APPENDICES

Appendix 1 Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

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

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

NIP   : 198904082023212043

Confirm that we approve to guide the thesis submitted by:

Name   : Ni Kadek Chandra Maharani

NIM   : 2112021156

Class   : 7F

A thesis tittle : IMPROVING SEVENTH-GRADERS' SPEAKING SKILLS THROUGH DIGITAL STORYTELLING AT SMP BALI DHARMA SCHOOL

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

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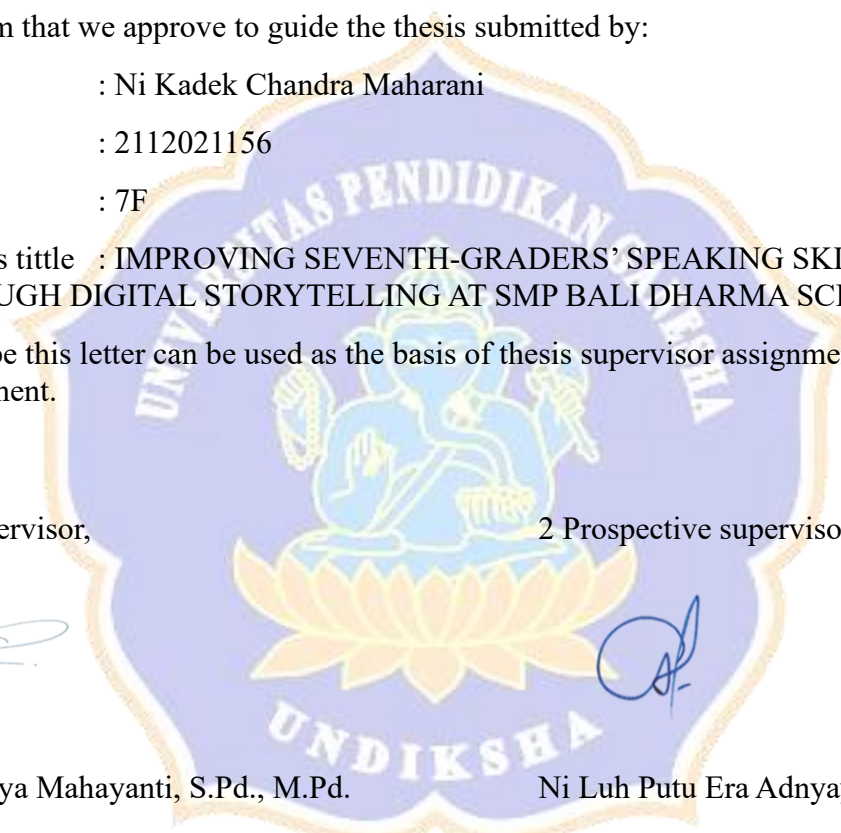
Appendix 2 Research Approval Letter at SMP Bali Dharma School

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
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Nomor : 1048/UN48.7.1/DT/2025   20 Maret 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Bali Dharma School
    di Denpasar

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

Nama   : Ni Kadek Chandra Maharani

NIM   : 2112021156

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,
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Ni Luh Putu Eka Sulistia Dewi
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Tembusan:
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     di Denpasar

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

Nama	:	Ni Kadek Chandra Maharani
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Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2024/2025
Judul	:	Improving Seventh-Graders' Speaking Skills Through Digital Storytelling at SMP Bali Dharma School

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
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Appendix 3 Speaking Test

Identifying Participants' Needs
Following preliminary observation and informal interviews at Bali Dharma School, it was found that seventh-grade students tend to demonstrate stronger writing skills than speaking skills. As part of this Classroom Action Research, a speaking test instrument is developed to assess students' initial speaking competence (pre-test) and evaluate the improvement of their speaking ability after the implementation of Digital Storytelling (DST) as a learning method (post-test). The speaking test is designed to measure students' performance based on five main aspects of speaking proficiency as outlined by David P. Harris (1974): pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 1. Blueprint Pre-Test of Speaking Test

No	Indicator	Speaking Aspect (Harris, 1974)	Number of Items
1.	Student introduces themselves with basic information	All 5 aspects: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	1
2.	Student describes personal interests and free time activities	All 5 aspects: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	2
3.	Student explains daily routine	All 5 aspects: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	3
4.	Student describes their best friend and gives reasons	All 5 aspects: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	4
5.	Student describes a picture and tells a short story based on i	All 5 aspects: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	5

Table 2. Blueprint Post-test of Speaking Test

Aspects of Speaking Skill	Adapted From	Task Type	Topic / Material
Pronunciation	Harris (1974)	Digital Storytelling Video	*Fable Story and This is Me*
Grammar	Harris (1974)	Digital Storytelling Video	Sentence structure and verb tenses in narration
Vocabulary	Harris (1974)	Digital Storytelling Video	Descriptive and narrative vocabulary in personal/fable stories
Fluency	Harris (1974)	Digital Storytelling Video	Natural flow and rhythm in narration across full story delivery
Comprehension	Harris (1974)	Digital Storytelling Video	Clarity and relevance of message, logical connection of ideas

SPEAKING TEST

Field Work Stage/Type
Pre-Test and Post-Test within Classroom Action Research

Need Analysis:
A comprehensive assessment of students' current speaking skills to identify areas for improvement

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

Goals of Speaking Test:
To evaluate their ability to produce spoken English with appropriate pronunciation, vocabulary, grammar, fluency, and comprehension

Type of Speaking Test:
One-on-one interview and picture-based oral storytelling for pre-test; the results of Digital Storytelling video assessed via rubric for post-test.

Language Used:
English

Nature of Speaking Test:
The post-test focuses on assessing their oral language proficiency as demonstrated in the final DST Video, evaluated using a holistic rubric based on five key speaking aspects.
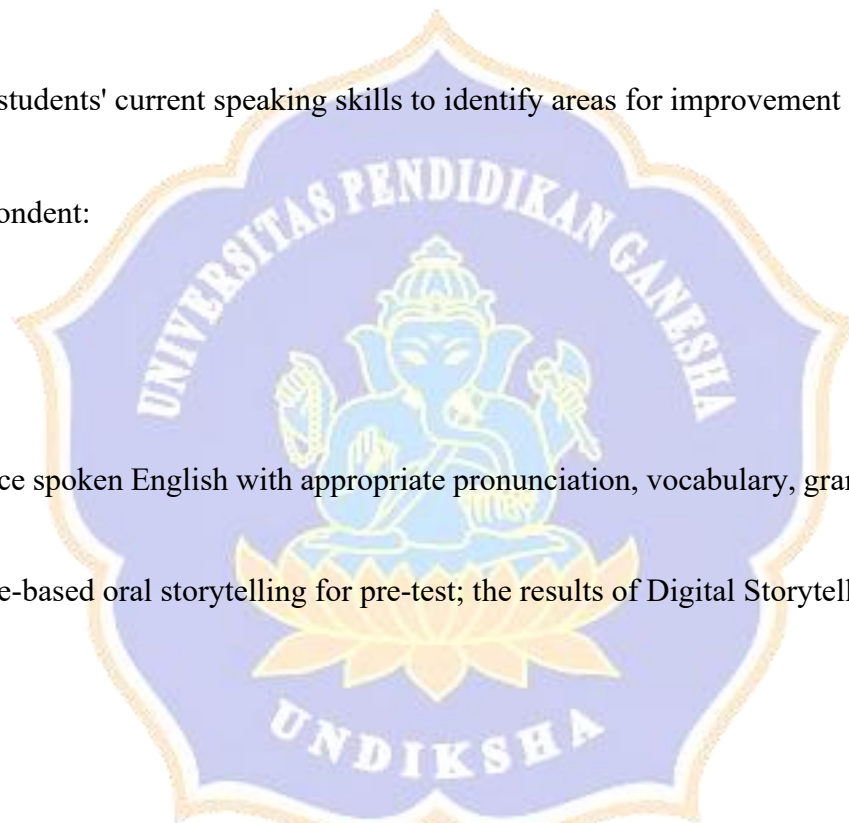
Table 3. Pre-Test of the Speaking Test

To identify students' speaking ability before the implementation of the Digital Storytelling (DS) method, a pre-test will be conducted in the form of a one-on-one interview between the researcher and each student. This speaking pre-test aimed to diagnose students' initial proficiency in various speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension. The results from this pre-test will be served as a comparative benchmark to be analyzed against the post-test outcomes after each cycle of DST implementation. It will help to measure improvements in speaking skill using DST method.

Format   : one-on-one interview
Instruction for students   : Answer the questions as best as you can in English. Don't worry if you make mistakes, just try to express yourself clearly.

No.	Task/Question	Speaking Skill Aspects
1	Can you introduce yourself?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension
2	What do you like to do in your free time?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension
3	Can you describe your daily routine?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension
4	Who is your best friend and what is he/she like?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension
5	Please describe this picture and share a short story out of it. (Show a picture)	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension

The pictures:

**Table 4. Scoring Rubrics for Speaking Skills**

To evaluate students' speaking performance in both the pre-test and post-test, a holistic scoring rubric was employed, covering five key aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was scored on a scale of 1 to 5, with 5 indicating excellent performance and 1 indicating very limited ability. This rubric was adapted from Harris (1974), but revised and contextualized for the current study to align with contemporary classroom-based speaking assessments in English as a Foreign Language (EFL) setting. The scoring was used consistently across all individual interviews and final DST video presentations to ensure reliable and objective evaluation. The table below presents the detailed descriptors used for scoring each speaking skill:

Criteria	Score	Description
Pronunciation	5	Pronunciation is clear and understandable, minimal influence of native language.
	4	Minor pronunciation problems, still easily understandable.
	3	Noticeable pronunciation errors but does not interfere significantly with understanding.
	2	Frequent pronunciation errors that sometimes hinder understanding.
	1	Pronunciation problems severely interfere with comprehension.
Grammar	5	Excellent control of grammar with virtually no noticeable errors.
	4	Few grammar errors that do not affect overall communication.
	3	Noticeable grammar errors that sometimes interfere with clarity.
	2	Frequent grammatical errors that often hinder understanding.
	1	Dominated by grammatical errors; very difficult to understand.
Vocabulary	5	Rich and varied vocabulary used appropriately.
	4	Adequate range of vocabulary with some variation.
	3	Limited vocabulary but sufficient to convey meaning.
	2	Basic vocabulary frequently repeated, sometimes causes confusion.
	1	Very limited vocabulary that hinders communication.
Fluency	5	Speaks smoothly with natural rhythm and minimal hesitation.

	4	Generally fluent with occasional pauses or hesitation.
	3	Some noticeable pauses or hesitation, speech is understandable.
	2	Frequent pauses or hesitation disrupt the flow.
	1	Speech is halting and fragmented; difficult to follow.
Comprehension	5	Fully understands questions and responds appropriately.
	4	Understands most questions with minimal need for repetition.
	3	Sometimes needs clarification but can respond.
	2	Frequently needs repetition or clarification.
	1	Rarely understands questions, cannot respond meaningfully.

Total Maximum Score: 25 Points
This scoring rubric provides clear and specific performance indicators for each aspect of speaking and is used consistently to assess both pre-test and post-test outcomes of students' speaking ability.
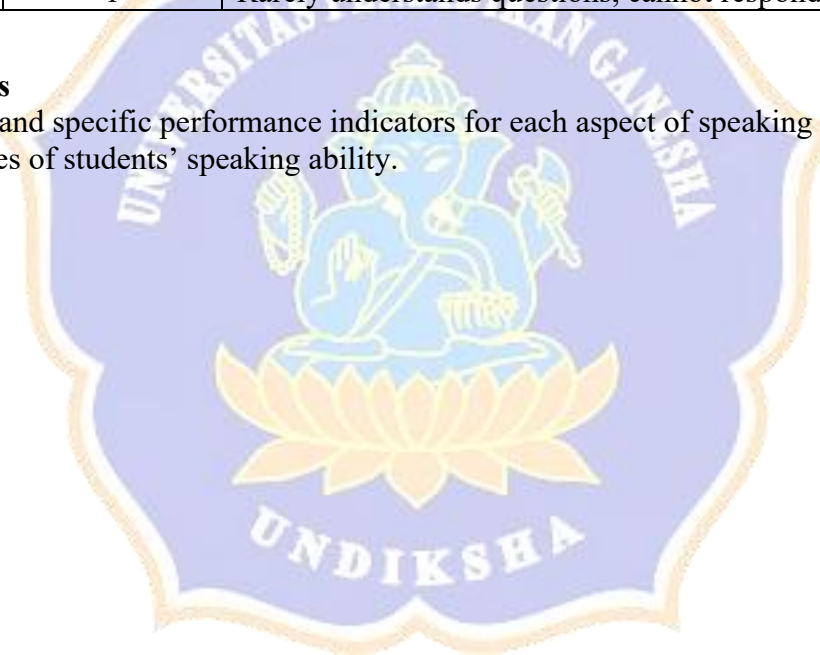
Appendix 4 Observation Sheet

Identifying Participants' Needs
The observation sheet in this study was developed to evaluate the application of Digital Storytelling (DST) in improving students' speaking skills. Two separate observation sheets were created: one focusing on student performance and the other on teacher teaching practice. Observation indicators are adapted from Alismail (2015), Chaisriya et al., (2023), Robin (2016), Danielson (2007), and Paul & Elder (2006), allowing for descriptive and qualitative assessment of classroom implementation.

Table 5. Blueprint of Students 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	Astuti & Chakim (2023); Tham & Thuy, (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 digital tools and resources used in storytelling.
Speaking Skill	Astuti & Chakim (2023); Hidayat et al., (2024)	13-14	Gauges students' application of speaking skill during activities.

OBSERVATION SHEET

Field Work Stage/Type
Implementation Stage

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

Goals of Observation Sheet
To document students' speaking development, as well as teachers' teaching practices during Digital Storytelling (DST) activities.

Type of Observation Sheet
Descriptive checklist.

Language Used
Bahasa Indonesia.

Nature of Observation Sheet
Descriptive and evaluative, combining quantitative ratings with qualitative notes.

Table 6. Observation Sheet

Observation Sheet for Digital Storytelling Implementation			
Observation Date: 15-26 May 2025	Class: Seventh Grade Students (VII)	Observer: Researcher	
Dimension	**Indicators**	**Exist/Not**	**Overall Description**
Classroom Environment	Seating arrangement facilitates or hinders collaboration in DST activities.		
	Technology is accessible and supports DST activities.		
Teacher Engagement	Teachers provide support and encourage constructive peer feedback.		
	Teachers apply strategies to help students understand the material during DST implementation.		
	Teachers facilitate active and purposeful speaking activities through DST.		
	Teachers use effective and open-ended questioning to stimulate students' thinking.		
Student Participation	Students actively participate in classroom discussions related to DST.		
	Students ask relevant questions and seek clarification.		

	Students contribute meaningfully to group DST activities.		
Use of Digital Tools	Teachers ensure that selected media (audio, pictures, etc.) aligns with learning objectives.		
	Teachers guide students in integrating videos, images, voiceovers, and music in DST.		
	Teachers utilize digital tools effectively in the implementation of DST.		
Speaking Skill	Students show progress in fluency, clarity, and expression when speaking.		
	Students demonstrate positive responses and engagement toward speaking activities through DST.		

Overall Observations:

Suggestions for Improvement:

Observer Signature:

Appendix 5 Interview Guide

Identifying Participants' Needs
This interview guide was developed to explore students' responses and reflections after completing a Digital Storytelling (DST) project focused on improving speaking skills. The interview questions are based on previously validated studies (Chaisriya et al., 2023; Robin, 2016; Alismail, 2015; Paul & Elder, 2006; Danielson, 2007) and aligned with the dimensions assessed in the observation sheets and speaking tasks.

Table 7. Blueprint for Student's Interview Guide

Dimension	Adapted/Adopted From	Number of Question
Students' Responses	Robin (2006), Ohler (2008).	1,2
Digital Storytelling Perceptions	Robin (2006), Ohler (2008).	3,4
Speaking Skills	Astuti & Chakim (2023); Hidayat et al., (2024)	5,6,7
Method Comparison	Pasaribu et al., (2023).	8,9
Educational Relevance	Lambert (2007).	10
Multimedia Integration	Signes (2008)	11
Student Self-Reflection	Ohler (2008)	12

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 Perceptions	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?	√			
Speaking Skills	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan speaking skill? 6. Apakah Anda merasa pelafalan (*pronunciation*) Anda membaik setelah membuat DST? 7. Apakah Anda lebih percaya diri berbicara dalam Bahasa Inggris setelah menyelesaikan proyek DST?	√			
Method Comparison	8. Tantangan apa yang Anda hadapi saat menggunakan metode Digital Storytelling?	√			

	9. Bagaimana menurut Anda metode Digital Storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?				
Educational Relevance	10. Apakah Digital Storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	√			
Multimedia Integration	11. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	√			
Student Self-Reflection	12. Bagaimana Digital Storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?	√			

General Comments/Recommendations

The interview questions are excellent in capturing student responses, experiences, and reflections. You might consider aligning one or two questions more directly with each of the five speaking aspects (e.g., "Do you feel your pronunciation improved after doing DST?")

Singaraja, 10 Mei 2025

Expert Judge I

Luh Indrayani, S.Pd., M.Pd.

NIP 199305162023212040

General Comments/Recommendations

……

……

……

Singaraja, 10 Mei 2025
Expert Judge II

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP 198904082023212043

Appendix 6 Syllabus

Table 9. Syllabus

No	Elemen	Capaian Pembelajaran	Topik	Kompetensi Awal	Tujuan Pembelajaran
1	Menyimak – Berbicara	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk menyampaikan informasi dan perasaan dalam konteks sehari-hari serta memahami informasi tersurat dan tersirat dalam komunikasi lisan.	Let's Start	Peserta didik mampu menyebutkan dan memahami kosakata dasar seperti nama hari, angka, waktu, dan salam sapaan.	1. Mengidentifikasi dan menggunakan salam sapaan dasar. 2. Menyebutkan dan menulis nama hari, angka, dan waktu. 3. Melafalkan kosakata umum dengan tepat. 4. Merespon dan menggunakan ungkapan sederhana dalam interaksi dasar.
2	Menyimak – Berbicara	Menggunakan ekspresi untuk memperkenalkan diri dan orang lain, menyampaikan informasi personal secara lisan dengan struktur kalimat sederhana dan jelas.	This is Me	Peserta didik dapat menyapa dan memperkenalkan diri/orang lain secara sederhana.	1. Menggunakan ungkapan sapaan dan perkenalan diri secara tepat. 2. Mendeskripsikan informasi personal seperti nama, asal, usia, dan hobi.

				3. Melafalkan dan menyusun kalimat dengan struktur simple present tense. 4. Menunjukkan kepercayaan diri dalam memperkenalkan diri secara lisan.
3	Membaca – Memirsa	Peserta didik membaca dan memahami teks deskriptif serta prosedur sederhana yang berkaitan dengan makanan dan minuman favorit. Mengidentifikasi ide pokok, tujuan penulis, dan merespon teks tersebut.	Favorite Food and Drinks	Peserta didik mampu menyebutkan nama makanan dan minuman favorit serta mendeskripsikannya secara lisan dan tulisan.	1. Mengidentifikasi makanan dan minuman berdasarkan rasa dan jenisnya. 2. Menggunakan ekspresi preferensi (like, love, dislike) dan artikel a/an/the. 3. Membaca dan memahami deskripsi serta teks prosedur makanan. 4. Menyusun teks pendek tentang makanan favorit secara tertulis dan lisan.

| 4 | Menulis – Mempresentasikan | Peserta didik menyusun dan menyampaikan deskripsi lisan dan tulisan tentang rumah dan lingkungan sekitarnya, menggunakan preposisi tempat dan struktur kalimat yang benar. | My Lovable, Cozy Home | Peserta didik mengenal bagian rumah, perabot, dan aktivitas di rumah. | 1. Mendeskripsikan rumah dan letak benda dengan menggunakan preposisi tempat. 2. Menggunakan kalimat simple present untuk menyusun deskripsi. 3. Menulis teks deskriptif tentang rumah dan isinya. 4. Menyampaikan deskripsi rumah secara lisan dengan percaya diri. |

Appendix 7 Lesson Plan

School   : SMP Bali Dharma School

Subject   : English

Topic   : Fable

Class/Semester   : VII/II

Skill   : Speaking

Time Allocation   : 4 x 90 minutes

Academic Year   : 2024/2025

A. Standard Competency

Students are able to narrate a fable orally using appropriate structure, vocabulary, grammar, pronunciation, fluency, and comprehension in group presentations.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan YME dan berakhlak mulia; kreatif; bernalar kritis; mampu bekerja sama; dan komunikatif.

C. Indicators

1. Students are able to construct and present a short fable collaboratively.
2. Students improve fluency, pronunciation, vocabulary, grammar, and comprehension through storytelling.
3. Students show creativity and group cooperation in producing a digital fable video.

D. Instructional Objectives

1. Students collaboratively plan and develop a narrative script of a fable.
2. Students apply speaking skills through voice recording and presentation.
3. Students enhance confidence and language accuracy via Digital Storytelling.
4. Students reflect on the challenges and achievements during the group project.

E. Instructional Materials

1. Example of a digital fable (video)

2. Script writing template for narrative structure (orientation, complication, resolution, moral)

3. Canva or equivalent tutorial

4. Planning and storyboard worksheets

5. Group presentation guidance

F. Approach/Method/Technique of Learning

1. Approach   : Communicative and student centered

2. Method   : Digital Storytelling in group collaboration

3. Technique   : Project-based and technology-integrated learning

G. Media and Resources

1. Digital Storytelling tools (Canva, voice recorder)

2. Sample digital fable video

   1st Video: https://youtu.be/d_0_85GkrNc?si=T7xdsEldvcU2SWnz

   2nd Video: https://youtu.be/M82wSOcGYxc?si=5KFUZQoc_KVm1GH9

3. Laptops/tablets with internet access

4. Storyboards, scripts, and rubrics

5. Observation and reflection sheets
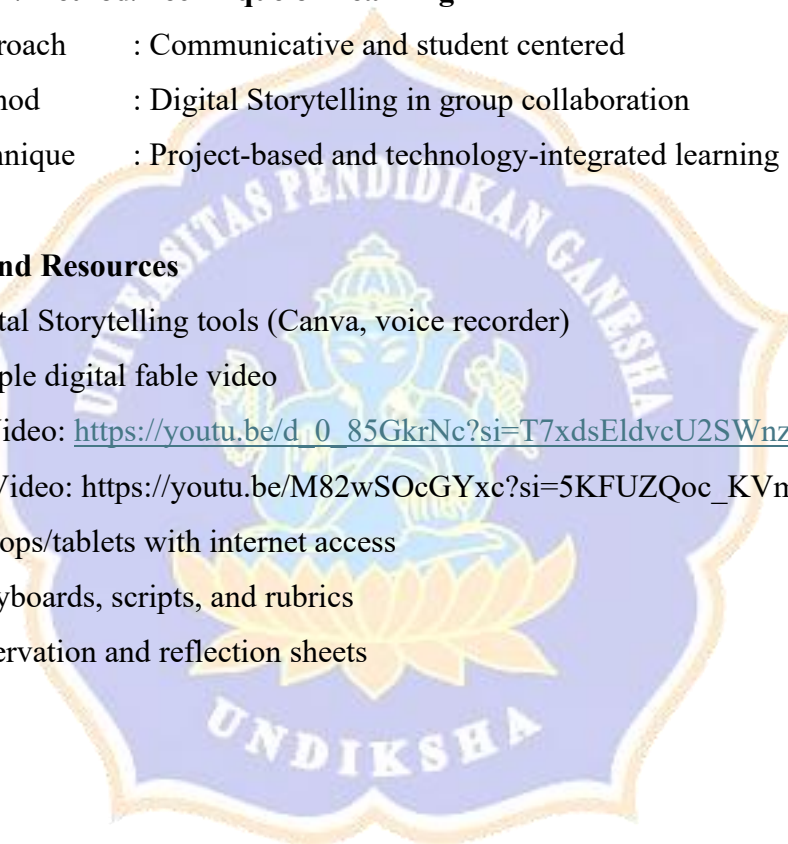
H. Instructional Activities - Cycle 1

Meeting 1: Exposure and Idea Development

Steps	Students' Activities	Time Allocation
Pre-activities	1. Great the students 2. Pray 3. Attendance check 4. Teacher explains the objectives of the project "Fable Storytelling"	5 minutes
Main Activities	**Observing** 1. Watch an example of a digital fable story. 2. Identify narrative elements: characters, setting, problem, moral.	10 minutes
	Questioning 1. Teacher asks: - "What is the moral of this story?" - "How did the characters help show the lesson?" 2. Students share ideas about what makes a good fable.	10 minutes
	Experimenting 1. Students brainstorm their own fable idea (original or adapted). 2. Begin noting character traits and moral message.	15 minutes
	Associating 1. In groups, students discuss and refine their story ideas. 2. Suggest visuals or creative elements for the video (music, drawings, effects).	25 minutes
	Communicating 1. Students briefly share their fable idea with the class. 2. Receive feedback from the teacher.	30 minutes
Post-activities	1. Share a short reflection: "What moral lesson will my fable teach?" 2. Share feelings about their story concept.	5 minutes

Meeting 2: Drafting and Practice

Steps	Students' Activities	Time Allocation
Pre-activities	1. Greeting 2. Pray 3. Attendance 4. Review and outline fable ideas	5 minutes
Main Activities	**Observing** 1. Teacher models how to structure a fable: beginning, conflict, resolution, and moral. 2. Shows examples of engaging introductions and endings.	10 minutes
	Questioning 1. Students ask about language use, character dialogue, and moral delivery. 2. Teacher provides vocabulary support.	10 minutes
	Experimenting 1. Students begin drafting their fable script using a guided template. 2. Focus on clarity, vocabulary, and sequencing.	25 minutes
	Associating 1. Students practice reading their scripts with their group. 2. Identify pronunciation or grammar improvements needed.	25 minutes
	Communicating 1. Share part of their script aloud in front of the class. 2. Receive direct feedback from the teacher.	15 minutes
Post-activities	1. Reflect on feedback and note revisions. 2. Share how confident they feel telling their fable.	5 minutes

Meeting 3: Production and Rehearsal

Steps	Students' Activities	Time Allocation
Pre-activities	1. Greet the students 2. Pray 3. Attendance 4. Review Canva tools and functions	5 minutes
Main Activities	**Observing** 1. Watch tutorial/reminder on recording and editing narration in Canva. 2. Review tips for clarity and voice expression.	10 minutes
	Experimenting 1. Create a storyboard to organize scenes, narration, images, and transitions using Canva 2. Begin producing their "Fable Story" digital project using Canva. 3. Record voiceovers, add images, music, and text based on storyboard.	40 minutes
	Associating 1. Review and revise visuals/audio as needed. 2. Rehearse storytelling alongside the video.	20 minutes
	Communicating 1. Practice presenting their video in small groups. 2. Receive pronunciation and fluency feedback.	15 minutes
Post-activities	1. Save and finalize their DST video. 2. Share one thing they are proud of in their project.	5 minutes

Meeting 4: Final Presentation and Reflection

Steps	Students' Activities	Time Allocation
Pre-activities	1. Greet the students 2. Pray 3. Attendance 4. Set up devices for presentation	5 minutes

Main Activities	**Observing** 1. Watch classmates' fable presentations. 2. Take notes on content and delivery.	15 minutes
	Communicating 1. Present final fable video. 2. Speak clearly, showing improved fluency and expression.	40 minutes
	Associating 1. Group discussion: What lessons did each fable teach? 2. Reflect on project experience and learning.	25 minutes
	Experimenting 1. Reflect on their improvement in speaking and storytelling. 2. Share how the project built their confidence.	10 minutes
Post-activities	1. Share how they felt during the project.	5 minutes

I. Assessment

A. Indicators and Techniques

No.	Indicators	Assessment Aspects	Assessment Tools
1	Students are able to pronounce words clearly and understandably (Pronounciation)	Performace Test (Oral)	Digital Storytelling Video
2	Students use appropriate grammar in their sentences (Grammar)	Performace Test (Oral)	Digital Storytelling Video
3	Students apply varied and relevant vocabulary (Vocabulary)	Performace Test (Oral)	Digital Storytelling Video
4	Students demonstrate fluency in speech with minimal hesitation (Fluency)	Performace Test (Oral)	Digital Storytelling Video
5	Students understand and convey messages clearly (Comprehension)	Performace Test (Oral)	Digital Storytelling Video

B. Assessment Guidance

1. The scoring is based on Harris's Oral Test Criteria (1974), using a 5-point scale per aspect.

2. Each component is scored from 1 (poor) to 5 (excellent).

3. The total score range is 5 to 25.

4. Final scores can be converted to a percentage out of 100.

5. Minimum Passing Grade (KKM): 75

C. Assessment Rubric

Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems are so severe that speech is virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult; must often rephrase sentences for clarity.
	1	Grammar and word order errors are so severe that meaning is nearly lost.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.

	4	Sometimes uses inappropriate terms and/or must rephrase ideas due to lexical inadequacies.
	3	Frequently uses the wrong words; conversation is somewhat limited due to inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitations are so extreme that conversation is virtually impossible.
Fluency	5	Speech is as fluent and effortless as that of a native speaker.
	4	The speed of speech is somewhat affected by language problems.
	3	Speed and fluency are significantly affected by language problems.
	2	Student usually hesitant and often forced into silence due to language problems.
	1	Speech is so halting and fragmentary that conversation is virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, though occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said, comprehending only simple conversation spoken slowly with frequent repetitions.
	1	Cannot understand even simple conversational English.

School   : SMP Bali Dharma School

Subject   : English

Topic   : Personal Narrative – This is Me

Class/Semester   : VII/II

Skill   : Speaking

Time Allocation   : 4 x 90 minutes

Academic Year   : 2024/2025

A. Standard Competency

Students are able to express personal information and experiences orally using appropriate vocabulary, grammar, pronunciation, fluency, and comprehension.

B. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan YME dan berakhlak mulia, kreatif, bernalar kritis, mampu bekerja sama.

C. Indicators

1. Students are able to introduce themselves clearly and confidently.
2. Students demonstrate improvement in vocabulary, pronunciation, fluency, grammar, and comprehension.
3. Students express ideas about themselves through Digital Storytelling.

D. Instructional Objectives

1. Students develop their speaking abilities through a personal narrative project.
2. Students plan, draft, produce, and present a digital story titled "This is Me."
3. Students reflect on their learning and receive feedback

E. Instructional Materials

1. Example digital story (personal narrative)
2. Canva tutorial
3. Student worksheets and planning templates

4. Personal script outlines

F. Approach/Method/Technique of Learning

1. Approach   : Communicative and student centered,

2. Method   : Digital Storytelling

3. Technique   : Collaborative and technology integrated learning

G. Media and Resources

1. Digital Storytelling tools (Canva, voice recorder)

2. Laptop/tablet

3. Sample video for modeling

   1st Video: https://youtu.be/U8LfG4b_R3Y?si=Nr5AM6oPg_6mV886

   2nd Video: https://youtu.be/WBpc7ht12EI?si=hJfuMsydBDPxfN5W

4. Rubrics and observation sheets

H. Instructional Activities - Cycle 2

Meeting 1: Introduction and Brainstorming

Steps	Students' Activities	Time Allocation
Pre-activities	1. Great the students 2. Pray together 3. Teacher checks attendance 4. Students pay attention to teacher's instructions and objectives	5 minutes
Main Activities	**Observing** 1. Watch an example of a Digital Storytelling video ("This is Me") shown by the teacher. 2. Observe the structure of the narrative (introduction, body, conclusion).	10 minutes
	Questioning 1. The teacher asks questions such as: - "What did you learn about the person in the video?" - "What makes the story interesting?" 2. Students answer and may ask questions about the video content.	10 minutes

	Experimenting 1. Students are given worksheets and start brainstorming ideas for their own "This is Me" stories. 2. Students make a list of personal facts (e.g., name, hobbies, family, dreams).	15 minutes
	Associating 1. Students share their ideas in small groups and give feedback. 2. Students write rough outlines of their story using a guided template provided.	20 minutes
	Communicating 1. Each student briefly introduces themselves based on the outline. 2. Teacher provides light feedback and encouragement.	25 minutes
Post-activities	1. Students summarize what they learned about Digital Storytelling and self-introduction. 2. Express how they felt doing the activity.	5 minutes

Meeting 2: Script Drafting and Practice

Steps	Students' Activities	Time Allocation
Pre-activities	1. Great the students 2. Pray 3. Attendance check 4. Students prepare their worksheets and listen to the day's objectives	5 minutes
Main Activities	**Observing** 1. Students review their outline and observe a script example provided by the teacher. 2. Teacher explains how to write a structured and engaging script.	10 minutes
	Questioning 1. Teacher asks: "What makes a personal story interesting?" "How can we organize our story clearly?" 2. Students ask questions about vocabulary and sentence structure.	10 minutes
	Experimenting 1. Students begin writing the script of their	20 minutes

	personal narrative using guided questions. 2. Work individually but may ask for teacher help.	
	Associating 1. Teacher gives corrective feedback on grammar and pronunciation issues.	25 minutes
	Communicating 1. Students read their scripts aloud in their group 2. Practice pronunciation, intonation, and fluency.	15 minutes
Post-activities	1. Students reflect on what part of the script they found hardest. 2. Share one improvement they plan to make next time.	5 minutes

Meeting 3: Production of the Digital Story

Steps	Students' Activities	Time Allocation
Pre-activities	1. Greet the students 2. Pray 3. Attendance check 4. Prepare devices and open Canva 5. Listen to teacher instructions on technical steps	5 minutes
Main Activities	**Observing** 1. Watch a Canva tutorial by the teacher on inserting audio, text, and images into the project. 2. Observe layout and design techniques.	10 minutes
	Experimenting 1. Create a storyboard to organize scenes, narration, images, and transitions using Canva. 2. Begin producing their "This is me" digital project using Canva. 2. Record narration, insert images and music. 3. Teacher guides and assists as needed.	40 minutes
	Associating 1. Students check each other's drafts and	25 minutes

	give suggestions for improvements (pronunciation, transitions, visuals). 2. Edit their project based on feedback.	
	Communicating 1. Practice presenting their video and reading along with the narration. 2. Receive final tips from the teacher.	20 minutes
Post-activities	1. Save projects. 2. Share short reflection: "How did I feel making my video?"	5 minutes

Meeting 4: Presentation and Reflection

Steps	Students' Activities	Time Allocation
Pre-activities	1. Great the students 2. Pray 3. Attendance check 4. Prepare Digital Storytelling videos and presentation tools	5 minutes
Main Activities	**Observing** 1. Pay attention to classmates' presentations. 2. Listen actively to understand the content of each "This is Me" story.	10 minutes
	Communicating 1. Students present their final Digital Storytelling videos to the class. 2. Speak clearly and confidently, using appropriate pronunciation and fluency.	40 minutes
	Associating 1. After all presentations, the teacher leads a class discussion about the stories. 2. Students share their thoughts, opinions, and what they learned from each other's stories.	20 minutes
	Experimenting 1. Students reflect on their personal performance and challenges during the project.	15 minutes

	2. Express verbally what they learned through the process.	
Post-activities	1. Students complete a short reflection about their experience. 2. Express how they feel about learning through Digital Storytelling.	5 minutes

I. Assessment

A. Indicators and Techniques

No.	Indicators	Assessment Aspects	Assessment Tools
1	Students are able to pronounce words clearly and understandably (Pronounciation)	Performace Test (Oral)	Digital Storytelling Video
2	Students use appropriate grammar in their sentences (Grammar)	Performace Test (Oral)	Digital Storytelling Video
3	Students apply varied and relevant vocabulary (Vocabulary)	Performace Test (Oral)	Digital Storytelling Video
4	Students demonstrate fluency in speech with minimal hesitation (Fluency)	Performace Test (Oral)	Digital Storytelling Video
5	Students understand and convey messages clearly (Comprehension)	Performace Test (Oral)	Digital Storytelling Video

B. Assessment Guidance

1. The scoring is based on Harris's Oral Test Criteria (1974), using a 5-point scale per aspect.

2. Each component is scored from 1 (poor) to 5 (excellent).

3. The total score range is 5 to 25.

4. Final scores can be converted to a percentage out of 100.

5. Minimum Passing Grade (KKM): 75

C. Assessment Rubric

Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems are so severe that speech is virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult; must often rephrase sentences for clarity.
	1	Grammar and word order errors are so severe that meaning is nearly lost.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas due to lexical inadequacies.
	3	Frequently uses the wrong words; conversation is somewhat limited due to inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.

	1	Vocabulary limitations are so extreme that conversation is virtually impossible.
Fluency	5	Speech is as fluent and effortless as that of a native speaker.
	4	The speed of speech is somewhat affected by language problems.
	3	Speed and fluency are significantly affected by language problems.
	2	Student usually hesitant and often forced into silence due to language problems.
	1	Speech is so halting and fragmentary that conversation is virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, though occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said, comprehending only simple conversation spoken slowly with frequent repetitions.
	1	Cannot understand even simple conversational English.

Mengetahui,

Singaraja

Guru Bahasa Inggris
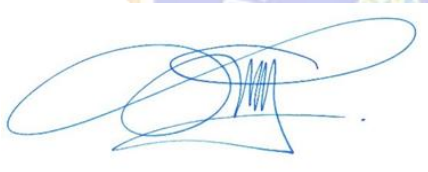
Mahasiswa

<u>Isdhewani Anressyangsia, A. Md</u>
<u>Maharani</u>
NIP.

<u>Ni Kadek Chandra</u>
NIM. 2112021156

Mengetahui,
Dosen Pembimbing

Mengetahui,
Kepala Sekolah

<u>Dr. Ni Wayan Surya Mahayanti, S.Pd., M. Pd.</u>
<u>S.Pd</u>
NIP. 198805172012122002

<u>I Made Dedi Raharja,</u>

NIP.

Appendix 8 Expert Judgment Result

Expert Judgment Form of Speaking Pre-Test Instrument
Expert Judge I: Luh Indrayani, S.Pd., M.Pd.

No.	Task/Question	Speaking Skill Aspects	Relevant	Irrelevant	Notes / Suggestions
1	Can you introduce yourself?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	v		
2	What do you like to do in your free time?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	v		
3	Can you describe your daily routine?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	v		
4	Who is your best friend and what is he/she like?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	v		
5	Please describe this picture and share a short story out of it. (Show a picture)	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	v		

General Comments/Recommendations
Questions have developed clearly.

Singaraja, 10 Mei 2025
Expert Judge I

Luh Indrayani, S.Pd., M.Pd.
NIP 199305162023212040

Expert Judge II: Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.

No.	Task/Question	Speaking Skill Aspects	Relevant	Irrelevant	Notes / Suggestions
1	Can you introduce yourself?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	R		
2	What do you like to do in your free time?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	R		
3	Can you describe your daily routine?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	R		
4	Who is your best friend and what is he/she like?	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	R		
5	Please describe this picture and share a short story out of it. (Show a picture)	Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	R		

General Comments/Recommendations

It has been developed well. Well done

Singaraja, 10 Mei 2025
Expert Judge II

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

NIP 198904082023212043

Expert Judgment Form of Speaking Skill Assessment Rubric
Expert Judge I: Luh Indrayani, S.Pd., M.Pd.

No.	Criteria	Score Range	Description Summary	Relevant	Irrelevant	Notes / Suggestions
1	Pronunciation	1–5	From clear pronunciation with minimal L1 influence to serious pronunciation issues that interfere with understanding.	V		
2	Grammar	1–5	From excellent grammar control to grammar-dominated speech that is hard to understand.	V		
3	Vocabulary	1–5	From rich and varied vocabulary to extremely limited vocabulary hindering communication.	V		
4	Fluency	1–5	From smooth and natural speech to halting, fragmented speech difficult to follow.	V		
5	Comprehension	1–5	From full comprehension and appropriate responses to inability to understand questions.	V		

Singaraja, 10 Mei 2025
Expert Judge I

Luh Indrayani, S.Pd., M.Pd.
NIP 199305162023212040

Expert Judgment Form of Speaking Skill Assessment Rubric
Expert Judge II: Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.

No.	Criteria	Score Range	Description Summary	Relevant	Irrelevant	Notes / Suggestions
1	Pronunciation	1–5	From clear pronunciation with minimal L1 influence to serious pronunciation issues that interfere with understanding.	R		
2	Grammar	1–5	From excellent grammar control to grammar-dominated speech that is hard to understand.	R		
3	Vocabulary	1–5	From rich and varied vocabulary to extremely limited vocabulary hindering communication.	R		
4	Fluency	1–5	From smooth and natural speech to halting, fragmented speech difficult to follow.	R		
5	Comprehension	1–5	From full comprehension and appropriate responses to inability to understand questions.	R		**Add more aspects.**

General Comments/Recommendations
Add more aspects to assess story telling: creativity, storytelling presentation, moral value & content, etc.

Singaraja, 10 Mei 2025
Expert Judge II

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP 198904082023212043

Expert Judgment Form of Observation Sheet for DST Implementation
Expert Judge I: Luh Indrayani, S.Pd., M.Pd.

No.	Dimension	Indicator	Relevant	Irrelevant	Notes / Suggestions
1.	Classroom Environment	Seating arrangement facilitates or hinders collaboration in DST activities.	V		
2.	Classroom Environment	Technology is accessible and supports DST activities.	V		
3.	Teacher Engagement	Teachers provide support and encourage constructive peer feedback.	V		
4.	Teacher Engagement	Teachers apply strategies to help students understand the material during DST implementation.	V		
5.	Teacher Engagement	Teachers facilitate active and purposeful speaking activities through DST.	V		
6.	Teacher Engagement	Teachers use effective and open-ended questioning to stimulate students' thinking.	V		
7.	Student Participation	Students actively participate in classroom discussions related to DST.	V		
8.	Student Participation	Students ask relevant questions and seek clarification.	V		
9.	Student Participation	Students contribute meaningfully to group DST activities.	V		
10.	Use of Digital Tools	Teachers ensure that selected media (audio, pictures, etc.) aligns with learning objectives.	V		
11.	Use of Digital Tools	Teachers guide students in integrating videos, images, voiceovers, and music in DST.	V		
12.	Use of Digital Tools	Teachers utilize digital tools effectively in the implementation of DST.	V		
13.	Speaking Skill	Students show progress in fluency, clarity, and expression when speaking.	V		
14.	Speaking Skill	Students demonstrate positive responses and engagement toward speaking activities through DST.	V		

General Comments/Recommendations

Instead of saying "Seating arrangements are monotone"

You can consider "Seating arrangement facilitates or hinders collaboration in DST activities" to make it sounds more pedagogically meaningful
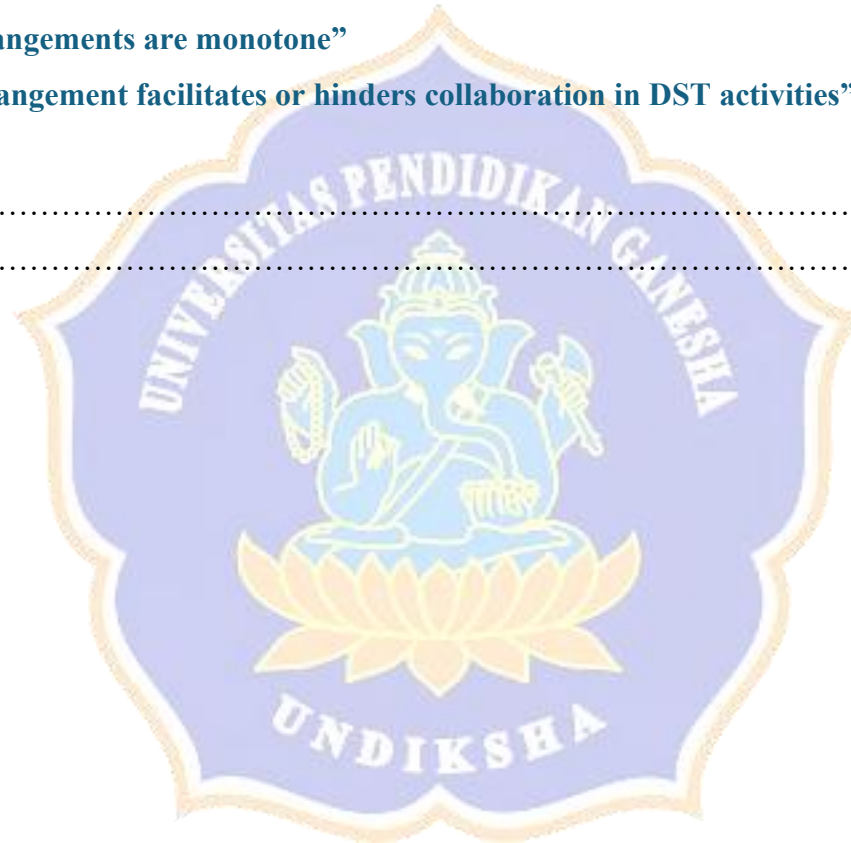
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Singaraja, 10 Mei 2025

Expert Judge I

Luh Indrayani, S.Pd., M.Pd.

NIP 199305162023212040

Expert Judgment Form of Observation Sheet for DST Implementation
Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

No.	Dimension	Indicator	Relevant	Irrelevant	Notes / Suggestions
1.	Classroom Environment	Seating arrangement facilitates or hinders collaboration in DST activities.	R		
2.	Classroom Environment	Technology is accessible and supports DST activities.	R		
3.	Teacher Engagement	Teachers provide support and encourage constructive peer feedback.	R		
4.	Teacher Engagement	Teachers apply strategies to help students understand the material during DST implementation.	R		
5.	Teacher Engagement	Teachers facilitate active and purposeful speaking activities through DST.	R		
6.	Teacher Engagement	Teachers use effective and open-ended questioning to stimulate students' thinking.	R		
7.	Student Participation	Students actively participate in classroom discussions related to DST.	R		
8.	Student Participation	Students ask relevant questions and seek clarification.	R		
9.	Student Participation	Students contribute meaningfully to group DST activities.	R		
10.	Use of Digital Tools	Teachers ensure that selected media (audio, pictures, etc.) aligns with learning objectives.	R		
11.	Use of Digital Tools	Teachers guide students in integrating videos, images, voiceovers, and music in DST.	R		

12.	Use of Digital Tools	Teachers utilize digital tools effectively in the implementation of DST.	R		
13.	Speaking Skill	Students show progress in pronunciation, grammar, vocabulary, fluency, comprehension when speaking.	R		
14.	Speaking Skill	Students demonstrate positive responses and engagement toward speaking activities through DST.	R		

General Comments/Recommendations

developed and clearly written

Singaraja, 10 Mei 2025
Expert Judge II

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP 198904082023212043

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 Perceptions	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?	√			
Speaking Skills	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan speaking skill? 6. Apakah Anda merasa pelafalan (*pronunciation*) Anda membaik setelah membuat DST? 7. Apakah Anda lebih percaya diri berbicara dalam Bahasa Inggris setelah menyelesaikan proyek DST?	√			

Method Comparison	8. Tantangan apa yang Anda hadapi saat menggunakan metode Digital Storytelling? 9. Bagaimana menurut Anda metode Digital Storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?	√			
Educational Relevance	10. Apakah Digital Storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	√			
Multimedia Integration	11. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	√			
Student Self-Reflection	12. Bagaimana Digital Storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?	√			

General Comments/Recommendations

The interview questions are excellent in capturing student responses, experiences, and reflections. You might consider aligning one or two questions more directly with each of the five speaking aspects (e.g., "Do you feel your pronunciation improved after doing DST?")

Singaraja, 10 Mei 2025

Expert Judge I

Luh Indrayani, S.Pd., M.Pd.

NIP 199305162023212040

General Comments/Recommendation

………………………………………………………………………………………………..

Singaraja, 10 Mei 2025

Expert Judge II

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

NIP 198904082023212043

Appendix 9 Observation Sheet Results

Date: 15-26 May 2025	Class: VII	Observer: Researcher	
Dimension	**Indicators**	**Exist/Not**	**Overall Description**
Classroom Environment	Seating arrangement facilitates or hinders collaboration in DST activities.	Exist	The seating was arranged in a way that encouraged interaction among students, especially during idea sharing and peer feedback sessions.
	Technology is accessible and supports DST activities.	Exist	All required devices and tools were available and worked properly, supporting students' ability to create and present their digital stories.
Teacher Engagement	Teachers provide support and encourage constructive peer feedback.	Exist	Teachers were actively involved in monitoring student progress and prompted them to give each other helpful comments.
	Teachers apply strategies to help students understand the material during DST implementation.	Exist	Clear modeling and simplified instructions helped students understand how to organize and deliver their stories.
	Teachers facilitate active and purposeful speaking activities through DST.	Exist	The DST process allowed students to engage in structured speaking tasks with a clear goal and personal relevance.
	Teachers use effective and open-ended questioning to stimulate students' thinking.	Exist	Open-ended prompts encouraged students to reflect on their identity and ideas, which enriched the content of their digital stories.
Student Participation	Students actively participate in classroom discussions related to DST.	Exist	Most learners showed high levels of participation and enthusiasm when discussing their stories and providing input to others.
	Students ask relevant questions and seek clarification.	Exist	Students often ask support regarding pronunciation, word choice, or how to improve specific aspects of their digital output.
	Students contribute meaningfully to group DST activities.	Exist	Although students worked individually, collaboration still occurred naturally

			through informal peer assistance and discussion.
Use of Digital Tools	Teachers ensure that selected media (audio, pictures, etc.) aligns with learning objectives.	Exist	The digital content used by the students effectively reflected the learning aims, particularly in terms of self-expression and language use.
	Teachers guide students in integrating videos, images, voiceovers, and music in DST.	Exist	During the digital editing phase, the teacher provided targeted guidance on how to combine elements to create coherent narratives.
	Teachers utilize digital tools effectively in the implementation of DST.	Exist	The use of Canva and other tools was seamlessly embedded into the lessons, with clear instructions and tech support provided when needed.
Speaking Skill	Students show progress in fluency, clarity, and expression when speaking.	Exist	Improvements were visible in the way students pronounced words, structured their ideas, and expressed emotions through their storytelling.
	Students demonstrate positive responses and engagement toward speaking activities through DST.	Exist	Based on verbal responses and observed behavior, students showed enjoyment and deeper motivation when learning speaking through DST.
Overall Observations:	Digital Storytelling brought a noticeable shift in student engagement and speaking confidence. The process promoted creativity, peer collaboration, and meaningful oral practice. Compared to earlier cycles, students appeared more prepared, comfortable, and expressive.		
Suggestions for Improvement:	To further enhance outcomes, adding more vocabulary scaffolds and giving students mini pronunciation workshops could help address lingering language gaps.		

Date: 15-26 May 2025	Class: VII	Observer: Englsih Teacher at Bali Dharma School	
Dimension	Indicators	Exist/Not	Overall Description
Classroom Environment	Seating arrangement facilitates or hinders collaboration in DST activities.	Exist	Students could easily interact due to a flexible seating setup, which made it easier for them to exchange ideas and help one another.

	Technology is accessible and supports DST activities.	Exist	The digital equipment functioned well and allowed students to work efficiently, whether they were recording, editing, or presenting.
Teacher Engagement	Teachers provide support and encourage constructive peer feedback.	Exist	Feedback was consistently given during rehearsals and presentations, with encouragement for students to comment on each other's work respectfully.
	Teachers apply strategies to help students understand the material during DST implementation.	Exist	Students were supported through step-by-step instructions and example stories that made the DST process more accessible.
	Teachers facilitate active and purposeful speaking activities through DST.	Exist	Through repeated practice and presentation tasks, students were given ample opportunities to speak with intention and clarity.
	Teachers use effective and open-ended questioning to stimulate students' thinking.	Exist	Thought-provoking questions were used to help students think deeply about the message in their personal narratives.
Student Participation	Students actively participate in classroom discussions related to DST.	Exist	Students showed enthusiasm during class discussions and were engaged when sharing ideas about their digital story content.
	Students ask relevant questions and seek clarification.	Exist	They often sought help on how to say something in English or how to make their stories clearer and more meaningful.
	Students contribute meaningfully to group DST activities.	Exist	While the tasks were individual, students often helped one another with technical or language-related questions.
Use of Digital Tools	Teachers ensure that selected media (audio, pictures, etc.) aligns with learning objectives.	Exist	The visuals and music selected by students supported their message and were aligned with the educational focus of self-expression.
	Teachers guide students in integrating videos, images, voiceovers, and music in DST.	Exist	Students received frequent assistance during the digital production phase, especially in syncing voiceovers and choosing relevant visuals.

	Teachers utilize digital tools effectively in the implementation of DST.	Exist	The teacher modeled how to use Canva, voice recording tools, and gave support during editing, making the process efficient.
Speaking Skill	Students show progress in fluency, clarity, and expression when speaking.	Exist	The majority of students showed visible growth in confidence and clarity during presentations, especially those who were shy at first.
	Students demonstrate positive responses and engagement toward speaking activities through DST.	Exist	Many students said they enjoyed this method and felt proud of their final projects, showing increased motivation to speak in English.
Overall Observations:	Students responded well to the Digital Storytelling method. It encouraged self-expression, creativity, and independent thinking, while also giving them chances to improve their English speaking in a natural way.		
Suggestions for Improvement:	Additional language support for weaker students may be helpful in the form of structured vocabulary lists or sentence starters. Group check-ins during the production stage may also help identify students who need more guidance.		
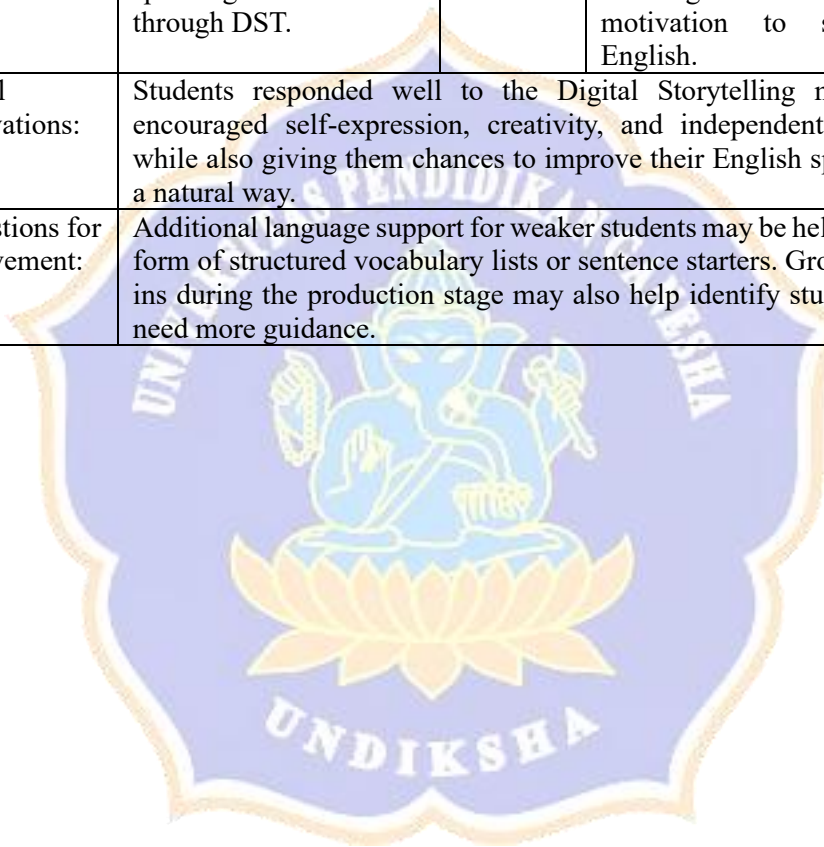
Appendix 10 Summary of Students' Rubric Scores

Participant	Assessment	Pron.	Gram.	Vocab.	Fluen.	Comp.	Total Component	Final Score
Participant 1	Pre-Test	3	3	3	3	4	16	64
	Post-Test 1	4	3	4	3	4	18	72
	Post-Test 2	4	4	4	4	4	20	80
Participant 2	Pre-Test	4	3	4	3	3	17	68
	Post-Test 1	4	4	4	4	4	20	80
	Post-Test 2	4	4	4	4	4	20	80
Participant 3	Pre-Test	4	3	4	4	4	19	76
	Post-Test 1	4	4	4	4	4	20	80
	Post-Test 2	5	4	4	4	4	21	84
Participant 4	Pre-Test	3	3	3	3	3	15	60
	Post-Test 1	4	3	4	3	3	17	68
	Post-Test 2	4	4	4	4	4	20	80
Participant 5	Pre-Test	3	3	3	3	3	15	60
	Post-Test 1	4	3	4	3	3	17	68
	Post-Test 2	4	3	4	4	4	19	76
Participant 6	Pre-Test	3	3	3	3	3	15	60
	Post-Test 1	4	3	4	3	3	17	68
	Post-Test 2	4	4	4	4	4	20	80
Participant 7	Pre-Test	3	3	3	3	3	15	60
	Post-Test 1	4	4	4	3	4	19	76
	Post-Test 2	4	4	4	4	4	20	80

Appendix 11 Students' Interview Responses

STUDENTS' INTERVIEW RESPONSES

Date : Tuesday, May 27th 2025

No	Student 1	Student 2	Student 3
1	Menurut saya seru dan beda dari biasanya. Saya jadi lebih semangat belajar.	Ini metode yang menyenangkan, saya tidak merasa bosan seperti belajar biasa.	Sangat seru! Saya merasa ini seperti bikin film kecil.
2	Saya jadi lebih mengerti karena harus menjelaskan ulang cerita dalam video.	Saya lebih cepat paham karena harus menyusun cerita sendiri.	Saya jadi lebih cepat menangkap isi pelajaran.
3	Sangat mendukung, saya bisa pakai gambar dan suara sesuai imajinasi saya.	Kreativitas saya meningkat karena saya bebas membuat cerita sendiri.	Saya senang karena bisa berkreasi dan tampil beda.
4	Gambar dan rekaman suara, itu membantu saya menyampaikan pesan lebih jelas.	Musik dan visual membuat cerita saya lebih hidup dan menarik.	Narasi dan gambar paling bermanfaat buat saya.
5	Karena harus latihan ngomong dulu sebelum rekaman, jadi makin terbiasa.	Saya jadi lebih lancar berbicara karena latihan terus.	Saya jadi terbiasa ngomong Inggris dengan suara lantang.
6	Ya, karena saya dengar suara saya sendiri dan memperbaiki kesalahan.	Iya, saya jadi sadar salah pelafalan dan coba ulang sampai benar.	Saya jadi lebih bagus mengucapkan kata-kata sulit.
7	Ya banget! Sekarang saya lebih berani ngomong di depan teman.	Awalnya malu, sekarang saya lebih percaya diri setelah lihat hasil video saya.	Sebelumnya saya pemalu, sekarang saya lebih berani tampil.
8	Kadang bingung edit video, tapi saya jadi belajar hal baru juga.	Susah ngatur suara dan gambar pas edit, tapi seru juga.	Saya harap bisa dibimbing lebih lama saat editing.
9	Lebih menarik dan bikin saya aktif. Beda dari cuma baca buku atau latihan soal.	Metode ini lebih menyenangkan dan saya merasa belajar lebih banyak.	Jauh lebih kreatif dan bikin saya senang belajar.
10	Ya, karena bisa bantu saya belajar bicara dan juga bikin konten.	Relevan banget, apalagi zaman sekarang harus bisa presentasi dan ngomong lancar.	Ini cocok sekali dengan zaman sekarang yang digital.
11	Sangat membantu. Saya jadi lebih paham isi materi karena visual dan audio.	Sangat bermanfaat, apalagi saya orangnya lebih suka belajar pakai gambar.	Multimedia bikin saya gak cepat bosan.
12	Saya jadi lebih semangat dan gak malas belajar. Ini cara belajar yang seru.	DST bikin saya lebih suka belajar bahasa Inggris dan jadi lebih aktif.	Saya lebih percaya diri dan tertarik belajar lebih jauh lagi.

STUDENTS' INTERVIEW RESPONSES

No	Student 4	Student 5	Student 6	Student 7
1	Menurut saya sangat menarik, tidak membosankan seperti pelajaran biasa.	Saya suka karena saya bisa ekspresikan ide saya sendiri.	Ini pengalaman belajar yang menyenangkan dan berbeda.	Saya jadi lebih fokus karena harus bikin konten sendiri.
2	Saya lebih mengerti materi karena harus menjelaskan dengan kata sendiri.	Materi lebih masuk karena saya harus berpikir tentang isi cerita.	Membuat video membuat saya paham alur cerita lebih baik.	Saya jadi tahu arti kata dan grammar karena harus cari sendiri.
3	Sangat membantu saya dalam mengembangkan ide cerita.	Saya bisa berimajinasi bebas dan menuangkan dalam video.	Kreativitas saya keluar karena harus bikin cerita menarik.	Saya bisa bikin cerita lucu sesuai karakter saya.
4	Suara dan gambar karena bikin saya lebih mudah menyampaikan ide.	Musik latar yang bisa memperkuat suasana cerita.	Narasi suara karena saya bisa latihan speaking juga.	Gambar dan subtitle sangat membantu pemahaman.
5	Saya jadi latihan bicara terus waktu nyusun narasi.	Saya jadi terbiasa berbicara dalam bahasa Inggris.	Saya berlatih pronunciation dan intonasi saat merekam.	Video membuat saya harus latihan berulang-ulang.
6	Ya, karena saya mengulang berkali-kali sampai benar.	Iya, saya lebih sadar pelafalan saya salah atau tidak.	Tentu, saya bahkan tanya guru cara mengucapkan kata.	Pronunciation saya jadi lebih bagus dari sebelumnya.
7	Dulu malu, sekarang saya lebih berani tampil dan bicara.	Saya jadi percaya diri setelah lihat hasil video saya.	Sekarang saya tidak gugup lagi saat disuruh ngomong.	Awalnya takut, sekarang saya berani ngomong depan teman.
8	Susah rekam suara dengan jelas.	Waktu editing kadang bingung, butuh bantuan.	Sulit saat mengatur waktu rekaman dan tugas lain.	Kalau bisa lebih banyak waktu, pasti hasilnya lebih bagus.
9	Lebih seru dan interaktif daripada baca buku atau latihan soal.	Lebih aktif dan membuat saya tidak bosan.	Jauh lebih menyenangkan dan bikin saya kreatif.	Metode ini membuat saya lebih tertarik belajar.
10	Relevan karena zaman sekarang kita butuh bisa ngomong.	Ini akan bantu saya kalau mau presentasi.	Sangat penting karena saya ingin bisa presentasi ke orang luar.	Sangat cocok dengan kebutuhan belajar saya.
11	Multimedia sangat membantu, terutama gambar dan musik.	Video dan suara membantu saya memahami isi cerita.	Visual membuat saya lebih cepat paham isi teks.	Audio visual mempermudah saya memahami cerita.
12	Saya jadi semangat belajar karena tidak membosankan.	DST bikin saya lebih rajin dan excited belajar.	Saya jadi lebih senang belajar bahasa Inggris.	Saya jadi termotivasi untuk latihan lebih banyak.

Appendix 12 Students' Digital Storytelling

Cycle 1 – Group 1
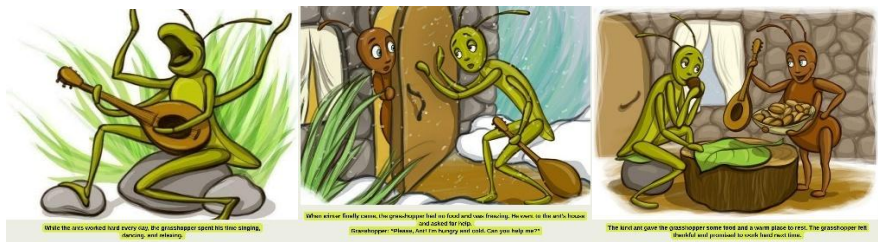
Moral of the story:
Hard Work and preparation are important for survival. Enjoying life is also important but should never be lazy.

Cycle 1 – Group 2
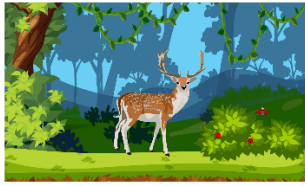
One sunny afternoon, a hungry deer wandered through the forest and saw a big rambutan tree across the river. The fruits looked juicy and delicious.
Deer (thinking): "Those rambutans look so tasty! But how can I get across?"

The deer looked down and saw the river was full of crocodiles. There was no way to swim across without getting eaten.
Deer (thinking): "I can't fight them... but maybe I can outsmart them!"
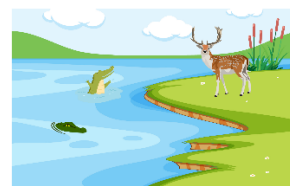
The deer called out to the crocodiles with a serious voice.
Deer: "Crocodiles! The King of the Forest has sent me to count all of you for a grand feast. Please line up across the river so I can count you properly!"

The crocodiles, feeling proud and excited, quickly formed a straight line across the water.
Crocodile (whispering to another): "We might be invited to a royal feast! Let's impress the King!"

The deer stepped lightly on the first crocodile, then the next, counting out loud as it went.
Deer (counting out loud): "One... two... three... four..."

"Thank you for the bridge! I just wanted to cross the river — there's no feast!"
The crocodiles realized they had been tricked. But it was too late — the clever deer was already enjoying the rambutans.

MORAL:
INTELLIGENCE IS STRONGER THAN STRENGTH.
IN DIFFICULT SITUATIONS, A CALM MIND AND
CLEVER THINKING CAN HELP US FIND
SOLUTIONS THAT FORCE ALONE CANNOT
ACHIEVE."

Cycle 2 - Students' Storyboard

Cycle 2 - Students' Individual Story

Hi, my name is Rama. I'm 13 and I love to draw every day.

Hi! I'm Gopa. I go to SMP Bali Dharma School and I love cycling.

Hello! I'm Bramastra, and I really enjoy learning English.

Hi, I'm Raditya. Math is my favorite subject.
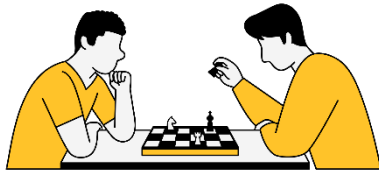
Hi, I'm Jogi I started learning chess from my dad.

Hello! My name is Rahayu. I love dancing and making TikTok videos.

Hi! I'm Teri. I enjoy playing games after finishing my homework.

Hi, my name is Dewa. I love watching movies, especially action and adventure ones.

Hello! I'm Ngurah. I like almost all sports, football, running, swimming.

Hi, I'm Avatara. I love reading books more than anything else.

Appendix 13 Documentation