increase rice production
 - B. They provide fresh drinking water
 - C. They act as carbon sinks
 - D. They promote industrial growth
5. What is one key factor that contributes to Indonesia's air pollution problem?
 - A. Overpopulation in rural areas
 - B. Burning of peatlands
 - C. Lack of electricity
 - D. Excessive rice farming
6. What is one of the major threats to Indonesia's coral reefs?
 - A. Desertification
 - B. Overfishing and ocean pollution

- C. Excessive rainfall
 - D. Volcanic eruptions
7. What is one major effect of climate change on Indonesia's environment?
- A. Rising sea levels causing coastal erosion
 - B. Decreased number of earthquakes
 - C. Stronger winter seasons
 - D. Increased desert areas
8. What strategy is commonly used in Indonesia to reduce household waste?
- A. Composting organic waste
 - B. Burning all plastic waste
 - C. Storing waste in underground containers
 - D. Exporting waste to neighboring countries
9. What is one reason Indonesia is experiencing biodiversity loss?
- A. Decrease in human population
 - B. Excessive agricultural subsidies
 - C. Decline in international tourism
 - D. Habitat destruction due to deforestation
10. What renewable energy source is being promoted to reduce carbon emissions in Indonesia?
- A. Nuclear energy
 - B. Coal-fired power plants
 - C. Geothermal energy
 - D. Diesel generators
11. Mangrove forests are often cleared for shrimp farming and urban expansion in Indonesia. (true/false)
12. Palm oil plantations in Indonesia help to preserve biodiversity. (True/False)
13. Coral bleaching is caused by rising air temperatures. (True/False)
14. Waste management programs in Indonesia are highly successful due to full public participation. (True/False)
15. Hydroelectric dams in Indonesia have no effect on local communities or ecosystems. (True/False)

16. The illegal wildlife trade in Indonesia is easy to enforce due to strict legal protections. (True/False)

17. Air pollution in Indonesia has economic consequences, such as increased healthcare costs. (True/False)

18. Geothermal energy development in Indonesia is limited due to low investment costs. (True/False)

19. Digital storytelling helps raise environmental awareness by making information more engaging. (True/False)

20. Mass tourism in Indonesia has no impact on natural ecosystems. (True/False)

21 - 23. In Indonesia, environmental education has become a powerful tool for _____ (21) sustainable practices. Schools and universities have incorporated _____ (22) studies into their curricula, while community workshops and seminars have contributed to increased awareness on environmental issues. The goal is to foster a generation of citizens who are _____ (23) about conservation.

24 - 26. Plastic pollution in Indonesia's oceans has caused severe harm to marine _____ (24). Animals ingest plastic debris, leading to _____ (25) and death. Additionally, plastics disrupt marine ecosystems and enter the _____ (26) chain, ultimately affecting human health.

27 – 30. Tourism has a significant effect on natural resources in Indonesia. On the one hand, it generates _____ (27) that can be reinvested into conservation projects. On the other hand, it leads to the _____ (28) of resources, habitat destruction, and increased _____ (29). Balancing these effects remains a major _____ (30).

Appendix 8 Expert Judgement Result

Table 2. The Question of Listening Test

Level of Critical Listening	Number of Question	Question	Points	Relevant	Irrelevant	Comments
Critical Thinking Level	1	What is the primary cause of deforestation in Indonesia according to the speaker? E. Illegal logging F. Urban expansion G. Industrial pollution H. Agricultural waste	1 Point	√		
	2	What impact does excessive plastic waste have on Indonesia's marine ecosystem? E. More deforestation F. Increased air pollution G. Higher water consumption H. Declining marine biodiversity	1 Point	√		
	3	What action has the Indonesian government taken to reduce plastic waste? E. Banning plastic bags in supermarkets F. Imposing higher taxes on plastic products G. Limiting the sale of bottled water H. Encouraging the use of glass containers	1 Point		√	The answer is very explicit in the audio, consider to recreate the question.
	4	Why are mangrove forests crucial in Indonesia's fight against climate change? E. They increase rice production F. They provide fresh drinking water G. They act as carbon sinks	1 Point	√		

		H. They promote industrial growth				
5	What is one key factor that contributes to Indonesia's air pollution problem? E. Overpopulation in rural areas F. Burning of peatlands G. Lack of electricity H. Excessive rice farming	1 Point		√		The answer is very explicit in the audio, consider to recreate the question.
6	What is one of the major threats to Indonesia's coral reefs? E. Desertification F. Overfishing and ocean pollution G. Excessive rainfall H. Volcanic eruptions	1 Point		√		The answer is very explicit in the audio, consider to recreate the question.
7	What is one major effect of climate change on Indonesia's environment? E. Rising sea levels causing coastal erosion F. Decreased number of earthquakes G. Stronger winter seasons H. Increased desert areas	1 Point		√		The answer is very explicit in the audio, consider to recreate the question.
8	What strategy is commonly used in Indonesia to reduce household waste? E. Composting organic waste F. Burning all plastic waste G. Storing waste in underground containers H. Exporting waste to neighbouring countries	1 Point	√			
9	What is one reason Indonesia is experiencing biodiversity loss? E. Decrease in human population F. Excessive agricultural subsidies G. Decline in international tourism H. Habitat destruction due to deforestation	1 Point	√			

	10	What renewable energy source is being promoted to reduce carbon emissions in Indonesia? E. Nuclear energy F. Coal-fired power plants G. Geothermal energy H. Diesel generators	1 Point	√		
Synthesis Level	11	Mangrove forests are often cleared for shrimp farming and urban expansion in Indonesia. (True/False)	1 Point		√	The answer is very explicit in the audio, consider to recreate the question.
	12	Palm oil plantations in Indonesia help to preserve biodiversity. (True/False)	1 Point	√		
	13	Coral bleaching is caused by rising air temperatures. (True/False)	1 Point	√		
	14	Waste management programs in Indonesia are highly successful due to full public participation. (True/False)	1 Point	√		
	15	Hydroelectric dams in Indonesia have no effect on local communities or ecosystems. (True/False)	1 point	√		
	16	The illegal wildlife trade in Indonesia is easy to enforce due to strict legal protections. (True/False)	1 Point	√		
	17	Air pollution in Indonesia has economic consequences, such as increased healthcare costs. (True/False)	1 Point	√		
	18	Geothermal energy development in Indonesia is limited due to low investment costs. (True/False)	1 Point	√		
	19	Digital storytelling helps raise environmental awareness by making information more engaging. (True/False)	1 Point	√		
	20	Mass tourism in Indonesia has no impact on natural ecosystems. (True/False)	1 Point	√		

Perception Level	21 - 23	In Indonesia, environmental education has become a powerful tool for _____ (21) sustainable practices. Schools and universities have incorporated _____ (22) studies into their curricula, while community workshops and seminars have contributed to increased awareness on environmental issues. The goal is to foster a generation of citizens who are _____ (23) about conservation.	3 points (1 point for each question)	√		
	24 - 26	Plastic pollution in Indonesia's oceans has caused severe harm to marine _____ (24). Animals ingest plastic debris, leading to _____ (25) and death. Additionally, plastics disrupt marine ecosystems and enter the _____ (26) chain, ultimately affecting human health.	3 points (1 point for each question)	√		
	27 - 30	Tourism has a significant effect on natural resources in Indonesia. On the one hand, it generates _____ (27) that can be reinvested into conservation projects. On the other hand, it leads to the _____ (28) of resources, habitat destruction, and increased _____ (29). Balancing these effects remains a major _____ (30).	4 points (1 point for each question)	√		

Table 3. Scoring Rubrics for Critical Listening

Scoring Rubrics for Critical Listening			
Criteria	Description	Points	Comments
Perception Level	Initial understanding and awareness of the topic.	0-10 points	9
Critical Thinking Level	Analytical evaluation of the information presented.	0-10 points	6
Synthesis Level	Ability to integrate and draw conclusions from the information.	0-10 points	8

Link for Asses the Listening Instruments: <https://drive.google.com/drive/folders/16BHG8igNUbg7R4KKUxed9yQi63KwhR4Y>

Answer Key:

31. A) Illegal logging

33. A) Banning plastic bags in supermarkets

34. C) They act as carbon sinks

32. D) Declining marine biodiversity

35. B) Burning of peatlands

- 36. B) Overfishing and ocean pollution
- 37. A) Rising sea levels causing coastal erosion
- 38. A) Composting organic waste
- 39. D) Habitat destruction due to deforestation
- 40. C) Geothermal energy
- 41. True
- 42. False
- 43. False
- 44. False
- 45. False
- 46. False
- 47. True
- 48. False
- 49. True
- 50. False
- 51. Promoting
- 52. Environmental
- 53. Informed
- 54. Life
- 55. Injury

- 56. Food
- 57. Revenue
- 58. Overuse
- 59. Pollution
- 60. Challenge



General

Comments/Recommendations

The answers of the questions should be made more implicit to encourage the students.....
... to be more critical to make appropriate judgement / conclusion. Consider to rephrase sentence/words or use synonyms (of the answers)

Singaraja, 12 Mei 2025

Expert Judge I



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Table 4. The Question of Listening Test

Level of Critical Listening	Number of Question	Question	Points	Relevant	Irrelevant	Comments
Critical Thinking Level	1	What is the primary cause of deforestation in Indonesia according to the speaker? A. Illegal logging B. Urban expansion C. Industrial pollution D. Agricultural waste	1 Point	R		
	2	What impact does excessive plastic waste have on Indonesia's marine ecosystem? A. More deforestation B. Increased air pollution C. Higher water consumption D. Declining marine biodiversity	1 Point	R		
	3	What action has the Indonesian government taken to reduce plastic waste? A. Banning plastic bags in supermarkets B. Imposing higher taxes on plastic products C. Limiting the sale of bottled water D. Encouraging the use of glass containers	1 Point	R		
	4	Why are mangrove forests crucial in Indonesia's fight against climate change? A. They increase rice production B. They provide fresh drinking water C. They act as carbon sinks D. They promote industrial growth	1 Point	R		
	5	What is one key factor that contributes to Indonesia's air pollution problem?	1 Point	R		

		A. Overpopulation in rural areas B. Burning of peatlands C. Lack of electricity D. Excessive rice farming				
6	What is one of the major threats to Indonesia’s coral reefs? A. Desertification B. Overfishing and ocean pollution C. Excessive rainfall D. Volcanic eruptions	1 Point	R			
7	What is one major effect of climate change on Indonesia’s environment? A. Rising sea levels causing coastal erosion B. Decreased number of earthquakes C. Stronger winter seasons D. Increased desert areas	1 Point	R			
8	What strategy is commonly used in Indonesia to reduce household waste? A. Composting organic waste B. Burning all plastic waste C. Storing waste in underground containers D. Exporting waste to neighbouring countries	1 Point	R			
9	What is one reason Indonesia is experiencing biodiversity loss? A. Decrease in human population B. Excessive agricultural subsidies C. Decline in international tourism D. Habitat destruction due to deforestation	1 Point	R			
10	What renewable energy source is being promoted to reduce carbon emissions in Indonesia? A. Nuclear energy B. Coal-fired power plants C. Geothermal energy	1 Point	R			

		D. Diesel generators				
Synthesis Level	11	Mangrove forests are often cleared for shrimp farming and urban expansion in Indonesia. (True/False)	1 Point	R		
	12	Palm oil plantations in Indonesia help to preserve biodiversity. (True/False)	1 Point	R		
	13	Coral bleaching is caused by rising air temperatures. (True/False)	1 Point	R		
	14	Waste management programs in Indonesia are highly successful due to full public participation. (True/False)	1 Point	R		
	15	Hydroelectric dams in Indonesia have no effect on local communities or ecosystems. (True/False)	1 point	R		
	16	The illegal wildlife trade in Indonesia is easy to enforce due to strict legal protections. (True/False)	1 Point	R		
	17	Air pollution in Indonesia has economic consequences, such as increased healthcare costs. (True/False)	1 Point	R		
	18	Geothermal energy development in Indonesia is limited due to low investment costs. (True/False)	1 Point	R		
	19	Digital storytelling helps raise environmental awareness by making information more engaging. (True/False)	1 Point	R		
	20	Mass tourism in Indonesia has no impact on natural ecosystems. (True/False)	1 Point	R		
Perception Level	21 - 23	In Indonesia, environmental education has become a powerful tool for _____ (21) sustainable practices. Schools and universities have incorporated _____ (22) studies into their curricula, while community workshops and seminars have contributed to increased awareness on environmental issues. The goal is to foster a generation of citizens who are _____ (23) about conservation.	3 points (1 point for each question)	R		
	24 - 26	Plastic pollution in Indonesia's oceans has caused severe harm to marine _____ (24). Animals ingest plastic debris, leading to _____ (25) and _____	3 points (1 point	R		

		death. Additionally, plastics disrupt marine ecosystems and enter the _____ (26) chain, ultimately affecting human health.	for each question)			
	27 - 30	Tourism has a significant effect on natural resources in Indonesia. On the one hand, it generates _____ (27) that can be reinvested into conservation projects. On the other hand, it leads to the _____ (28) of resources, habitat destruction, and increased _____ (29). Balancing these effects remains a major _____ (30).	4 points (1 point for each question)	R		

General Comments/Recommendations

It has been developed well. Well done

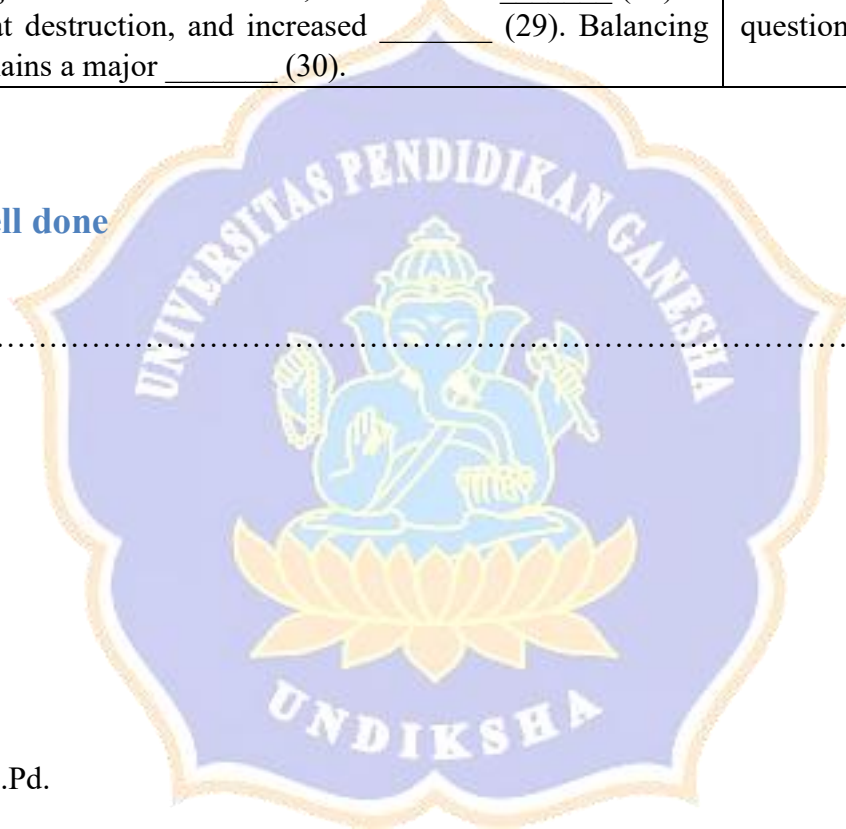
Singaraja, 12 Mei 2025

Expert Judge II



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP 198904082023212043



Validity Assessment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 30
- Ms. Monik (Judge 1) rated 5 questions as "Irrelevant (IR)".
- Ms. Era (Judge 2) rated all 30 items as "Relevant (R)".

Gregory's Cross-Tabulation Table

	Judge 2: Not Relevant (1–2)	Judge 2: Relevant (3–4)
Judge 1: Not Relevant (1–2)	A = 0	B = 5
Judge 1: Relevant (3–4)	C = 0	D = 25

Gregory's Formula

$$\text{Gregory Content Validity Coefficient} = \frac{D}{A + B + C + D} = \frac{25}{0 + 5 + 0 + 25} = \frac{25}{30} = 0.83$$

Conclusion

- Gregory's validity coefficient = 0.83
- This indicates that the Listening Test has good content validity, with substantial agreement among experts, despite some differing opinions.

Table 6. Observation Sheet

Observation Sheet for Digital Storytelling Implementation						
Observation Date:		Class:		Observer:		
Dimension	Indicators	Exist/Not	Overall Description	Relevant	Irrelevant	Comments
Classroom Environment	16. Seating arrangements are monotone.			√		
	17. Technology is accessible.			√		
Teacher Engagement	18. Teachers provide support and encourage constructive feedback among students.			√		
	19. Teachers apply strategies that help students to understand the material during DST implementation.			√		
	20. The teacher facilitates active listening activities using DST.			√		
	21. Teachers use effective questioning.			√		
Student Participation	22. Students actively participate in discussions.			√		
	23. Students ask questions.			√		
	24. Students contribute to group activities.			√		



General Comments/Recommendations

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.....
.....

Singaraja, 12 Mei 2025

Expert Judge I



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Table 7. Observation Sheet

Observation Sheet for Digital Storytelling Implementation						
Observation Date:		Class:		Observer:		
Dimension	Indicators	Exist/Not	Overall Description	Relevant	Irrelevant	Comments
Classroom Environment	1. Seating arrangements are monotone.				IR	Apa bisa dibuatkan linier. Jika statement positif, semua statement dibuatkan positif.
	2. Technology is accessible.			R		
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.			R		
	4. Teachers apply strategies that help students to understand the material during DST implementation.			R		
	5. The teacher facilitates active listening activities using DST.			R		
	6. Teachers use effective questioning.			R		

Suggestions for Improvement
Observer Signature

General Comments/Recommendations

Pastikan semua statement mengacu pada kriteria yg sama. Seating Arrangement monoton, apakah ini kondisi ideal? Berkonotasi positif kah? Kalau belum, tolong diperbaiki.

Singaraja, 12 Mei 2025

Expert Judge II



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP 198904082023212043



Validity Assessment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 30
- Ms. Monik (Judge 1) rated all 15 indicators as "Relevant (R)".
- Ms. Era (Judge 2) rated 1 indicator as "Irrelevant (IR)".

Gregory's Cross-Tabulation Table

	Judge 2: Not Relevant (1–2)	Judge 2: Relevant (3–4)
Judge 1: Not Relevant (1–2)	A = 0	B = 0
Judge 1: Relevant (3–4)	C = 1	D = 14

Gregory's Formula

$$\text{Gregory Content Validity Coefficient} = \frac{D}{A + B + C + D} = \frac{14}{0 + 0 + 1 + 14} = \frac{14}{15} = 0.93$$

Conclusion

- Gregory's validity coefficient = 0.93
- This indicates that the Observation Sheet has strong content validity, with a high level of agreement between Ms. Monik and Ms. Era regarding the relevance of its indicators.

Table 10. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Responses	11. Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda? 12. Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?	√			
Digital Storytelling Responses	13. Bagaimana pendapat Anda tentang digital storytelling yang mendukung kreativitas dan imajinasi Anda dalam belajar? 14. Fitur spesifik apa dari digital storytelling yang menurut Anda paling bermanfaat?	√			
Critical Listening competence	15. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan mendengarkan kritis Anda?	√			
Method Comparison	16. Tantangan apa yang Anda hadapi saat menggunakan metode digital storytelling? 17. Bagaimana menurut Anda metode digital storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?	√			
Educational Relevance	18. Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	√			
Multimedia Integration	19. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	√			

Student Self-Reflection	20. Bagaimana digital storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?	√			
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General Comments/Recommendations

..... Make sure the students are aware of Digital Story Telling before you
 conduct the interview :

Singaraja, 12 Mei 2025

Experts Judge I



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030

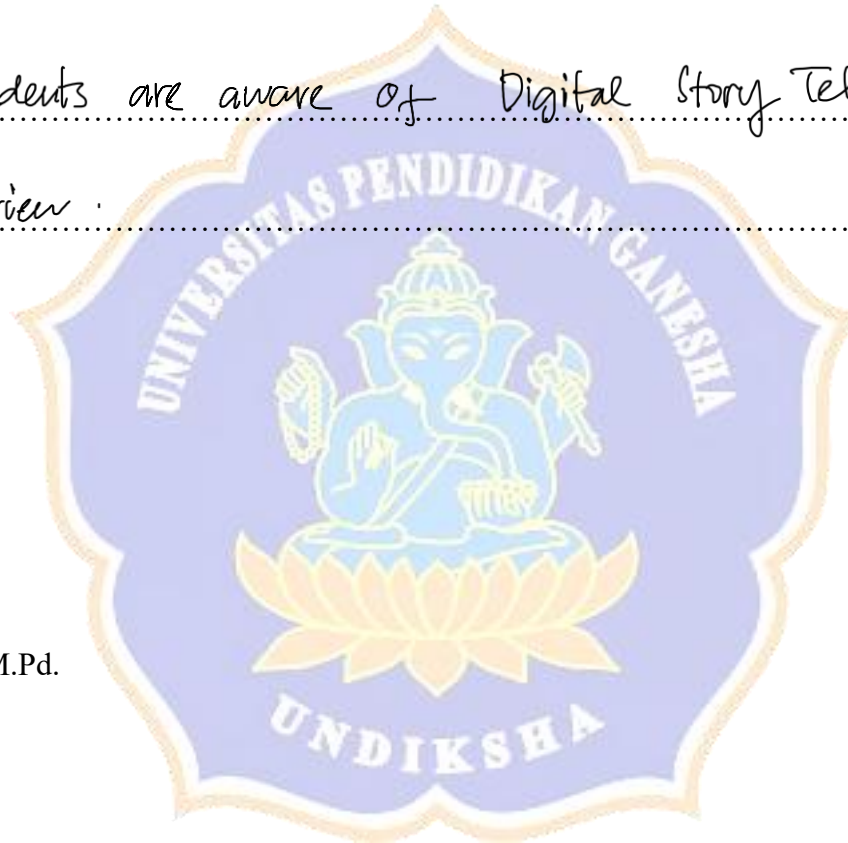


Table 11. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Responses	1. Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda? 2. Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?	✓ ✓			
Digital Storytelling Responses	3. Apakah digital storytelling dapat mendukung kreativitas dan imajinasi anda dalam belajar? 4. Fitur spesifik apa dari digital storytelling yang menurut Anda paling bermanfaat?	✓ ✓			
Critical Listening Competence	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan mendengarkan kritis Anda?	✓			
Method Comparison	6. Tantangan apa yang Anda hadapi saat menggunakan metode digital storytelling? 7. Bagaimana menurut Anda metode digital storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?	✓ ✓			
Educational Relevance	8. Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	✓			
Multimedia Integration	9. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	✓			

Student Self-Reflection	10. Bagaimana digital storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?	✓			
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General

Comments/Recommendations

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Singaraja, 12 Mei 2025

Expert Judge II



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP 198904082023212043



Validity Assessment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 30
- Ms. Monik (Judge 1) rated 5 questions as "Irrelevant (IR)".
- Ms. Era (Judge 2) rated all 30 items as "Relevant (R)".

Gregory's Cross-Tabulation Table

	Judge 2: Not Relevant (1–2)	Judge 2: Relevant (3–4)
Judge 1: Not Relevant (1–2)	A = 0	B = 0
Judge 1: Relevant (3–4)	C = 0	D = 10

Gregory's Formula

$$\text{Gregory Content Validity Coefficient} = \frac{D}{A + B + C + D} = \frac{10}{0 + 0 + 0 + 10} = \frac{10}{10} = 1.00$$

Conclusion

- Gregory's validity coefficient = 1.00
- This shows that the Interview Guide has strong content validity based on perfect expert agreement between Ms. Monik and Ms. Era, indicating all items are highly relevant.

Appendix 9 Quantitative Results

Stata/MP 17.0

File Edit Data Graphics Statistics User Window Help

800-STATA-PC 800-STATA-PC
979-696-4600 979-696-4600
<https://www.stata.com>
stata@stata.com

Stata license: Unlimited-user 64-core network perpetual
Serial number: 18461036
Licensed to: TEAM BTRC
TEAM BTRC

Notes:

1. Unicode is supported; see `help unicode_advice`.
2. More than 2 billion observations are allowed; see `help obs_advice`.
3. Maximum number of variables is set to 5,000; see `help set_maxvar`.

```
. import excel "C:\Users\Aprilia\Downloads\Data Posttest Siswaaa.xlsx", sheet("Sheet1") firstrow
(3 vars, 84 obs)
```

```
. ksmirnov Nilai = normal(Nilai)
```

One-sample Kolmogorov-Smirnov test against theoretical distribution
normal(Nilai)

Smaller group	D	p-value
Nilai	0.0000	1.000
Cumulative	-1.0000	0.000
Combined K-S	1.0000	0.000

Note: Ties exist in dataset;
there are 10 unique values out of 84 observations.

Command

T-Test

Group Statistics

	Metode	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	42	88.67	3.687	.569
	2	42	81.00	1.938	.299

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Nilai	Equal variances assumed	13.545	<,001	11.929	82
	Equal variances not assumed			11.929	62.051

Independent Samples Test

		t-test for Equality of Means			
		Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p		
Nilai	Equal variances assumed	<,001	<,001	7.667	.643
	Equal variances not assumed	<,001	<,001	7.667	.643

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Nilai	Equal variances assumed	6.388	8.945
	Equal variances not assumed	6.382	8.951

Independent Samples Effect Sizes

				95% Confidence Interval	
Standardizer ^a			Point Estimate	Lower	Upper
Nilai	Cohen's d	2.945	2.603	2.015	3.183
	Hedges' correction	2.973	2.579	1.996	3.153
	Glass's delta	1.938	3.956	2.996	4.905

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e., the second) group.



Appendix 10 Students Critical Listening Score

Lesson Plan 1		Lesson Plan 2		Lesson Plan 3		Lesson Plan 4		
No	Score	No	Score	No	Score	No	Score 1	Score 2
1	10	1	10	1	8	1	86	80
2	8	2	8	2	10	2	90	82
3	10	3	8	3	10	3	88	78
4	8	4	10	4	8	4	92	80
5	10	5	10	5	8	5	84	82
6	8	6	8	6	10	6	86	84
7	10	7	10	7	8	7	90	80
8	8	8	8	8	10	8	94	82
9	10	9	10	9	8	9	88	78
10	8	10	8	10	10	10	92	80
11	10	11	6	11	10	11	86	82
12	8	12	10	12	8	12	80	84
13	10	13	8	13	10	13	90	80
14	8	14	10	14	8	14	94	82
15	10	15	8	15	6	15	88	78
16	8	16	10	16	10	16	92	80
17	10	17	8	17	8	17	86	82
18	8	18	10	18	10	18	84	84
19	10	19	8	19	8	19	90	80
20	8	20	10	20	10	20	96	82
21	6	21	8	21	8	21	88	78
22	10	22	10	22	10	22	92	80
23	8	23	8	23	8	23	86	82
24	10	24	10	24	10	24	90	84
25	8	25	8	25	8	25	84	80
26	10	26	10	26	10	26	88	82
27	8	27	6	27	8	27	92	78
28	10	28	8	28	10	28	90	80
29	8	29	10	29	8	29	86	82
30	10	30	8	30	10	30	94	84
31	8	31	10	31	8	31	88	80
32	10	32	8	32	10	32	92	82
33	8	33	10	33	6	33	86	78
34	10	34	8	34	8	34	80	80
35	8	35	10	35	10	35	90	82
36	10	36	8	36	8	36	94	84
37	8	37	10	37	10	37	88	80
38	6	38	8	38	8	38	92	82
39	10	39	10	39	10	39	86	78
40	8	40	8	40	8	40	90	80
41	10	41	10	41	10	41	84	82

42	8	42	6	42	8	42	88	84
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Appendix 11 Observation Sheet Results

Observation Sheet for Digital Storytelling Implementation			
Observation Date: 5-12 March 2025		Class: XI	Observer: Researcher
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	31. Seating arrangements are monotone.	Exist	The learning environment is supported by available technology (projectors, speakers). Students appear focused and comfortable interacting with digital content. Group discussions are active despite the monotone seating arrangements.
	32. Technology is accessible.	Exist	
Teacher Engagement	33. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers facilitate learning by encouraging open-ended questions, guiding discussions, and providing real-time feedback. Teachers use questioning techniques that stimulate deep thinking in students.
	34. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	
	35. The teacher facilitates active listening activities using DST.	Exist	

	36. Teachers use effective questioning.	Exist	
Student Participation	37. Students actively participate in discussions.	Exist	Students showed a high level of engagement in discussions and reflections, frequently asking questions and contributing to group activities.
	38. Students ask questions.	Exist	
	39. Students contribute to group activities.	Exist	
Use of Digital Tools	40. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).	Exist	Teachers ensure that the media used (audio, images, etc.) are appropriate for the material. Teachers integrate videos, images, voice narration, and music into DST, and use digital tools effectively in the implementation of DST in the classroom.
	41. The teacher integrates videos, images, voiceovers, and music in DST.	Exist	
	42. Teachers use digital tools effectively in the implementation of DST in the classroom.	Exist	
Critical Listening Competency	43. Students develop critical thinking.	Exist	Students develop critical thinking and synthesize information. They feel that DST significantly improves their critical listening competence, making them more engaged, responsive, and reflective, as well as more enjoyable in the learning process and
	44. Students synthesize information.	Exist	
	45. Students' perception.	Exist	

			interpretation of material.
Overall Observations: Overall, students responded very positively to the implementation of digital storytelling, considering it a fun and meaningful learning method that significantly improved their learning experience. Observations showed an increase in class participation, cognitive engagement, and reflective thinking skills among students during lessons.			
Suggestions for Improvement: To enhance the application of digital storytelling in English language teaching and facilitate further research, teachers are encouraged to implement digital storytelling on an ongoing basis in listening classes, especially when teaching narrative texts, given the potential of multimedia to increase student engagement.			

Observation Sheet for Digital Storytelling Implementation			
Observation Date: 19 March-9 April 2025		Class: XI	Observer: Researcher
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	1. Seating arrangements are monotone.	Exist	The learning environment is supported by available technology. Students appear focused and comfortable interacting with their classmates about digital content. Group discussions are active despite the monotone seating arrangement.
	2. Technology is accessible.	Exist	
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers facilitate learning by encouraging open-ended questions, guiding discussions, and providing real-

	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	time feedback. Teachers use questioning techniques that stimulate deep thinking in students.
	5. The teacher facilitates active listening activities using DST.	Exist	
	6. Teachers use effective questioning.	Exist	
Student Participation	7. Students actively participate in discussions.	Exist	Students showed a high level of engagement in discussions and reflections, frequently asking questions and contributing to group activities with their seatmates.
	8. Students ask questions.	Exist	
	9. Students contribute to group activities.	Exist	
Use of Digital Tools	10. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).	Exist	Teachers ensure that the media used is appropriate for the material. Teachers integrate videos, images, voice narration, and music into DST, and use digital tools effectively in the implementation of DST in the classroom.
	11. The teacher integrates videos, images, voiceovers, and music in DST.	Exist	
	12. Teachers use digital tools effectively in the implementation of DST in the classroom.	Exist	
	13. Students develop critical thinking.	Exist	Students develop critical thinking

Critical Listening Competency	14. Students synthesize information.	Exist	and synthesize information. They feel that DST helps improve their critical listening competency, making them more engaged, responsive, and reflective, as well as more enjoyable in the learning process and interpretation of material.
	15. Students' perception.	Exist	
Overall Observations: During this observation period, there was a consistent improvement in students' cognitive processing. They began to demonstrate analytical skills in groups with their seatmates and a deeper interpretation of the information presented through digital storytelling, indicating significant progress in critical listening competence.			
Suggestions for Improvement: Schools and curriculum developers need to support the integration of this technology by providing access to digital tools and organizing teacher training on the design and implementation of digital storytelling.			

Observation Sheet for Digital Storytelling Implementation			
Observation Date: 16 April-7 May 2025		Class: XI	Observer: Researcher
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	1. Seating arrangements are monotone.	Exist	The learning environment is supported by available technology. Students appear focused and comfortable interacting in groups with the available digital content. Group discussions are
	2. Technology is accessible.	Exist	

			active despite the monotone seating arrangement.
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers facilitate learning by encouraging open-ended questions about the material, guiding discussions during lessons, and providing real-time feedback. Teachers use questioning techniques that stimulate students to think critically.
	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	
	5. The teacher facilitates active listening activities using DST.	Exist	
	6. Teachers use effective questioning.	Exist	
Student Participation	7. Students actively participate in discussions.	Exist	Students showed a high level of engagement in discussions and reflections, frequently asking questions and contributing to group activities.
	8. Students ask questions.	Exist	
	9. Students contribute to group activities.	Exist	
Use of Digital Tools	10. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).	Exist	Teachers ensure that they use media that is appropriate for the material. Teachers integrate videos, images, voice narration, and music into DST, and use digital tools effectively in the
	11. The teacher integrates videos, images, voiceovers, and music in DST.	Exist	

	12. Teachers use digital tools effectively in the implementation of DST in the classroom.	Exist	implementation of DST in the classroom.
Critical Listening Competency	13. Students develop critical thinking.	Exist	Students develop critical thinking and synthesize information. They feel that DST helps improve their critical listening competence, making them more engaged in group discussions, responsive, and reflective, as well as enjoying the learning process in class.
	14. Students synthesize information.	Exist	
	15. Students' perception.	Exist	
Overall Observations: Towards the end of the research period, observations confirmed that digital storytelling not only maintained students' interest but also consistently promoted their reflective skills and critical listening abilities. Students demonstrated a stronger understanding and ability to relate the material to a broader context, confirming the effectiveness of this method.			
Suggestions for Improvement: Future research should explore the use of digital storytelling with larger sample sizes or at different educational levels (such as junior high school or university), as well as examine its impact on other language skills (speaking, writing, critical reading).			

Observation Sheet for Digital Storytelling Implementation			
Observation Date: 14-21 May 2025		Class: XI	Observer: Researcher
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	1. Seating arrangements are monotone.	Exist	The learning environment remains

	2. Technology is accessible.	Exist	supportive, with technology available for reviewing materials and administering tests. The seating arrangement is adjusted to support small group discussions during interviews.
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers facilitate material review sessions, provide guidance for test preparation, and help prepare for post-tests. Teachers also assist with interview sessions, ensuring that students feel comfortable sharing their responses.
	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	
	5. The teacher facilitates active listening activities using DST.	Exist	
	6. Teachers use effective questioning.	Exist	
Student Participation	7. Students actively participate in discussions.	Exist	Students actively participated in material review sessions, demonstrated focus while completing post-tests, and were actively involved and cooperative during group interview sessions.
	8. Students ask questions.	Exist	
	9. Students contribute to group activities.	Exist	

Use of Digital Tools	10. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).	Exist	The use of digital tools may be more focused on revisiting digital material that has been studied for recall sessions, as well as possibly recording interviews.
	11. The teacher integrates videos, images, voiceovers, and music in DST.	Exist	
	12. Teachers use digital tools effectively in the implementation of DST in the classroom.	Exist	
Critical Listening Competency	13. Students develop critical thinking.	Exist	In this observation sheet section, critical listening competence is measured through a post-test, while the interview session provides qualitative insights into students' responses and reactions to the implementation of DST.
	14. Students synthesize information.	Exist	
	15. Students' perception.	Exist	
Overall Observations: The focus shifted to a comprehensive review of the material, preparing students for the post-test listening. The post-test went smoothly, followed by a structured interview session in which students, divided into pairs, candidly shared their responses and reflections on the entire learning process. This phase marked the end of the research intervention data collection.			
Suggestions for Improvement: Future researchers are encouraged to continue exploring the impact of digital storytelling in broader contexts, such as sample size, educational level, or other language skills, and to consider project-based approaches for deeper collaboration.			

Appendix 12 Students Interview Transcript

Date : Wednesday, May 07th 2025

No	Pertanyaan
1	Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda?
2	Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?
3	Bagaimana pendapat Anda tentang digital storytelling yang mendukung kreativitas dan imajinasi Anda dalam belajar?
4	Fitur spesifik apa dari digital storytelling yang menurut Anda paling bermanfaat?
5	Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan mendengarkan kritis Anda?
6	Tantangan apa yang Anda hadapi saat menggunakan metode digital storytelling?
7	Bagaimana menurut Anda metode digital storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?
8	Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?
9	Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?
10	Bagaimana digital storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?

Interview Transcript Result

No	Group 1	Group 2	Group 3
1	Siswa 1: "Sangat menarik! Lebih seru daripada sekadar baca buku teks. Rasanya seperti belajar sambil nonton film." Siswa 2: "Setuju. Pembelajaran jadi tidak membosankan dan membuat saya lebih fokus karena ada visual dan audionya."	Siswa 3: "Sangat inovatif. Mengubah suasana belajar yang tadinya kaku jadi lebih dinamis." Siswa 4: "Ini cara belajar modern yang efektif. Saya tidak merasa seperti belajar, tapi lebih seperti menikmati konten edukasi."	Siswa 5: "Sangat efektif, membuat saya lebih tertarik untuk belajar." Siswa 6: "Belajar jadi lebih menyenangkan, tidak terasa membosankan."
2	Siswa 1: "Materi yang kompleks jadi lebih mudah dicerna. Urutan kejadian atau konsep lebih jelas karena ada alur ceritanya." Siswa 2: "Saya merasa lebih cepat paham dan ingat. Gambar dan suara itu bantu banget bikin materi melekat di otak."	Siswa 3: "Konsep yang sulit dijelaskan dengan kata-kata jadi mudah dipahami lewat visualisasi. Lebih konkret." Siswa 4: "Saat menggunakan video animasi dan suara, saya lebih mudah memahami dan mengingat kontennya."	Siswa 5: "Mempermudah saya memahami konsep yang rumit." Siswa 6: "Saya jadi lebih mudah mengingat informasi karena disajikan dalam bentuk cerita."

3	Siswa 1: "Pasti! Saya jadi bisa membayangkan sendiri karakter atau situasi dalam cerita. Kadang malah terinspirasi bikin cerita sendiri." Siswa 2: "Ya, imajinasi saya lebih terasah. Jadi nggak cuma menghafal, tapi juga bisa memvisualisasikan."	Siswa 3: "Iya, saya sering membayangkan skenario lain dari cerita yang disajikan. Jadi nggak pasif menerima." Siswa 4: "Mendorong saya untuk berpikir lebih jauh. Misalnya, apa yang akan terjadi jika ceritanya berbeda."	Siswa 5: "Sangat mendukung, saya bisa membayangkan alur ceritanya sendiri." Siswa 6: "Mendorong saya untuk berpikir di luar kotak."
4	Siswa 1: "Menurut saya, kombinasi video dan narasi. Itu yang paling powerful." Siswa 2: "Bagi saya, visualisasi gambar atau animasi yang bergerak. Lebih mudah paham konsep."	Siswa 3: "Penggunaan musik latar atau efek suara yang mendukung suasana cerita. Itu bikin tegang kalau lagi materi serius." Siswa 4: "Saya suka kalau ada grafis bergerak atau animasi yang menjelaskan konsep."	Siswa 5: "Kombinasi antara narasi dan visual yang sangat baik." Siswa 6: "Kualitas produksinya yang bagus membuat saya betah belajar."
5	Siswa 1: "Karena ceritanya kadang punya pesan tersirat, jadi saya harus lebih teliti mendengarkan dan menganalisis apa maksudnya." Siswa 2: "Mungkin lebih ke fokus. Karena harus mendengarkan secara aktif agar tidak ketinggalan poin penting."	Siswa 3: "Saya jadi lebih jeli menangkap informasi penting yang disampaikan melalui suara." Siswa 4: "Butuh perhatian lebih untuk memahami pesan yang ingin disampaikan, apalagi kalau temponya cepat."	Siswa 5: "Saya harus lebih fokus agar tidak melewatkan detail penting dalam cerita." Siswa 6: "Belajar menganalisis pesan di balik cerita."
6	Siswa 1: "Kadang koneksi internet tidak stabil, jadi videonya buffering." Siswa 2: "Durasi videonya kadang terlalu panjang, jadi butuh konsentrasi ekstra."	Siswa 3: "Terkadang, kalau ceritanya terlalu panjang, saya mudah kehilangan fokus di tengah jalan." Siswa 4: "Membutuhkan perangkat yang memadai, seperti laptop atau ponsel yang bagus."	Siswa 5: "Terkadang suara narasinya kurang jelas." Siswa 6: "Sulit kalau harus mengulang bagian tertentu, karena harus mencari manual."
7	Siswa 1: "Jauh lebih baik dari ceramah atau membaca buku saja. Lebih interaktif dan menarik." Siswa 2: "Dibandingkan presentasi PowerPoint, ini lebih hidup. Rasanya seperti diajak berpetualang dalam materi."	Siswa 3: "Jauh lebih menyenangkan daripada presentasi guru di depan kelas. Ini lebih personal." Siswa 4: "Ini pengalaman belajar terbaik yang pernah saya rasakan. Metode lama terasa monoton."	Siswa 5: "Jauh lebih interaktif dan membuat saya terlibat." Siswa 6: "Metode lain terasa pasif, ini lebih aktif."
8	Siswa 1: "Sangat relevan, apalagi di era digital ini. Belajar tidak harus di kelas terus."	Siswa 3: "Sangat relevan. Belajar jadi tidak terpaksa ruang dan waktu." Siswa 4: "Ya, di masa depan, informasi akan banyak"	Siswa 5: "Sangat relevan, ini adalah masa depan pendidikan." Siswa 6: "Iya, sangat sesuai dengan gaya belajar saya."

	Siswa 2: "Ya, ke depannya pasti banyak materi yang akan disajikan secara digital. Ini skill yang bagus."	disampaikan dalam bentuk video atau cerita digital."	
9	Siswa 1: "Sangat membantu! Mata dan telinga saya jadi bekerja bareng, jadi lebih mudah paham." Siswa 2: "Membuat materi jadi tidak abstrak. Misalnya, belajar sejarah jadi seperti melihat kejadiannya langsung."	Siswa 3: "Multimedia membuat materi lebih hidup. Saya bisa melihat, mendengar, dan bahkan 'merasakan' materinya." Siswa 4: "Tentu, apalagi kalau saya tipenya visual learner. Gambar dan video sangat membantu."	Siswa 5: "Sangat membantu, membuat materi tidak monoton." Siswa 6: "Membuat materi jadi lebih hidup dan mudah diserap."
10	Siswa 1: "Motivasi saya naik drastis. Jadi semangat belajar dan penasaran sama materi selanjutnya." Siswa 2: "Saya jadi lebih proaktif mencari tahu sendiri materi yang disajikan dalam bentuk digital. Pendekatan saya jadi lebih eksploratif."	Siswa 3: "Motivasi saya jadi lebih tinggi karena merasa seperti diajak berpetualang dalam materi." Siswa 4: "Pendekatan saya jadi lebih santai tapi tetap serius. Lebih enjoy belajar."	Siswa 5: "Saya jadi lebih termotivasi untuk belajar secara mandiri." Siswa 6: "Meningkatkan rasa ingin tahu saya terhadap materi."

No	Group 4	Group 5	Group 6
1	Siswa 7: "Belajar melalui cerita digital itu menyenangkan dan tidak sebosan biasanya." Siswa 8: "Metode ini sangat fresh dan membuat saya tertarik sejak awal."	Siswa 9: "Inovatif dan tidak membosankan. Saya merasa seperti bermain sambil belajar." Siswa 10: "Metode yang sangat fresh dan membuat saya penasaran dengan materi selanjutnya."	Siswa 11: "Sangat interaktif. Saya merasa lebih terlibat dalam proses belajar." Siswa 12: "Pembelajaran terasa ringan dan menyenangkan, tidak seperti sedang belajar serius."
2	Siswa 7: "Membantu visualisasi konsep yang sulit. Jadi lebih mudah terbayang." Siswa 8: "Lebih mudah mengingat alur peristiwa, terutama untuk mata pelajaran sejarah."	Siswa 9: "Memudahkan pemahaman materi yang kompleks. Visualnya sangat membantu." Siswa 10: "Materi lebih mudah melekat dalam ingatan saya karena disajikan secara naratif."	Siswa 11: "Konsep yang sulit jadi lebih jelas karena divisualisasikan. Misalnya, proses di dalam tubuh." Siswa 12: "Lebih mudah mengingat detail-detail penting karena disajikan dalam alur cerita."
3	Siswa 7: "Memicu imajinasi saya. Seringkali saya memikirkan skenario alternatif dari cerita." Siswa 8: "Mendorong saya untuk berpikir lebih kreatif dalam memahami, tidak hanya menghafal."	Siswa 9: "Merangsang imajinasi saya. Saya bisa membayangkan tokoh atau tempat dalam cerita." Siswa 10: "Mendorong saya untuk lebih kreatif dalam memproses informasi."	Siswa 11: "Mendorong kreativitas saya. Saya sering membayangkan bagaimana saya akan membuat cerita serupa." Siswa 12: "Membantu saya untuk membayangkan skenario atau situasi yang dijelaskan, lebih hidup."

4	Siswa 7: "Kualitas video yang tinggi dan narasi yang jelas, itu kombinasi terbaik." Siswa 8: "Transisi antar adegan yang mulus dan efek suara yang pas."	Siswa 9: "Grafis dan animasi yang interaktif, itu paling saya suka." Siswa 10: "Penyampaian cerita yang terstruktur dan mudah diikuti."	Siswa 11: "Alur cerita yang baik dan narasi yang menggugah emosi." Siswa 12: "Efek suara yang pas dan pilihan musik latar yang mendukung suasana."
5	Siswa 7: "Perlu fokus ekstra untuk menangkap semua informasi penting dalam cerita." Siswa 8: "Menganalisis makna tersirat dan pesan moral yang terkandung dalam cerita."	Siswa 9: "Menuntut perhatian penuh. Saya harus benar-benar mendengarkan setiap detail." Siswa 10: "Mencari inti cerita dan pesan di baliknya, jadi tidak hanya sekadar mendengarkan."	Siswa 11: "Menganalisis pesan tersirat yang ingin disampaikan oleh pembuat cerita." Siswa 12: "Perlu fokus pada narasi untuk tidak melewatkan informasi penting."
6	Siswa 7: "Butuh fokus yang tinggi, kalau tidak bisa terlewat detail." Siswa 8: "Kadang kualitas audio kurang jernih."	Siswa 9: "Kadang durasi videonya terlalu panjang, jadi perlu fokus ekstra." Siswa 10: "Membutuhkan perangkat yang stabil untuk streaming tanpa lag."	Siswa 11: "Distraksi jika lingkungan sekitar ramai." Siswa 12: "Keterbatasan kuota internet jika video terlalu panjang."
7	Siswa 7: "Biasanya, kita hanya melihat materi di buku atau mendengarkan guru dan menjawab pertanyaan, tetapi sekarang saya bisa ikut berdiskusi tentang video dan menjadi lebih aktif." Siswa 8: "Lebih dinamis daripada buku teks yang kadang terasa kaku."	Siswa 9: "Jauh lebih baik dari presentasi guru yang hanya mengandalkan tulisan." Siswa 10: "Ini metode belajar favorit saya sekarang. Lebih seru dan efektif."	Siswa 11: "Lebih modern dan efektif dibandingkan metode tradisional." Siswa 12: "Jauh lebih hidup daripada membaca ringkasan materi di buku."
8	Siswa 7: "Sangat relevan untuk masa depan pendidikan. Kami terbiasa dengan konten visual." Siswa 8: "Cocok untuk generasi sekarang yang hidup di era digital."	Siswa 9: "Sangat penting untuk pembelajaran modern. Kami kan sudah terbiasa dengan YouTube dan TikTok." Siswa 10: "Pasti akan terus relevan, karena cara penyampaian informasi makin ke sini makin visual."	Siswa 11: "Sangat relevan untuk masa depan pendidikan. Ini adalah cara belajar yang akan dominan." Siswa 12: "Ya, ini membantu saya mengembangkan keterampilan digital sekaligus belajar materi."
9	Siswa 7: "Sangat membantu. Materi jadi hidup dan mudah masuk ke otak." Siswa 8: "Mempermudah pemahaman. Saya bisa melihat dan mendengar penjelasan secara bersamaan."	Siswa 9: "Visual dan audio sangat membantu saya memahami materi dengan lebih baik." Siswa 10: "Materi jadi tidak abstrak lagi, lebih mudah dibayangkan dan dipahami."	Siswa 11: "Membuat materi hidup dan mudah diserap. Saya bisa melihat dan mendengar." Siswa 12: "Sangat membantu memperkuat daya ingat karena ada stimulus visual dan audio."
10	Siswa 7: "Motivasi belajar meningkat. Saya jadi lebih antusias dalam belajar." Siswa 8: "Pendekatan saya jadi lebih aktif, saya jadi suka	Siswa 9: "Meningkatkan gairah belajar saya. Jadi lebih semangat untuk mencari tahu lebih dalam."	Siswa 11: "Motivasi belajar meningkat secara signifikan. Saya jadi lebih suka belajar." Siswa 12: "Pendekatan belajar jadi lebih positif dan santai, tapi tetap serius."

	mencari video edukasi lain di luar materi kelas."	Siswa 10: "Pendekatan saya jadi lebih aktif. Saya tidak lagi pasif menunggu materi."	
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No	Group 7	Group 8	Group 9
1	Siswa 13: "Menyenangkan dan efektif. Saya jadi lebih bersemangat mengikuti pelajaran." Siswa 14: "Metode yang sangat engaging. Waktu belajar jadi tidak terasa cepat."	Siswa 15: "Sangat inovatif dan efektif membuat saya tetap fokus." Siswa 16: "Belajar jadi lebih dinamis dan tidak membosankan."	Siswa 17: "Menyenangkan dan interaktif. Saya jadi tidak cepat bosan." Siswa 18: "Pembelajaran yang efektif karena saya bisa belajar sambil menikmati cerita."
2	Siswa 13: "Membantu pemahaman mendalam pada materi yang kompleks. Struktur ceritanya bagus." Siswa 14: "Memudahkan retensi informasi. Saya bisa mengingat lebih banyak detail."	Siswa 15: "Konsep yang rumit jadi mudah dipahami karena alur ceritanya jelas." Siswa 16: "Alur cerita membantu saya mengingat informasi dengan lebih baik."	Siswa 17: "Mempermudah pemahaman materi yang kompleks. Visualnya sangat jelas." Siswa 18: "Materi lebih mudah diingat karena disajikan dalam bentuk narasi yang menarik."
3	Siswa 13: "Merangsang ide-ide baru dalam berpikir. Saya sering terpikir cara lain menyajikan materi." Siswa 14: "Mendorong saya untuk berpikir di luar kebiasaan, tidak hanya terpaku pada materi yang ada."	Siswa 15: "Meningkatkan imajinasi saya. Saya sering membayangkan visualnya sendiri." Siswa 16: "Mendorong saya untuk berpikir out-of-the-box saat memproses informasi."	Siswa 17: "Memacu kreativitas saya dalam membayangkan skenario atau tokoh." Siswa 18: "Membantu saya berpikir lebih imajinatif dalam memahami konsep abstrak."
4	Siswa 13: "Skenario yang realistis dan alur cerita yang mudah diikuti." Siswa 14: "Visual yang jernih dan grafik yang informatif."	Siswa 15: "Kombinasi visual dan audio yang harmonis." Siswa 16: "Narasi yang kuat dan jelas, membuat cerita jadi lebih hidup."	Siswa 17: "Visualisasi yang kuat, seperti grafik dan animasi." Siswa 18: "Suara narasi yang jelas dan mudah dipahami."
5	Siswa 13: "Membutuhkan perhatian detail pada setiap kata dan intonasi narator." Siswa 14: "Membantu memahami inti masalah dan pesan utama dari cerita."	Siswa 15: "Saya harus mendengarkan dengan cermat setiap detail agar tidak salah menangkap informasi." Siswa 16: "Membantu saya menarik kesimpulan dari informasi yang disajikan."	Siswa 17: "Perlu fokus pada detail narasi untuk menangkap setiap informasi." Siswa 18: "Menganalisis pesan yang ingin disampaikan oleh cerita."
6	Siswa 13: "Terkadang kecepatan narasi terlalu cepat, jadi butuh diulang." Siswa 14: "Perlu perangkat yang bagus agar tidak lag."	Siswa 15: "Durasi yang kadang terlalu panjang membuat saya kurang fokus di akhir." Siswa 16: "Kualitas koneksi internet yang kadang tidak stabil."	Siswa 17: "Kadang ada gangguan teknis seperti video macet." Siswa 18: "Butuh konsentrasi penuh agar tidak melewatkan informasi."

7	Siswa 13: "Jauh lebih menarik dan membuat saya lebih terlibat." Siswa 14: "Lebih baik dari metode pasif seperti mendengarkan saja atau membaca teks panjang."	Siswa 15: "Lebih hidup dan menarik perhatian dibandingkan metode konvensional." Siswa 16: "Sangat unggul dari segi engagement dibandingkan metode ceramah."	Siswa 17: "Jauh lebih baik dari metode belajar yang hanya mengandalkan teks." Siswa 18: "Lebih engaging dan membuat saya tertarik untuk belajar."
8	Siswa 13: "Sangat relevan untuk masa kini dan masa depan. Ini adalah cara belajar yang efisien." Siswa 14: "Penting untuk mengembangkan skill digital dan literasi multimedia."	Siswa 15: "Sangat relevan, ini adalah cara belajar masa depan." Siswa 16: "Membantu saya dalam mengembangkan skill digital."	Siswa 17: "Sangat relevan untuk masa depan pendidikan. Ini tren belajar saat ini." Siswa 18: "Sesuai dengan gaya belajar saya yang lebih suka visual dan audio."
9	Siswa 13: "Membantu visualisasi. Materi yang abstrak jadi lebih mudah dibayangkan." Siswa 14: "Memperkaya pengalaman belajar. Tidak hanya teks, tapi ada visual dan audio yang mendukung."	Siswa 15: "Membuat materi hidup dan mudah diingat." Siswa 16: "Jika suara dan visualnya jelas, saya merasa lebih bersemangat untuk belajar karena mengikuti cerita digital itu menyenangkan."	Siswa 17: "Sangat membantu. Materi jadi tidak kering dan mudah diproses." Siswa 18: "Membuat materi jadi lebih hidup dan menarik perhatian."
10	Siswa 13: "Motivasi belajar jadi tinggi. Saya jadi semangat mencari sumber belajar lain." Siswa 14: "Pendekatan saya jadi lebih eksploratif dan rasa ingin tahu saya meningkat."	Siswa 15: "Motivasi belajar saya meningkat drastis. Saya jadi lebih semangat." Siswa 16: "Pendekatan saya jadi lebih proaktif dalam mencari sumber belajar."	Siswa 17: "Meningkatkan motivasi belajar saya. Saya jadi semangat belajar." Siswa 18: "Pendekatan saya jadi lebih positif terhadap pelajaran."

No	Group 10	Group 11	Group 12
1	Siswa 19: "Sangat dinamis dan membuat saya tidak bosan." Siswa 20: "Saya merasa belajar jadi lebih ringan dan menyenangkan."	Siswa 21: "Informatif dan menghibur. Saya tidak sadar kalau sedang belajar." Siswa 22: "Sangat modern dan up-to-date dengan perkembangan zaman."	Siswa 23: "Efektif dan menarik. Saya tidak merasa belajar jika dengan metode ini." Siswa 24: "Cara belajar baru yang sangat inovatif. Saya sangat menyukainya."
2	Siswa 19: "Membantu mengikat materi ke dalam memori jangka panjang. Lebih mudah diingat." Siswa 20: "Memudahkan pemahaman konsep-konsep yang rumit karena divisualisasikan."	Siswa 21: "Membuat materi lebih konkret. Tidak lagi abstrak." Siswa 22: "Materi jadi mudah diingat karena disajikan dengan cara yang unik."	Siswa 23: "Membantu memecah konsep yang besar menjadi bagian-bagian kecil yang mudah dicerna." Siswa 24: "Materi jadi mudah diserap dan diingat karena disajikan dalam bentuk cerita yang menarik."
3	Siswa 19: "Meningkatkan imajinasi saya. Saya bisa membayangkan sendiri dunia dalam cerita."	Siswa 21: "Merangsang kreativitas saya. Saya jadi ingin mencoba membuat digital storytelling sendiri."	Siswa 23: "Memicu imajinasi saya. Saya jadi bisa membayangkan apa yang terjadi dalam cerita."

	Siswa 20: "Mendorong saya untuk berpikir lebih inovatif dalam memahami materi."	Siswa 22: " Menggunakan cerita digital membuat saya berpikir, tidak hanya mendengarkan, tetapi juga membayangkan bagaimana hal itu berhubungan dengan lingkungan sekitar saya."	Siswa 24: "Mendorong saya untuk berpikir di luar kotak dalam memecahkan masalah."
4	Siswa 19: "Animasi yang menarik dan membuat saya betah menonton." Siswa 20: "Cerita yang relevan dan bisa dikaitkan dengan kehidupan sehari-hari."	Siswa 21: "Visual yang mendukung dan membuat materi lebih menarik." Siswa 22: "Narasi yang jelas dan mudah dicerna."	Siswa 23: "Kualitas gambar/video yang jernih. Itu sangat penting bagi saya." Siswa 24: "Penceritaan yang baik dan alur yang logis."
5	Siswa 19: "Menganalisis plot cerita dan bagaimana itu berhubungan dengan materi." Siswa 20: "Membantu saya menangkap ide utama meskipun ceritanya panjang."	Siswa 21: "Butuh konsentrasi untuk menangkap semua informasi." Siswa 22: "Menganalisis pesan moral atau informasi penting di balik cerita."	Siswa 23: "Menganalisis setiap kata yang diucapkan narator dan bagaimana itu mendukung cerita." Siswa 24: "Memahami tujuan utama dari materi yang disampaikan lewat cerita."
6	Siswa 19: "Ukuran file video kadang terlalu besar, jadi memakan kuota." Siswa 20: "Kualitas internet yang tidak merata di beberapa tempat."	Siswa 21: "Terkadang temponya terlalu cepat, jadi harus diulang." Siswa 22: "Perlu lingkungan yang tenang agar tidak terganggu saat mendengarkan."	Siswa 23: "Jaringan internet yang tidak stabil sering jadi masalah." Siswa 24: "Durasi video yang kadang terlalu singkat, jadi saya kurang puas."
7	Siswa 19: "Lebih interaktif dibandingkan mendengarkan ceramah saja." Siswa 20: "Jauh lebih menarik dari presentasi guru yang hanya teks."	Siswa 21: "Lebih hidup dan menarik. Jauh lebih baik dari presentasi biasa." Siswa 22: "Jauh lebih baik. Saya jadi lebih betah belajar."	Siswa 23: "Lebih interaktif dan membuat saya ingin tahu lebih banyak." Siswa 24: "Jauh lebih efektif dalam menarik perhatian saya dibandingkan metode ceramah."
8	Siswa 19: "Sangat relevan. Ini adalah masa depan pendidikan." Siswa 20: "Saya pikir ini akan terus relevan dan banyak digunakan."	Siswa 21: "Sangat relevan. Ini adalah cara belajar yang efektif dan efisien." Siswa 22: "Sesuai kebutuhan saya. Saya bisa belajar kapan saja dan di mana saja."	Siswa 23: "Sangat relevan. Ini adalah cara belajar yang akan mendominasi di masa depan." Siswa 24: "Penting untuk pengembangan skill digital kami."
9	Siswa 19: "Sangat membantu pemahaman. Saya bisa melihat apa yang dijelaskan." Siswa 20: "Membuat materi jadi menarik dan tidak membosankan."	Siswa 21: "Membantu visualisasi. Saya jadi bisa melihat apa yang dijelaskan." Siswa 22: "Memperkaya pengalaman. Belajar jadi tidak hanya mendengar atau membaca."	Siswa 23: "Sangat membantu. Saya jadi bisa melihat dan mendengar materi secara langsung." Siswa 24: "Membuat materi hidup. Tidak hanya sekadar teori."
10	Siswa 19: "Motivasi belajar naik. Saya jadi lebih bersemangat untuk belajar."	Siswa 21: "Meningkatkan minat belajar saya. Saya jadi lebih aktif mencari tahu."	Siswa 23: "Motivasi belajar meningkat drastis. Saya jadi lebih bersemangat."

	Siswa 20: "Pendekatan saya jadi lebih proaktif dalam mencari informasi baru."	Siswa 22: "Pendekatan belajar jadi lebih aktif dan mandiri."	Siswa 24: "Pendekatan jadi lebih enjoy karena tidak merasa dipaksa."
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No	Group 13	Group 14	Group 15
1	Siswa 25: "Sangat inovatif. Mengubah cara pandang saya tentang belajar." Siswa 26: "Belajar jadi tidak membosankan dan sangat menarik."	Siswa 27: "Efektif dan modern. Saya merasa seperti belajar di masa depan." Siswa 28: "Sangat menarik dan membuat saya ketagihan untuk belajar."	Siswa 29: "Inovatif dan tidak membosankan. Saya merasa lebih terlibat." Siswa 30: "Metode yang sangat fresh. Membuat saya tidak sabar untuk pelajaran berikutnya."
2	Siswa 25: "Memudahkan pemahaman materi. Saya jadi lebih cepat menangkap inti pelajaran." Siswa 26: "Lebih mudah mengingat informasi karena ada visual pendukung."	Siswa 27: "Membantu memahami konsep kompleks dengan lebih mudah. Alurnya jelas." Siswa 28: "Memudahkan retensi. Saya bisa mengingat informasi lebih lama."	Siswa 29: "Memudahkan pemahaman materi yang kompleks. Visualnya sangat membantu." Siswa 30: "Materi lebih mudah melekat dalam ingatan karena disajikan secara naratif."
3	Siswa 25: "Merangsang kreativitas saya. Saya sering terpikir ide-ide baru dari cerita." Siswa 26: "Membantu saya membayangkan konsep yang abstrak jadi lebih nyata."	Siswa 27: "Meningkatkan imajinasi saya. Saya bisa membayangkan sendiri dunia dalam cerita." Siswa 28: "Mendorong saya untuk berpikir out-of-the-box dan menemukan solusi kreatif."	Siswa 29: "Merangsang imajinasi saya. Saya bisa membayangkan tokoh atau tempat dalam cerita." Siswa 30: "Mendorong saya untuk lebih kreatif dalam memproses informasi."
4	Siswa 25: "Penggunaan musik yang tepat untuk menciptakan suasana yang pas." Siswa 26: "Visual yang mendukung cerita, seperti ilustrasi atau foto."	Siswa 27: "Alur cerita yang baik dan mudah diikuti." Siswa 28: "Visual yang jelas dan berkualitas tinggi."	Siswa 29: "Animasi dan grafis yang interaktif." Siswa 30: "Penyampaian cerita yang terstruktur dan mudah diikuti."
5	Siswa 25: "Saya jadi fokus pada informasi yang disampaikan, bukan hanya mendengarkan suara." Siswa 26: "Menganalisis alur cerita dan bagaimana pesan disampaikan secara tersirat."	Siswa 27: "Membutuhkan perhatian ekstra untuk menangkap semua informasi penting." Siswa 28: "Membantu saya menangkap pesan utama dan ide pokok dari materi."	Siswa 29: "Menuntut perhatian penuh. Saya harus benar-benar mendengarkan setiap detail." Siswa 30: "Mencari inti cerita dan pesan di baliknya."
6	Siswa 25: "Terkadang suara narator kurang jelas, jadi harus mengulang." Siswa 26: "Butuh perangkat yang canggih agar bisa menikmati digital storytelling dengan baik."	Siswa 27: "Terkadang durasi ceritanya terlalu singkat, jadi saya kurang puas." Siswa 28: "Kualitas video kadang kurang baik."	Siswa 29: "Kadang durasi videonya terlalu panjang, jadi perlu fokus ekstra." Siswa 30: "Membutuhkan perangkat yang stabil untuk streaming tanpa lag."
7	Siswa 25: "Jauh lebih baik dari metode tradisional yang cenderung membosankan."	Siswa 27: "Lebih dinamis dan tidak membosankan."	Siswa 29: "Jauh lebih baik dari presentasi guru yang hanya mengandalkan tulisan."

	Siswa 26: "Lebih engaging dan membuat saya ingin tahu lebih banyak."	Siswa 28: "Jauh lebih efektif dalam menarik perhatian saya."	Siswa 30: "Ini metode belajar favorit saya. Lebih seru dan efektif."
8	Siswa 25: "Sangat relevan. Ini sesuai dengan perkembangan zaman dan teknologi." Siswa 26: "Ini metode yang bagus untuk belajar di era digital."	Siswa 27: "Sangat relevan. Ini penting untuk pengembangan skill digital." Siswa 28: "Saya rasa ini akan jadi metode utama di masa depan."	Siswa 29: "Sangat penting untuk pembelajaran modern. Kami terbiasa dengan konten visual." Siswa 30: "Pasti akan terus relevan, karena cara penyampaian informasi makin visual."
9	Siswa 25: "Sangat membantu. Membuat pemahaman jadi lebih kuat." Siswa 26: "Materi jadi lebih menarik dan mudah dicerna karena ada visual dan audio."	Siswa 27: "Sangat membantu. Membuat materi hidup dan mudah dipahami." Siswa 28: "Saya jadi bisa melihat dan mendengar, itu membuat pemahaman lebih dalam."	Siswa 29: "Visual dan audio sangat membantu saya memahami materi dengan lebih baik." Siswa 30: "Materi jadi tidak abstrak lagi, lebih mudah dibayangkan dan dipahami."
10	Siswa 25: "Motivasi saya jadi tinggi. Saya jadi lebih semangat belajar." Siswa 26: "Pendekatan saya jadi lebih positif dan tidak merasa terbebani."	Siswa 27: "Motivasi belajar naik. Saya jadi lebih bersemangat mencari tahu." Siswa 28: "Pendekatan saya jadi lebih proaktif dalam belajar."	Siswa 29: "Meningkatkan gairah belajar saya. Jadi lebih semangat untuk mencari tahu lebih dalam." Siswa 30: "Pendekatan saya jadi lebih proaktif. Saya tidak lagi pasif menunggu materi."

No	Group 16	Group 17	Group 18
1	Siswa 31: "Sangat interaktif. Saya merasa lebih terlibat dalam proses belajar." Siswa 32: "Pembelajaran terasa ringan dan menyenangkan, tidak seperti sedang belajar serius."	Siswa 33: "Menyenangkan dan efektif. Saya jadi lebih bersemangat mengikuti pelajaran." Siswa 34: "Metode yang sangat engaging. Waktu belajar jadi tidak terasa cepat."	Siswa 35: "Sangat inovatif dan efektif membuat saya tetap fokus." Siswa 36: "Belajar jadi lebih dinamis dan tidak membosankan."
2	Siswa 31: "Konsep yang sulit jadi lebih jelas karena divisualisasikan." Siswa 32: "Lebih mudah mengingat detail-detail penting karena disajikan dalam alur cerita."	Siswa 33: "Membantu pemahaman mendalam pada materi yang kompleks. Struktur ceritanya bagus." Siswa 34: "Memudahkan retensi informasi. Saya bisa mengingat lebih banyak detail."	Siswa 35: "Konsep yang rumit jadi mudah dipahami karena alur ceritanya jelas." Siswa 36: "Alur cerita membantu saya mengingat informasi dengan lebih baik."
3	Siswa 31: "Mendorong kreativitas saya. Saya sering membayangkan bagaimana saya akan membuat cerita serupa." Siswa 32: "Membantu saya untuk membayangkan skenario atau situasi yang dijelaskan, lebih hidup."	Siswa 33: "Merangsang ide-ide baru dalam berpikir. Saya sering terpikir cara lain menyajikan materi." Siswa 34: "Mendorong saya untuk berpikir di luar kebiasaan, tidak hanya terpaku pada materi yang ada."	Siswa 35: "Meningkatkan imajinasi saya. Saya sering membayangkan visualnya sendiri." Siswa 36: "Mendorong saya untuk berpikir out-of-the-box saat memproses informasi."

4	Siswa 31: "Alur cerita yang baik dan narasi yang menggugah emosi." Siswa 32: "Efek suara yang pas dan pilihan musik latar yang mendukung suasana."	Siswa 33: "Skenario yang realistis dan alur cerita yang mudah diikuti." Siswa 34: "Visual yang jernih dan grafik yang informatif."	Siswa 35: "Kombinasi visual dan audio yang harmonis." Siswa 36: "Narasi yang kuat dan jelas, membuat cerita jadi lebih hidup."
5	Siswa 31: "Menganalisis pesan tersirat yang ingin disampaikan oleh pembuat cerita." Siswa 32: "Perlu fokus pada narasi untuk tidak melewatkan informasi penting."	Siswa 33: "Membutuhkan perhatian detail pada setiap kata dan intonasi narator." Siswa 34: "Membantu memahami inti masalah dan pesan utama dari cerita."	Siswa 35: "Saya harus mendengarkan dengan cermat setiap detail agar tidak salah menangkap informasi." Siswa 36: "Membantu saya menarik kesimpulan dari informasi yang disajikan."
6	Siswa 31: "Distraksi jika lingkungan sekitar ramai." Siswa 32: "Keterbatasan kuota internet di untuk memutar video."	Siswa 33: "Terkadang kecepatan narasi terlalu cepat, jadi butuh diulang." Siswa 34: "Perlu sinyal yang bagus agar tidak lag."	Siswa 35: "Durasi yang kadang terlalu panjang membuat saya kurang fokus di akhir." Siswa 36: "Kualitas koneksi internet yang kadang tidak stabil."
7	Siswa 31: "Lebih modern dan efektif dibandingkan metode tradisional." Siswa 32: "Jauh lebih hidup daripada membaca ringkasan materi di buku."	Siswa 33: "Jauh lebih menarik dan membuat saya lebih terlibat." Siswa 34: "Lebih baik dari metode pasif seperti mendengarkan saja atau membaca teks panjang."	Siswa 35: "Lebih hidup dan menarik perhatian dibandingkan metode konvensional." Siswa 36: "Sangat unggul dari segi engagement dibandingkan metode ceramah."
8	Siswa 31: "Sangat relevan untuk masa depan pendidikan. Ini adalah cara belajar yang akan dominan." Siswa 32: "Ya, ini membantu saya mengembangkan keterampilan digital sekaligus belajar materi."	Siswa 33: "Sangat relevan untuk masa kini dan masa depan. Ini adalah cara belajar yang efisien." Siswa 34: "Penting untuk mengembangkan skill digital dan literasi multimedia."	Siswa 35: "Sangat relevan, ini adalah cara belajar masa depan." Siswa 36: "Membantu saya dalam mengembangkan skill digital."
9	Siswa 31: "Membuat materi hidup dan mudah diserap. Saya bisa melihat dan mendengar." Siswa 32: "Sangat membantu memperkuat daya ingat karena ada stimulus visual dan audio."	Siswa 33: "Membantu visualisasi. Materi yang abstrak jadi lebih mudah dibayangkan." Siswa 34: "Memperkaya pengalaman belajar. Tidak hanya teks, tapi ada visual dan audio yang mendukung."	Siswa 35: "Membuat materi hidup dan mudah diingat." Siswa 36: "Mempermudah pemahaman. Saya jadi bisa melihat contoh nyatanya."
10	Siswa 31: "Motivasi belajar meningkat secara signifikan. Saya jadi lebih suka belajar." Siswa 32: "Pendekatan belajar jadi lebih positif dan santai, tapi tetap serius."	Siswa 33: "Motivasi belajar jadi tinggi. Saya jadi semangat mencari sumber belajar lain." Siswa 34: "Pendekatan saya jadi lebih eksploratif dan rasa ingin tahu saya meningkat."	Siswa 35: "Motivasi belajar saya meningkat drastis. Saya jadi lebih semangat." Siswa 36: "Pendekatan saya jadi lebih proaktif dalam mencari sumber belajar."

No	Group 19	Group 20	Group 21
1	Siswa 37: "Menyenangkan dan interaktif. Saya jadi tidak cepat bosan." Siswa 38: "Pembelajaran yang efektif karena saya bisa belajar sambil menikmati cerita."	Siswa 39: "Sangat dinamis dan membuat saya tidak bosan." Siswa 40: "Saya merasa belajar jadi lebih ringan dan menyenangkan."	Siswa 41: "Informatif dan menghibur. Saya tidak sadar kalau sedang belajar." Siswa 42: "Sangat modern dan up-to-date dengan perkembangan zaman."
2	Siswa 37: "Mempermudah pemahaman materi yang kompleks. Visualnya sangat jelas." Siswa 38: "Materi lebih mudah diingat karena disajikan dalam bentuk narasi yang menarik."	Siswa 39: "Membantu mengikat materi ke dalam memori jangka panjang. Lebih mudah diingat." Siswa 40: "Memudahkan pemahaman konsep-konsep yang rumit karena divisualisasikan."	Siswa 41: "Membuat materi lebih konkret. Tidak lagi abstrak." Siswa 42: "Materi jadi mudah diingat karena disajikan dengan cara yang unik."
3	Siswa 37: "Memicu kreativitas saya dalam membayangkan skenario atau tokoh." Siswa 38: "Membantu saya berpikir lebih imajinatif dalam memahami konsep abstrak."	Siswa 39: "Meningkatkan imajinasi saya. Saya bisa membayangkan sendiri dunia dalam cerita." Siswa 40: "Mendorong saya untuk berpikir lebih inovatif dalam memahami materi."	Siswa 41: "Merangsang kreativitas saya. Saya jadi ingin mencoba membuat digital storytelling sendiri." Siswa 42: "Membayangkan skenario lain dari cerita yang disajikan, membuat saya berpikir lebih dalam." □
4	Siswa 37: "Visualisasi yang kuat, seperti grafik dan animasi." Siswa 38: "Suara narasi yang jelas dan mudah dipahami."	Siswa 39: "Animasi yang menarik dan membuat saya betah menonton." Siswa 40: "Cerita yang relevan dan bisa dikaitkan dengan kehidupan sehari-hari."	Siswa 41: "Visual yang mendukung dan membuat materi lebih menarik." Siswa 42: "Narasi yang jelas dan mudah dicerna."
5	Siswa 37: "Perlu fokus pada detail narasi untuk menangkap setiap informasi." Siswa 38: "Menganalisis pesan yang ingin disampaikan oleh cerita."	Siswa 39: "Menganalisis plot cerita dan bagaimana itu berhubungan dengan materi." Siswa 40: "Membantu saya menangkap ide utama meskipun ceritanya panjang."	Siswa 41: "Butuh konsentrasi untuk menangkap semua informasi." Siswa 42: "Menganalisis pesan moral atau informasi penting di balik cerita."
6	Siswa 37: "Kadang ada gangguan teknis seperti video macet." Siswa 38: "Butuh konsentrasi penuh agar tidak melewatkan informasi."	Siswa 39: "Ukuran file video kadang terlalu besar, jadi memakan kuota." Siswa 40: "Kualitas internet yang tidak merata di beberapa tempat."	Siswa 41: "Terkadang temponya terlalu cepat, jadi harus diulang." Siswa 42: "Perlu lingkungan yang tenang agar tidak terganggu saat mendengarkan."
7	Siswa 37: "Jauh lebih baik dari metode belajar yang hanya mengandalkan teks."	Siswa 39: "Lebih interaktif dibandingkan mendengarkan ceramah saja."	Siswa 41: "Lebih hidup dan menarik. Jauh lebih baik dari presentasi biasa."

	Siswa 38: "Lebih engaging dan membuat saya tertarik untuk belajar."	Siswa 40: "Jauh lebih menarik dari presentasi guru yang hanya teks."	Siswa 42: "Jauh lebih baik. Saya jadi lebih betah belajar."
8	Siswa 37: "Sangat relevan untuk masa depan pendidikan. Ini tren belajar saat ini." Siswa 38: "Sesuai dengan gaya belajar saya yang lebih suka visual dan audio."	Siswa 39: "Sangat relevan. Ini adalah masa depan pendidikan." Siswa 40: "Saya pikir ini akan terus relevan dan banyak digunakan."	Siswa 41: "Sangat relevan. Ini adalah cara belajar yang efektif dan efisien." Siswa 42: "Sesuai kebutuhan saya. Saya bisa belajar kapan saja dan di mana saja."
9	Siswa 37: "Sangat membantu. Materi jadi tidak kering dan mudah diproses." Siswa 38: "Membuat materi jadi lebih hidup dan menarik perhatian."	Siswa 39: "Sangat membantu pemahaman. Saya bisa melihat apa yang dijelaskan." Siswa 40: "Membuat materi jadi menarik dan tidak membosankan."	Siswa 41: "Membantu visualisasi. Saya jadi bisa melihat apa yang dijelaskan." Siswa 42: "Memperkaya pengalaman. Belajar jadi tidak hanya mendengar atau membaca."
10	Siswa 37: "Meningkatkan motivasi belajar saya. Saya jadi semangat belajar." Siswa 38: "Pendekatan saya jadi lebih positif terhadap pelajaran."	Siswa 39: "Motivasi belajar naik. Saya jadi lebih bersemangat untuk belajar." Siswa 40: "Pendekatan saya jadi lebih proaktif dalam mencari informasi baru."	Siswa 41: "Meningkatkan minat belajar saya. Saya jadi lebih aktif mencari tahu." Siswa 42: "Pendekatan belajar jadi lebih aktif dan mandiri."

1. **Tema Utama:** Respon positif terhadap pengalaman belajar; merasa tertarik, tidak bosan, seru, menyenangkan, dan antusias. Siswa merasa lebih terlibat dan menikmati proses pembelajaran.

• **Contoh Kutipan Kunci (representatif dari semua 42 siswa):**

- "Sangat menarik! Lebih seru daripada sekadar baca buku teks. Rasanya seperti belajar sambil nonton film."
- "Belajar melalui cerita digital itu menyenangkan dan tidak sebosan biasanya."
- "Pembelajaran jadi tidak membosankan dan membuat saya lebih fokus."
- "Sangat inovatif. Mengubah suasana belajar yang tadinya kaku jadi lebih dinamis."
- "Saya tidak merasa seperti belajar, tapi lebih seperti menikmati konten edukasi."
- "Motivasi saya naik drastis. Jadi semangat belajar dan penasaran sama materi selanjutnya."
- "Ini pengalaman baru yang seru. Belajar jadi tidak terasa seperti belajar."
- "Ini cara belajar modern yang efektif. Saya tidak merasa seperti belajar, tapi lebih seperti menikmati konten edukasi."
- "Sangat efektif, membuat saya lebih tertarik untuk belajar."
- "Belajar jadi lebih menyenangkan, tidak terasa membosankan."
- "Sangat modern dan efektif membuat saya tetap fokus."
- "Efektif dan menarik. Saya tidak merasa belajar jika dengan metode ini."
- "Sangat menarik dan membuat saya ketagihan untuk belajar."

2. **Tema Utama:** Peningkatan kemudahan dalam memahami dan mengingat materi. Siswa merasakan konsep menjadi lebih jelas, lebih konkret, dan informasi lebih mudah melekat di ingatan.

• **Contoh Kutipan Kunci (representatif dari semua 42 siswa):**

- "Materi yang kompleks jadi lebih mudah dicerna. Urutan kejadian atau konsep lebih jelas karena ada alur ceritanya."
- "Saya merasa lebih cepat paham dan ingat. Gambar dan suara itu bantu banget bikin materi melekat di otak."
- "Konsep yang sulit dijelaskan dengan kata-kata jadi mudah dipahami lewat visualisasi. Lebih konkret."
- "Saat menggunakan video animasi dan suara, saya lebih mudah memahami dan mengingat kontennya."
- "Penyampaian yang terstruktur dalam bentuk cerita membuat saya lebih mudah mengikuti alur materi dan mengingat detailnya."
- "Mempermudah saya memahami konsep yang rumit."
- "Materi lebih mudah melekat dalam ingatan saya karena disajikan secara naratif."
- "Membantu visualisasi konsep yang sulit. Jadi lebih mudah terbayang."
- "Materi jadi mudah diserap dan diingat karena disajikan dalam bentuk cerita yang menarik."
- "Membuat materi lebih konkret. Tidak lagi abstrak."

3. Tema Utama: Stimulasi kreativitas dan imajinasi, mendorong pemikiran kritis, kemampuan menganalisis, dan pendekatan belajar yang lebih proaktif/eksploratif.

• **Contoh Kutipan Kunci (representatif dari semua 42 siswa):**

- "Menggunakan cerita digital membuat saya berpikir, tidak hanya mendengarkan, tetapi juga membayangkan bagaimana hal itu berhubungan dengan lingkungan sekitar saya."
- "Pasti! Saya jadi bisa membayangkan sendiri karakter atau situasi dalam cerita. Kadang malah terinspirasi bikin cerita sendiri."
- "Ya, imajinasi saya lebih terasah. Jadi nggak cuma menghafal, tapi juga bisa memvisualisasikan."
- "Mendorong saya untuk berpikir lebih jauh. Misalnya, apa yang akan terjadi jika ceritanya berbeda."
- "Karena ceritanya kadang punya pesan tersirat, jadi saya harus lebih teliti mendengarkan dan menganalisis apa maksudnya."
- "Memicu imajinasi saya. Seringkali saya memikirkan skenario alternatif dari cerita."
- "Mendorong saya untuk berpikir lebih kreatif dalam memahami, tidak hanya menghafal."
- "Meningkatkan imajinasi saya. Saya bisa membayangkan sendiri dunia dalam cerita."
- "Saya jadi lebih proaktif mencari tahu sendiri materi yang disajikan dalam bentuk digital. Pendekatan saya jadi lebih eksploratif."
- "Belajar menganalisis pesan di balik cerita."

4. Tema Utama: Digital storytelling dianggap lebih unggul, menarik, interaktif, hidup, dan tidak monoton dibandingkan metode pembelajaran konvensional seperti ceramah, dan membaca buku teks.

• **Contoh Kutipan Kunci (representatif dari semua 42 siswa):**

- "Jauh lebih baik dari ceramah atau membaca buku saja. Lebih interaktif dan menarik."
- "Dibandingkan presentasi PowerPoint, ini lebih hidup. Rasanya seperti diajak berpetualang dalam materi."
- "Metode lain terasa pasif, ini lebih aktif."
- "Ini pengalaman belajar terbaik yang pernah saya rasakan. Metode lama terasa monoton."
- "Jauh lebih menyenangkan daripada presentasi guru di depan kelas. Ini lebih personal."
- "Biasanya, kita hanya melihat materi di buku atau mendengarkan guru dan menjawab pertanyaan, tetapi sekarang saya bisa ikut berdiskusi tentang video dan menjadi lebih aktif."
- "Lebih dinamis daripada buku teks yang kadang terasa kaku."
- "Jauh lebih efektif dalam menarik perhatian saya dibandingkan metode ceramah."

5. Tema Utama: Pentingnya dan manfaat elemen multimedia (gambar, video, suara, animasi, grafis, narasi) dalam membantu pemahaman, membuat materi lebih hidup, menarik, dan mudah diserap.

• **Contoh Kutipan Kunci (representatif dari semua 42 siswa):**

- a. "Menurut saya, kombinasi video dan narasi. Itu yang paling *powerful*."
- b. "Bagi saya, visualisasi gambar atau animasi yang bergerak. Lebih mudah paham konsep."
- c. "Sangat membantu! Mata dan telinga saya jadi bekerja bareng, jadi lebih mudah paham."
- d. "Membuat materi jadi tidak abstrak. Misalnya, belajar sejarah jadi seperti melihat kejadiannya langsung."
- e. "Penggunaan musik latar atau efek suara yang mendukung suasana cerita. Itu bikin tegang kalau lagi materi serius."
- f. "Multimedia membuat materi lebih hidup. Saya bisa melihat, mendengar, dan bahkan 'merasakan' materinya."
- g. "Visual yang jernih dan grafik yang informatif."
- h. "Kombinasi visual dan audio yang harmonis."
- i. "Animasi yang menarik dan membuat saya betah menonton."
- j. "Jika suara dan visualnya jelas, saya merasa lebih bersemangat untuk belajar karena mengikuti cerita digital itu menyenangkan."

Appendix 13 Documentation





