



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 : Gede Aritona

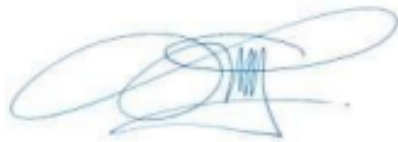
NIM : 2112021227

Class : 7F

A thesis title: EXPLORING THE EFFECT OF DIGITAL STORYTELLING ON STUDENTS' CRITICAL READING SKILL AND THEIR RESPONSES TO ITS IMPLEMENTATION

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

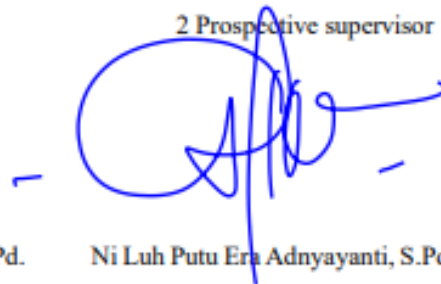
1 Prospective supervisor,



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

NIP. 198805172012122002

2 Prospective supervisor



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 : 682/UN48.7.1/DT/2025

24 Februari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA N1 Kuta Utara
 di Badung, Kuta utara

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

Nama : Gede Aritona
 NIM : 2112021227
 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,


 BNP Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan:

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



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
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Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 658/UN48.78.1/DT/2025

24 Februari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA N 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	: Gede Aritona
NIM	: 2112021227
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: EXPLORING THE EFFECT OF DIGITAL STORYTELLING ON STUDENT CRITICAL READING 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
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Tembusan :

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

Appendix 3 Reading 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 reading skills aligned with this research framework. The test consists of 25 questions adapted from IELTS, which are structured to evaluate various dimensions of critical listening as outlined by (Paul and Elder, 2006).

Table 1. Blueprint of Reading Test

Level of Critical Reading	Adapted/Adopted From	Type of Test	Number of Question	Learning Materials
Literal Comprehension	16. https://mocktestielts.com/ielts-general-reading-practice-test/ 17. https://mocktestielts.com/tea-and-the-industrial-revolution-ielts-reading-answers/ 18. https://www.ielts-mentor.com/reading-sample/academic-reading/3127-monkeys-and-forests 19. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading/general-training/section-1 20. https://ielts-up.com/reading/academic-reading-sample-1.1.html	essay	1-5	Indonesian Environmental Awareness
Interpretative Comprehension	21. https://blog.cakap.com/contoh-soal-ielts-reading/ 22. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading/academic 23. https://www.ielts.org/about-ielts/sample-test-questions 24. https://ieltsmaterial.com/ielts-reading-practice-test/	essay	6-10	Indonesian Enviromental Awareness

	25. http://www.ieltssimon.com/ielts-help-and-english-pr/ielts-reading-practice-tests/			
Critical Thinking and Evaluation	26. https://www.ieltsbuddy.com/ielts-reading-practice-tests.html 27. https://ieltsliz.com/ielts-reading-test/ 28. https://magoosh.com/ielts/ielts-reading-practice-test/ 29. https://www.idpielts.me/free-ielts-practice-tests/ 30. https://www.testden.com/ielts/	True & False	11-15	Indonesian Enviromental Awareness



READING TEST

Field Work Stage/Type

Need Analysis

Data Identity

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

Goals of Reading Test

To measure students' critical Reading skills and their ability to understand a text, interpret its deeper meaning, evaluate its quality, apply its ideas to real-life situations, and reflect on their own understanding to improve their reading and thinking skills.

Type of Reading Test

Essay test and true & false question with open-ended questions to assess specific reading competencies.

Language Used

English.

Nature of Reading Test

Analytical and diagnostic, designed to evaluate specific reading skills such as comprehending the text, interpreting its deeper meaning, evaluating its quality, applying its ideas to real situations, and reflecting on their own understanding to improve reading and thinking.

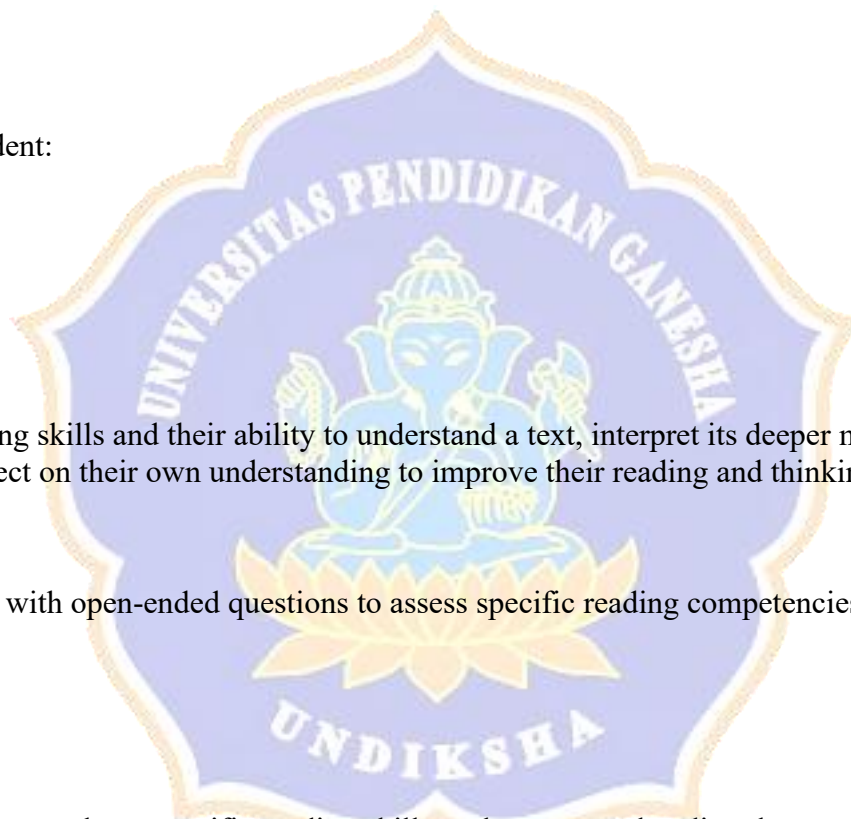


Table 1. Teks for Critical Reading Test

Passage for question 1-5	Indonesia, an archipelago with over 17,000 islands, faces significant environmental challenges. Among these, deforestation, air pollution, and water contamination are some of the most pressing concerns. Deforestation in Indonesia is largely due to illegal logging and the expansion of palm oil plantations. The loss of forests not only affects biodiversity but also contributes to the global climate crisis. Additionally, air pollution, especially in urban areas, is a growing problem due to industrial emissions, vehicle fumes, and waste burning. Water contamination is another issue, caused by improper waste disposal and the use of harmful chemicals in agriculture. The Indonesian government has recognized the severity of these environmental issues and has taken steps to address them. Laws to protect forests, reduce pollution, and regulate waste management have been implemented, but enforcement remains inconsistent. Environmental NGOs in Indonesia also play an important role in raising awareness and pushing for stronger environmental policies.
Passage for question 6-10	Indonesia, an archipelago of over 17,000 islands, faces several environmental challenges that have global implications. The most notable issues include deforestation, air pollution, and water contamination. Deforestation in Indonesia is driven by the rapid expansion of palm oil plantations, illegal logging, and agriculture. This deforestation has led to the destruction of valuable ecosystems and biodiversity loss. Palm oil is a major driver of global demand, and Indonesia is one of the leading producers, contributing to the country's economic growth. However, this growth comes at the expense of the environment, as massive deforestation in Borneo and Sumatra releases carbon dioxide into the atmosphere, contributing significantly to global warming. Air pollution is another major issue in Indonesia's urban centres. Industrial emissions, vehicle exhaust, and the practice of open burning of fields contribute to the toxic air quality. In Jakarta, for example, the air pollution has reached dangerous levels, affecting the health of its citizens, leading to respiratory problems and increased health risks. Water contamination has become another concern, especially in rural areas where chemicals from agricultural runoff, coupled with poor waste management, have contaminated local water sources. This has resulted in the spread of diseases and has put communities at greater risk of waterborne illnesses.

	The Indonesian government has attempted to address these issues through various policies, such as enforcing laws against illegal logging, promoting sustainable palm oil production, and improving waste management systems. However, enforcement remains weak, and corruption has hindered the successful implementation of these initiatives. NGOs play a critical role by pushing for stronger environmental protection and advocating for more transparency in government actions. Environmental awareness among the public has grown, but there is still a long way to go to ensure sustainable development in the country.
Passage for question 11-15	Indonesia, home to some of the world's most biodiverse ecosystems, is facing a range of environmental crises. Deforestation, caused largely by the palm oil industry, illegal logging, and agricultural expansion, continues to threaten the country's rainforests. These rainforests are vital, not only for preserving biodiversity but also for combating climate change, as they act as significant carbon sinks. Despite various government policies and initiatives aimed at curbing environmental damage, the results have been slow to materialize. There have been efforts to curb illegal logging, such as increasing penalties for offenders and setting up protected areas, but weak enforcement of these laws has allowed illegal practices to persist. In urban areas, such as Jakarta, air pollution is another pressing concern. Industrial emissions, car exhaust, and open burning of waste contribute to toxic smog that has caused serious health issues, including respiratory diseases. Although there have been some attempts to reduce air pollution through cleaner energy policies, the effectiveness of these initiatives remains in question due to limited implementation and lack of public support. Water contamination in rural areas is equally concerning, with agricultural runoff, poor waste management, and industrial pollution affecting the quality of local water supplies. The government and NGOs have worked together to address this issue by promoting cleaner agricultural practices and better waste management, but progress remains slow, and many communities still lack access to clean water. Indonesia's environmental challenges cannot be solved through government actions alone. There needs to be a collective effort from citizens, businesses, and NGOs to promote sustainable practices, support government initiatives, and raise

	awareness about environmental issues. The solution lies in balancing economic growth with environmental protection, ensuring that the country's natural resources are preserved for future generations.
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Table 2. The Question of Reading Test

Level of Critical Reading	Number of Question	Question	Points
Literal Comprehension	1	According to the passage, what are some of the major environmental challenges faced by Indonesia?	1 Point
	2	What is one of the primary causes of deforestation in Indonesia?	1 Point
	3	How does deforestation in Indonesia contribute to the global climate crisis?	1 Point
	4	What are some sources of air pollution in Indonesian urban areas?	1 Point
	5	What role do environmental NGOs play in Indonesia's environmental issues?	1 Point
Interpretative Comprehension	6	How does the expansion of palm oil plantations impact Indonesia's environment, and why is this an issue for both Indonesia and the global community?	1 Point
	7	What are the primary sources of air pollution in Indonesian urban areas, and how do these sources affect the population?	1 Point
	8	Explain how water contamination in Indonesia's rural areas can negatively affect the health of local communities.	1 Point
	9	What role do non-governmental organizations (NGOs) play in addressing environmental challenges in Indonesia, and how do they influence government policies?	1 Point
	10	Based on the passage, what are some of the challenges in enforcing environmental laws in Indonesia, and how do these challenges impact the country's efforts to combat environmental problems?	1 Point
	11	True or False: The passage suggests that the Indonesian government's efforts to combat deforestation have been highly successful and have significantly reduced illegal logging.	1 Point

Critical Thinking and Evaluation	12	True or False: According to the passage, air pollution in Jakarta is mainly caused by industrial emissions, car exhaust, and open burning of waste.	1 Point
	13	True or False: The passage claims that the primary cause of water contamination in rural Indonesia is poor waste management and agricultural runoff. shared equally between the government and the citizens, or should one take precedence over the other?	1 Point
	14	True or False: The government has completely solved the issue of water contamination by implementing effective waste management programs.	1 Point
	15	True or False: According to the passage, Indonesia's environmental problems can only be solved by the government, and individual citizens and businesses play no significant role.	1 point

Table 3. Scoring Rubrics for Critical Listening

Scoring Rubrics for Critical Reading			
Criteria	Description	Points	Comments
Literal comprehension Level	Can identify main ideas and key details; recall explicit content.	0-5 points	
Interpretative Comprehension	Can infer underlying themes, tone, and meaning not explicitly stated.	0-5 points	
Critical Thinking and Evaluation	Can assess the logic, argument, and validity of the text.	0-5 points	

Answer Key:

1. The major environmental challenges faced by Indonesia include deforestation, air pollution, and water contamination.
2. One of the primary causes of deforestation in Indonesia is illegal logging and the expansion of palm oil plantations.

3. Deforestation in Indonesia contributes to the global climate crisis by reducing the number of trees that absorb carbon dioxide, leading to higher levels of greenhouse gases in the atmosphere.
4. Some sources of air pollution in Indonesian urban areas include industrial emissions, vehicle fumes, and waste burning.
5. Environmental NGOs in Indonesia play an important role in raising awareness and advocating for stronger environmental policies.
6. The expansion of palm oil plantations in Indonesia leads to massive deforestation, which destroys valuable ecosystems and contributes to biodiversity loss. This deforestation releases large amounts of carbon dioxide into the atmosphere, which contributes to global warming. While the palm oil industry boosts Indonesia's economy, the environmental costs such as greenhouse gas emissions and loss of biodiversity are significant for both the local environment and the global climate.
7. The primary sources of air pollution in Indonesian urban areas include industrial emissions, vehicle exhaust, and the open burning of agricultural fields. These pollutants result in dangerous air quality, particularly in cities like Jakarta. The pollution adversely affects public health, leading to respiratory issues, increased rates of diseases, and overall reduced life quality for citizens. The situation reflects how unchecked industrial growth and urbanization contribute to environmental degradation and public health problems.
8. Water contamination in Indonesia's rural areas, caused by agricultural chemicals and poor waste management, contaminates local water sources. This contamination can result in the spread of waterborne diseases, such as cholera and dysentery, which pose significant health risks to the population. The lack of access to clean water not only worsens health outcomes but also undermines efforts to improve sanitation and living conditions in these communities.
9. NGOs in Indonesia play a crucial role in addressing environmental challenges by advocating for stronger environmental protection measures and pushing for more transparency in government actions. They help raise awareness of environmental issues, support sustainable practices, and hold the government accountable for failing to implement and enforce environmental policies effectively. Through campaigns, research, and lobbying, NGOs influence public opinion and encourage the government to adopt better policies and enforcement strategies.
10. Some of the challenges in enforcing environmental laws in Indonesia include weak law enforcement, corruption, and a lack of resources. These factors hinder the successful implementation of policies aimed at protecting the environment, such as regulating illegal logging and promoting sustainable agriculture. As a result, environmental issues such as deforestation, pollution, and water contamination persist, and the country struggles to make substantial progress toward sustainable development.
11. (False) Explanation: The passage indicates that despite government policies, weak enforcement has allowed illegal logging to persist.
12. (True) Explanation: The passage identifies these factors as the primary causes of air pollution in Jakarta.
13. (True) Explanation: The passage clearly attributes water contamination to these factors in rural areas.

14. (False) Explanation: The passage suggests that progress in addressing water contamination is slow and many communities still lack access to clean water.
15. (False) Explanation: The passage emphasizes the need for a collective effort from the government, citizens, businesses, and NGOs to tackle environmental challenges.

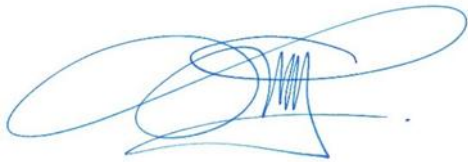


General Comments/Recommendations

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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 reading competency. The dimensions were developed through strategies and steps from experts (Alismail, 2015; Chaisriya et al., 2023; Robin, 2016) aiming to assess the application of digital storytelling to students' critical reading skills 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).	1-2	Evaluates the overall atmosphere conducive to learning through digital storytelling.
Teacher Engagement	Chaisriya 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 Reading Competency	Chaisriya et al. (2023); (Paul and Elder, 2006).	13-17	Gauges students' application of critical reading 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

Bahasa Indonesia.

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 reading 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 Reading Competency	13. Students develop literal comprehension ability		
	14. Student develop interpretative comprehension ability		
	15. Students develop critical thinking skill		
	16. Students can synthesize the texts and video		
	17. Students can reflect the point of the text given		
Overall Observations:			
Suggestions for Improvement:			
Observer Signature			

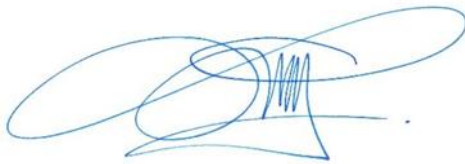
General Comments/Recommendations

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 kements, level of interactionsnya dijelaskan tentang apa, jangan pakai rating scale, sesuaikan dengan implementing DST as media.

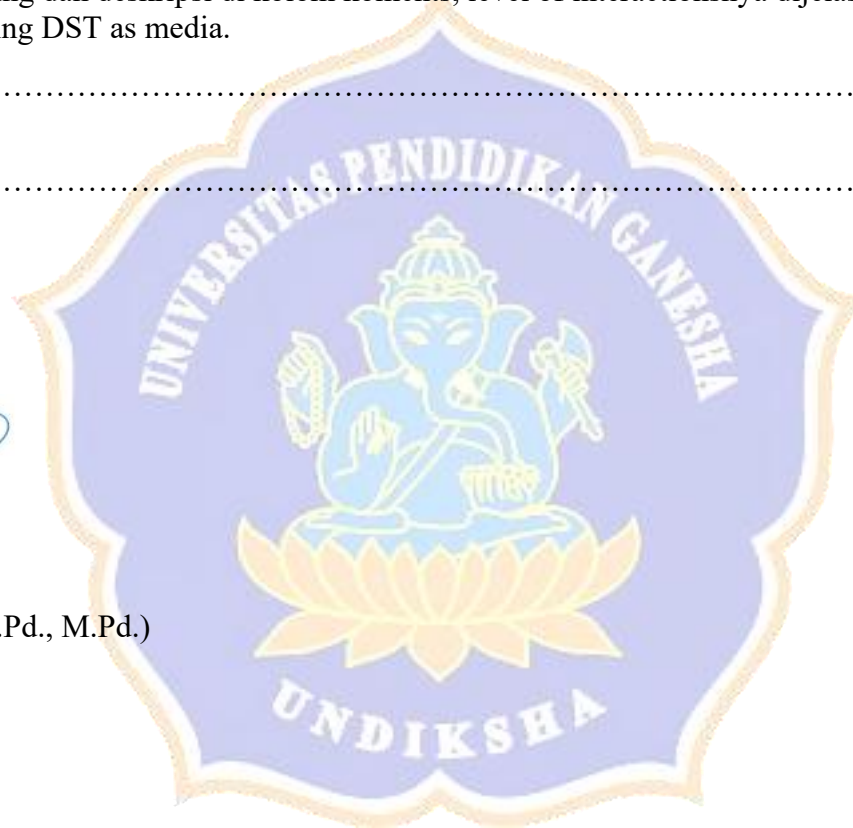
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Singaraja, 13 January 2025

Experts/Validator



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



Appendix 5 Interview Guide

Identifying Participants' Needs

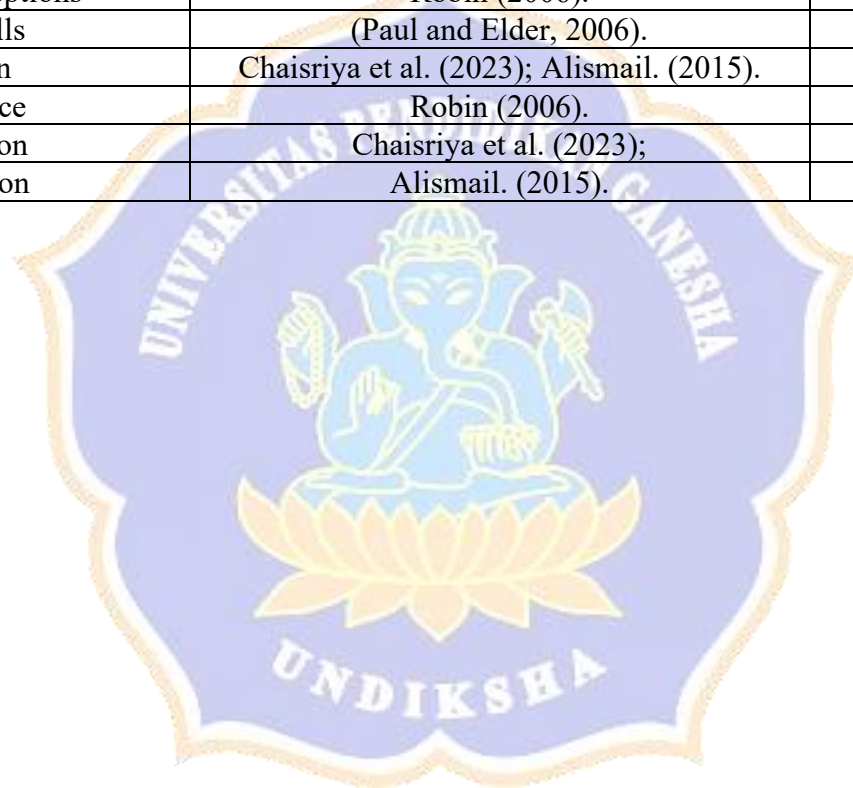
The interview guide was designed to collect qualitative data regarding the effect of digital storytelling on students critical reading and their responses to its implementation. The questions were structured as open-ended questions, allowing the participants to express their thoughts and experiences 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' perceptions of the digital storytelling method and its impact on critical reading skills.
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' perceptions of digital storytelling. - Impact of digital storytelling on critical reading skills. - 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' Perceptions	Robin (2006).	1,2
Digital Storytelling Perceptions	Robin (2006).	3,4
Critical Reading Skills	(Paul and Elder, 2006).	5
Method Comparison	Chaisriya et al. (2023); Alismail. (2015).	6,7
Educational Relevance	Robin (2006).	8
Multimedia Integration	Chaisriya et al. (2023);	9
Student Self-Reflection	Alismail. (2015).	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' perceptions of digital storytelling and its impact on their learning, particularly critical reading 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 perceptions.



Table 8. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Perceptions	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?				
Critical Listening Skills	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan membaca 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?				

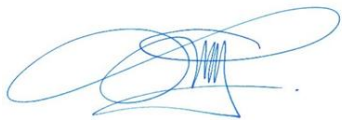
Multimedia Integration	9. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?				
Student Self-Reflection	10. Bagaimana digital storytelling mempengaruhi motivasi atau pendekatan Anda terhadap pembelajaran secara keseluruhan?				

General Comments/Recommendations

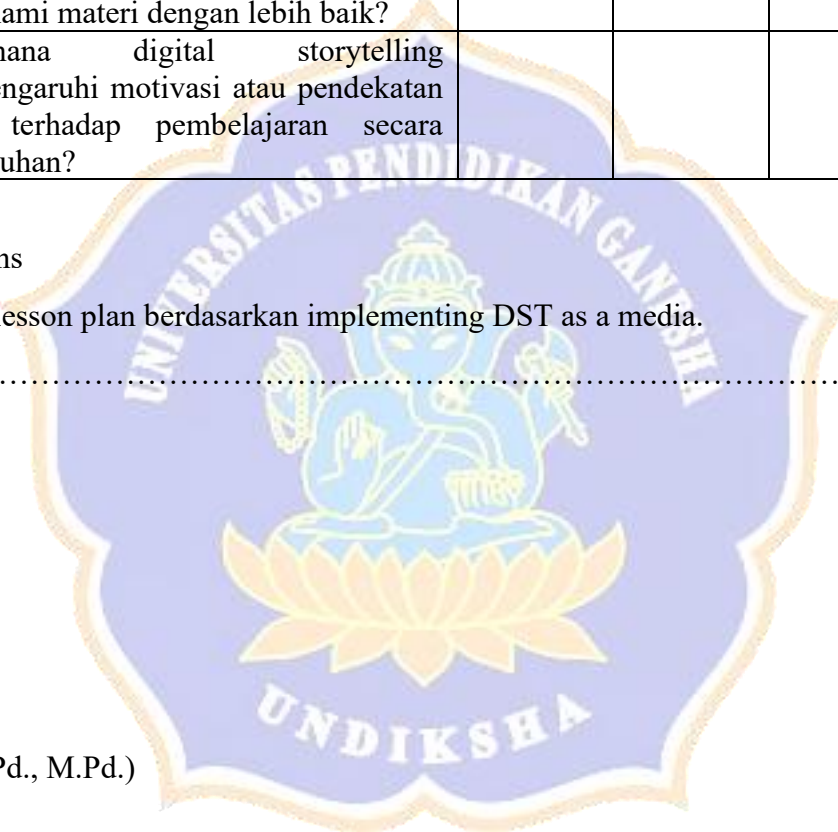
Jadikan satu blueprintsnya, buat lesson plan berdasarkan implementing DST as a media.

Singaraja, 13 January 2025

Experts/Validator



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



Appendix 6 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 lingkungan menggunakan

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.			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	Degree of Comparison	Peserta didik dapat mengenali jenis ekspresi dalam teks prosedur tentang manajemen uang pribadi, meng-gunakan superlatif, memahami ide utama dan tujuan penulis, mensintesis informasi	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
			Procedure Text		



		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.	Imperative Sentences in Procedure Text	penting, menulis teks prosedur dengan struktur yang benar, dan membuat poster yang sesuai tentang manajemen uang pribadi.	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 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 90 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_8DMaGuAbl2qHF9KWqev0rHnpiZ2NCsB?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/K5NRbh4Wfq8?feature=shared>
- H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray	10 minutes

	3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. Pay attention to the video 2. Identify the main character and main theme in the DST story.	15 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.	15 minutes
	Experimenting 1. Students watch carefully to the video played several times by the teacher. And then student read the text the related to the video	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.	20 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	10 minutes

Second 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.	10 minutes

Main Activities	Observing 1. pay attention to the audio listening again to recall the story that has been watch, read, and told in the previous meeting	10 minutes
	Questioning 1. Ask the students what they remember about the story.	10 minutes
	Experimenting 1. Students watch carefully to the video played several times by the teacher.	10 minutes
	Associating 1. Answer the exercises provided base on video and text individually	20 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the video and text	20 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	10 minutes

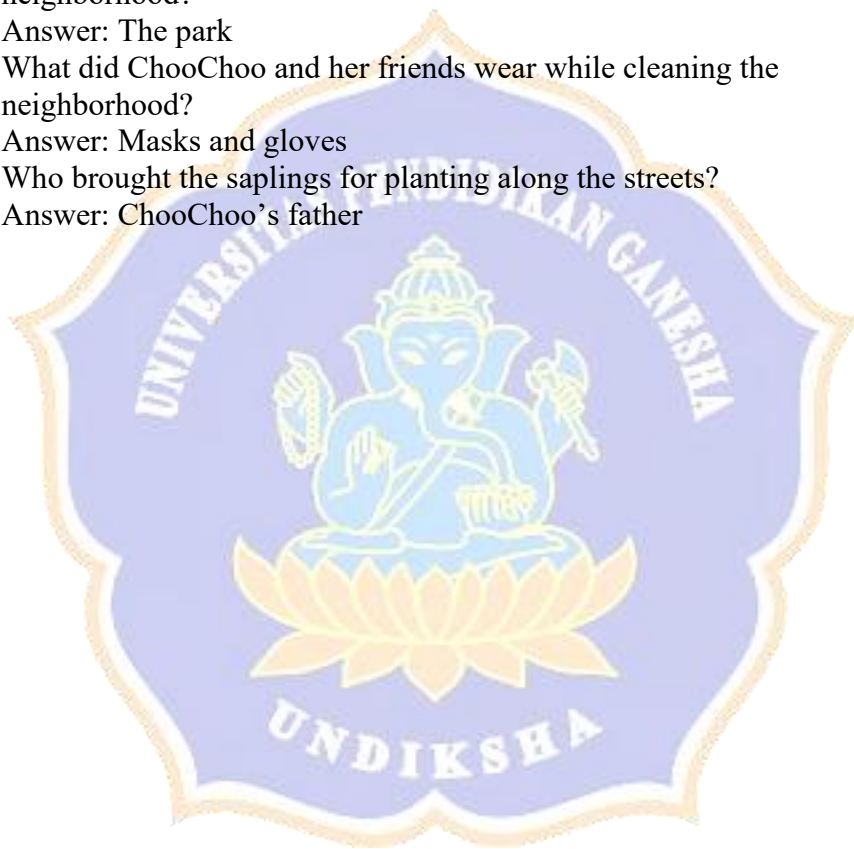
I. Assessment

Indicators	Assessment Technique	Questions
1. Find the specific information in the text	Written Tests	1. Who was the children's teacher who taught them about the environment? 2. What did Ms. Dorothy say we should plant to make the air fresh and clean? 3. Where did ChooChoo call her friends to discuss cleaning the neighborhood? 4. What did ChooChoo and her friends wear while cleaning the neighborhood?

		5. Who brought the saplings for planting along the streets?
--	--	---

Key Answer:

1. Who was the children's teacher who taught them about the environment?
Answer: Ms. Dorothy
2. What did Ms. Dorothy say we should plant to make the air fresh and clean?
Answer: Trees and plants
3. Where did ChooChoo call her friends to discuss cleaning the neighborhood?
Answer: The park
4. What did ChooChoo and her friends wear while cleaning the neighborhood?
Answer: Masks and gloves
5. Who brought the saplings for planting along the streets?
Answer: ChooChoo's father



Rubric Assesment

A. Assesment Guidance

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

B. Assessment Rubric

Criteria	Description	Points	Comments
Literal Comprehension level	Can identify main ideas and key details; recall explicit content.	0-10 points (The more points earned indicates the student mastered this level.)	

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

Name:

Worksheet

Instruction: watch and read to the digital video and text given by your teacher and then answer the questions below.

Questions:

1. Who was the children's teacher who taught them about the environment?
2. What did Ms. Dorothy say we should plant to make the air fresh and clean?
3. Where did ChooChoo call her friends to discuss cleaning the neighborhood?
4. What did ChooChoo and her friends wear while cleaning the neighborhood?
5. Who brought the saplings for planting along the streets?

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 90 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_8DMaGuAbl2qHF9KWqev0rHnpiZ2NCsB?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/K5NRbh4Wfq8?feature=shared>

H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray	10 minutes

	3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. Pay attention to the listening audio. 2. Identify the main character and main theme in the DST story.	15 minutes
	Questioning 1. The teacher asks sparking questions such as: “What is the main problem in the story?” “How did Putu'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.	20 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	10 minutes

Second 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.	10 minutes

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 watch carefully to the video played several times by the teacher.	10 minutes
	Associating 1. Discuss and answer the exercises provided based on the audio with your seatmates.	20 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the video.	20 minutes
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	10 minutes

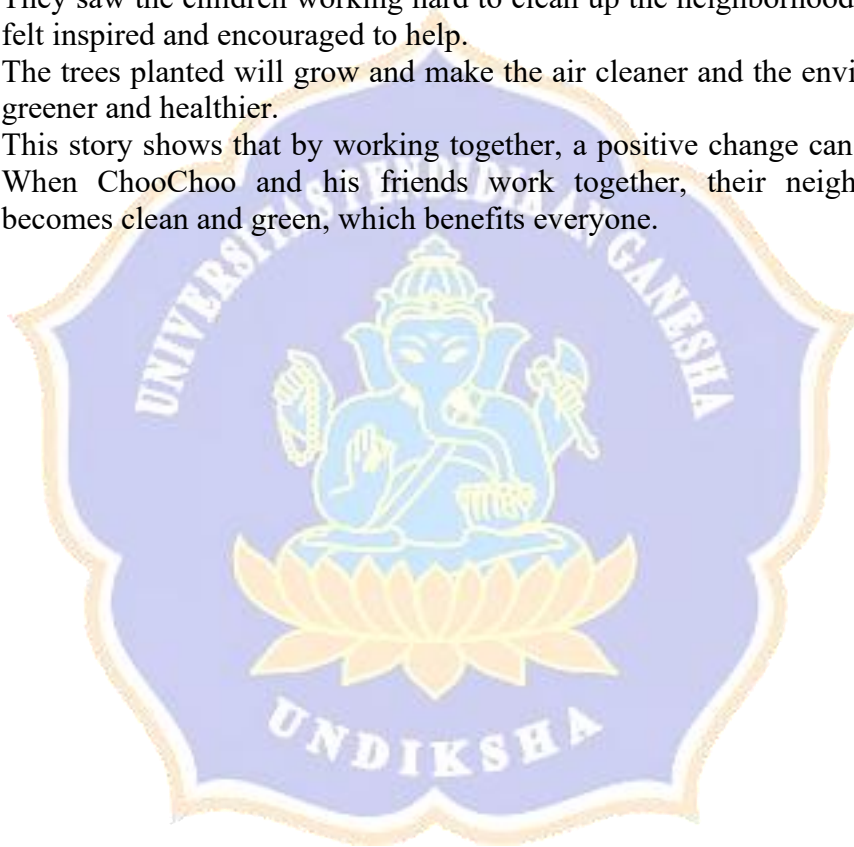
I. Assessment

Indicators	Assessment Technique	Questions
1. Interpret implied meanings and cause and effect relationships in texts	Written Tests	1. Why did Ms. Dorothy teach the children about the importance of keeping the environment clean? 2. How did ChooChoo's actions inspire her friends to clean up the environment? 3. Why did the parents end up helping to clean up the environment? 4. What was the impact of ChooChoo and his friends planting trees? 5. How does this story teach us about the

		importance of working together to keep the environment clean?
--	--	---

Key Answer:

1. Because a clean and green environment makes life healthier and more comfortable. She wants children to understand the importance of keeping clean and planting trees.
2. ChooChoo realized that his environment was dirty and invited his friends to clean it together. His enthusiasm and care got his friends to participate.
3. They saw the children working hard to clean up the neighborhood, so they felt inspired and encouraged to help.
4. The trees planted will grow and make the air cleaner and the environment greener and healthier.
5. This story shows that by working together, a positive change can happen. When ChooChoo and his friends work together, their neighborhood becomes clean and green, which benefits everyone.



Rubric Assesment

A. Assesment Guidance

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

B. Assessment Rubric

Criteria	Description	Points	Comments
Interpretative Comprehension level	Can infer underlying themes, tone, and meaning not explicitly stated.	0-10 points (The more points earned indicates the student mastered this level.)	

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Name:

Worksheet

Instruction: watch to the digital video and read the text given by your teacher and then answer the questions below.

Questions:

1. Why did Ms. Dorothy teach the children about the importance of keeping the environment clean?
2. How did ChooChoo's actions inspire her friends to clean up the environment?
3. Why did the parents end up helping to clean up the environment?
4. What was the impact of ChooChoo and his friends planting trees?
5. How does this story teach us about the importance of working together to keep the environment clean?

Answer:



School : SMA Negeri 1 Kuta Utara
 Subject : English
 Topic : Narrative Text about Environmental Figure
 Class/Semester : XI/II
 Skill : Reading
 Time Allocation : 2 x 90 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_8DMaGuAbl2qHF9KWqev0rHnpiZ2NCsB?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/XoMXeo7E8xk?si=0P0_7ObvKThMx3yE
- H. Instructional Activities

First Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray	10 minutes

	3. Check the attendance 4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. Pay attention to the listening audio. 2. Identify the main character and main theme in the DST story.	15 minutes
	Questioning 1. The teacher asks sparking questions such as: “Which solution do you think is the most effective and why?” “How does the character affect the way we view ocean pollution?” 2. Students answer the teacher's questions and are also given the opportunity to ask their own questions related to the story.	20 minutes
	Experimenting 1. Students watch to the video 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	10 minutes

Second Meeting

Steps	Students' Activities	Time Allocation
Pre-activities	1. Opening greeting 2. Pray 3. Check the attendance	10 minutes

	4. pay attention to instructions from the teacher.	
Main Activities	Observing 1. pay attention to the video and read the text that related to the video 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.	20 minutes
	Associating 1. Answer the exercises provided based on the audio listened as a group work.	20 minutes
	Communicating 1. start a question-and-answer session related to the questions based on the audio listening.	
Post-activities	1. Summarize today's lesson 2. Express how the students feel about today's lesson	10 minutes

I. Assessment

Indicators	Assessment Technique	Questions
Connect the content of the text to environmental issues or problems in Indonesia and evaluate the solutions that can be applied.	Written Tests	1. In Indonesia, many forests are cut down for development and plantations. How can Jadav's story inspire us to address deforestation in Indonesia? 2. Several areas in Indonesia often experience floods and landslides due to deforestation. How can Jadav's tree-planting efforts serve as a solution to these problems?

		3. In some parts of Indonesia, conflicts between humans and wildlife, such as Sumatran tigers entering villages, often occur. How can Jadav's approach to handling wildlife conflicts be applied in Indonesia? 4. Indonesia has many reforestation programs, such as the One Million Trees Movement. What are the similarities and differences between Jadav's efforts and Indonesia's reforestation programs? 5. What can we do as individuals to help preserve the environment in Indonesia, just like Jadav did?
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Key Answer:

1. Jadav's story teaches us that with persistence and dedication, deforested land can be restored. Indonesia can adopt similar reforestation efforts by planting trees in deforested areas and implementing sustainable forestry practices to protect the environment.
2. Tree roots help absorb water and hold the soil together, preventing floods and landslides. If Indonesia promotes more tree-planting initiatives in vulnerable areas, it can help reduce the impact of natural disasters.
3. Jadav planted fruit-bearing trees and grasses to provide food for wildlife, keeping them inside the forest. Indonesia could implement similar strategies by preserving wildlife habitats and creating green corridors to prevent animals from entering human settlements.
4. Both aim to restore forests and protect the environment. However, Jadav worked alone for many years, while Indonesia's reforestation programs involve government and community efforts on a larger scale. One challenge in Indonesia is ensuring long-term maintenance of planted trees.

5. We can plant trees in our surroundings, reduce plastic waste, participate in environmental conservation programs, and raise awareness about the importance of protecting nature. Small efforts from many people can create 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: Earned score x 5 % Maximum score

B. Assessment Rubric

Criteria	Description	Points	Comments
Critical Thinking and Evaluation level	Can assess the logic, argument, and validity of the text.	0-5 points (The more points earned indicates the student mastered this level.)	

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Group:

Name:

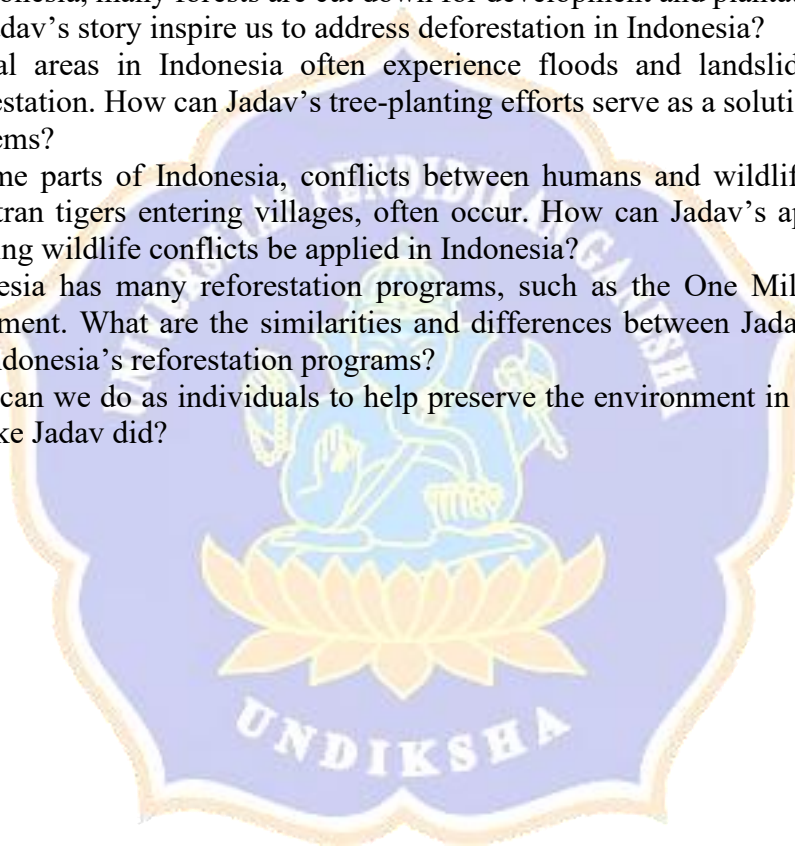
Groups Worksheet

Instruction: watch to the digital video and read the text given by your teacher and then answer the questions below.

Questions:

1. In Indonesia, many forests are cut down for development and plantations. How can Jadav's story inspire us to address deforestation in Indonesia?
2. Several areas in Indonesia often experience floods and landslides due to deforestation. How can Jadav's tree-planting efforts serve as a solution to these problems?
3. In some parts of Indonesia, conflicts between humans and wildlife, such as Sumatran tigers entering villages, often occur. How can Jadav's approach to handling wildlife conflicts be applied in Indonesia?
4. Indonesia has many reforestation programs, such as the One Million Trees Movement. What are the similarities and differences between Jadav's efforts and Indonesia's reforestation programs?
5. What can we do as individuals to help preserve the environment in Indonesia, just like Jadav did?

Answer:



School : SMA Negeri 1 Kuta Utara
 Subject : English
 Topic : Narrative Text about Environmental Figure
 Class/Semester : XI/II
 Skill : Reading
 Time Allocation : 2 x 90 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

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.	10 minutes
Main Activities	Observing	15 minutes

	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. 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. Experimenting 1. Students watch carefully to the video played several times by the teacher. 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. Communicating 1. Students share what they learned from the story and how they can apply the values in their daily lives.	20 minutes 10 minutes 15 minutes 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.	10 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.	45 minutes
	2. Individual/small group reflective interviews regarding students' perceptions of their learning experience using DST.	30 minutes
Post-activities	1. Students are given the opportunity to share their impressions and suggestions on the DST learning method.	10 minutes



I. Assesment

Scoring Rubrics for Critical Listening			
Criteria	Description	Points	Comments
Literal comprehension level	Can identify main ideas and key details; recall explicit content.	0-5 points	
Interpretative Comprehension level	Can infer underlying themes, tone, and meaning not explicitly stated.	0-5 points	
Critical Thinking and Evaluation level	Ability to integrate and draw conclusions from the information.	0-5 points	

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Name:

Worksheet reading test Test

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

Questions:

(Passage for question 1-5)

Indonesia, an archipelago with over 17,000 islands, faces significant environmental challenges. Among these, deforestation, air pollution, and water contamination are some of the most pressing concerns. Deforestation in Indonesia is largely due to illegal logging and the expansion of palm oil plantations. The loss of forests not only affects biodiversity but also contributes to the global climate crisis. Additionally, air pollution, especially in urban areas, is a growing problem due to industrial emissions, vehicle fumes, and waste burning. Water contamination is another issue, caused by improper waste disposal and the use of harmful chemicals in agriculture.

The Indonesian government has recognized the severity of these environmental issues and has taken steps to address them. Laws to protect forests, reduce pollution, and regulate waste management have been implemented, but enforcement remains inconsistent. Environmental NGOs in Indonesia also play an important role in raising awareness and pushing for stronger environmental policies.

1. According to the passage, what are some of the major environmental challenges faced by Indonesia?
2. What is one of the primary causes of deforestation in Indonesia?
3. How does deforestation in Indonesia contribute to the global climate crisis?
4. What are some sources of air pollution in Indonesian urban areas?
5. What role do environmental NGOs play in Indonesia's environmental issues?

(Passage for question 6-10)

Indonesia, an archipelago of over 17,000 islands, faces several environmental challenges that have global implications. The most notable issues include deforestation, air pollution, and water contamination. Deforestation in Indonesia is driven by the rapid expansion of palm oil plantations, illegal logging, and agriculture. This deforestation has led to the destruction of valuable ecosystems and biodiversity loss. Palm oil is a major driver of global demand, and Indonesia is one of the leading producers, contributing to the country's economic growth. However, this growth comes at the expense of the environment, as massive deforestation in Borneo and Sumatra releases carbon dioxide into the atmosphere, contributing significantly to global warming.

Air pollution is another major issue in Indonesia's urban centres. Industrial emissions, vehicle exhaust, and the practice of open burning of fields contribute to the toxic air quality. In Jakarta, for example, the air pollution has reached dangerous

levels, affecting the health of its citizens, leading to respiratory problems and increased health risks.

Water contamination has become another concern, especially in rural areas where chemicals from agricultural runoff, coupled with poor waste management, have contaminated local water sources. This has resulted in the spread of diseases and has put communities at greater risk of waterborne illnesses.

The Indonesian government has attempted to address these issues through various policies, such as enforcing laws against illegal logging, promoting sustainable palm oil production, and improving waste management systems. However, enforcement remains weak, and corruption has hindered the successful implementation of these initiatives. NGOs play a

6. How does the expansion of palm oil plantations impact Indonesia's environment, and why is this an issue for both Indonesia and the global community?
7. What are the primary sources of air pollution in Indonesian urban areas, and how do these sources affect the population?
8. Explain how water contamination in Indonesia's rural areas can negatively affect the health of local communities.
9. What role do non-governmental organizations (NGOs) play in addressing environmental challenges in Indonesia, and how do they influence government policies?
10. Based on the passage, what are some of the challenges in enforcing environmental laws in Indonesia, and how do these challenges impact the country's efforts to combat environmental problems?

(Passage for question 11-15)

Indonesia, home to some of the world's most biodiverse ecosystems, is facing a range of environmental crises. Deforestation, caused largely by the palm oil industry, illegal logging, and agricultural expansion, continues to threaten the country's rainforests. These rainforests are vital, not only for preserving biodiversity but also for combating climate change, as they act as significant carbon sinks.

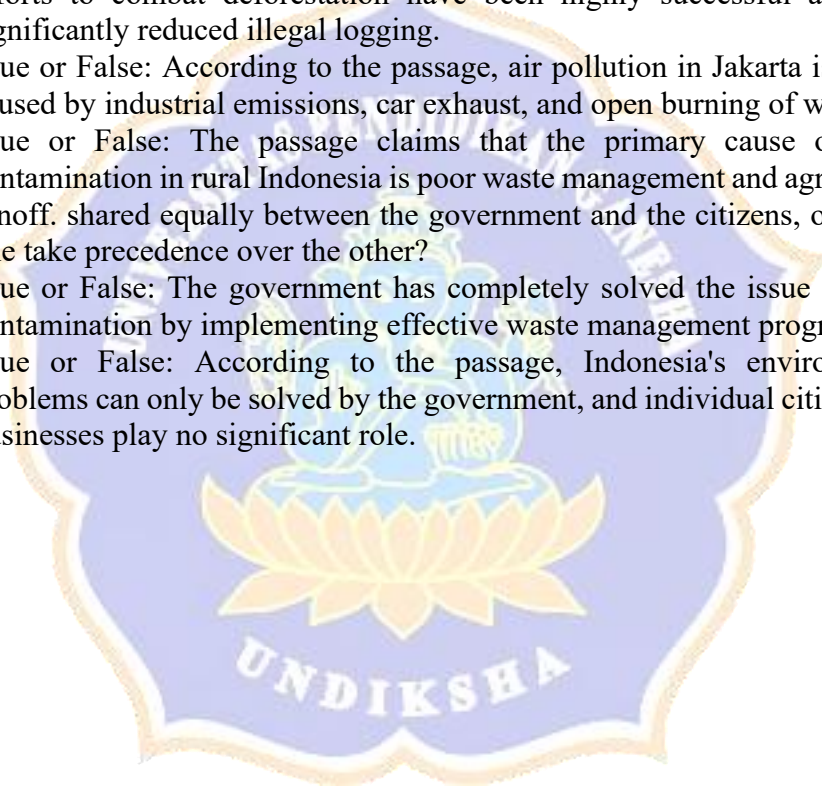
Despite various government policies and initiatives aimed at curbing environmental damage, the results have been slow to materialize. There have been efforts to curb illegal logging, such as increasing penalties for offenders and setting up protected areas, but weak enforcement of these laws has allowed illegal practices to persist.

In urban areas, such as Jakarta, air pollution is another pressing concern. Industrial emissions, car exhaust, and open burning of waste contribute to toxic smog that has caused serious health issues, including respiratory diseases. Although there have been some attempts to reduce air pollution through cleaner energy policies, the effectiveness of these initiatives remains in question due to limited implementation and lack of public support.

Water contamination in rural areas is equally concerning, with agricultural runoff, poor waste management, and industrial pollution affecting the quality of local water supplies. The government and NGOs have worked together to address this issue by promoting cleaner agricultural practices and better waste management, but progress remains slow, and many communities still lack access to clean water.

Indonesia's environmental challenges cannot be solved through government actions alone. There needs to be a collective effort from citizens, businesses, and NGOs to promote sustainable practices, support government initiatives, and raise awareness about environmental issues. The solution lies in balancing economic growth with environmental protection, ensuring that the country's natural resources are preserved for future generations.

11. True or False: The passage suggests that the Indonesian government's efforts to combat deforestation have been highly successful and have significantly reduced illegal logging.
12. True or False: According to the passage, air pollution in Jakarta is mainly caused by industrial emissions, car exhaust, and open burning of waste.
13. True or False: The passage claims that the primary cause of water contamination in rural Indonesia is poor waste management and agricultural runoff, shared equally between the government and the citizens, or should one take precedence over the other?
14. True or False: The government has completely solved the issue of water contamination by implementing effective waste management programs.
15. True or False: According to the passage, Indonesia's environmental problems can only be solved by the government, and individual citizens and businesses play no significant role.



Appendix 8 Expert Judgement Results

INSTRUMENT VALIDITY: READING 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 reading skills aligned with this research framework. The test consists of 25 questions adapted from IELTS, which are structured to evaluate various dimensions of critical listening as outlined by (Paul and Elder, 2006).

Table 1. Blueprint of Reading Test

Level of Critical Reading	Adapted/Adopted From	Type of Test	Number of Question	Learning Materials
Literal Comprehension	31. https://mocktestielts.com/ielts-general-reading-practice-test/ 32. https://mocktestielts.com/tea-and-the-industrial-revolution-ielts-reading-answers/ 33. https://www.ielts-mentor.com/reading-sample/academic-reading/3127-monkeys-and-forests 34. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading/general-training/section-1 35. https://ielts-up.com/reading/academic-reading-sample-1.1.html	essay	1-5	Indonesian Environmental Awareness
Interpretative Comprehension	36. https://blog.cakap.com/contoh-soal-ielts-reading/ 37. https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading/academic 38. https://www.ielts.org/about-ielts/sample-test-questions	essay	6-10	Indonesian Environmental Awareness

	39. https://ieltsmaterial.com/ielts-reading-practice-test/ 40. http://www.ieltssimon.com/ielts-help-and-english-pr/ielts-reading-practice-tests/			
Critical Thinking and Evaluation	41. https://www.ieltsbuddy.com/ielts-reading-practice-tests.html 42. https://ieltsliz.com/ielts-reading-test/ 43. https://magoosh.com/ielts/ielts-reading-practice-test/ 44. https://www.idpielts.me/free-ielts-practice-tests/ 45. https://www.testden.com/ielts/	True & False	11-15	Indonesian Enviromental Awareness



READING TEST

Field Work Stage/Type

Need Analysis

Data Identity

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

Goals of Reading Test

To measure students' critical Reading skills and their ability to understand a text, interpret its deeper meaning, evaluate its quality, apply its ideas to real-life situations, and reflect on their own understanding to improve their reading and thinking skills.

Type of Reading Test

Essay test and true & false question with open-ended questions to assess specific reading competencies.

Language Used

English.

Nature of Reading Test

Analytical and diagnostic, designed to evaluate specific reading skills such as comprehending the text, interpreting its deeper meaning, evaluating its quality, applying its ideas to real situations, and reflecting on their own understanding to improve reading and thinking.

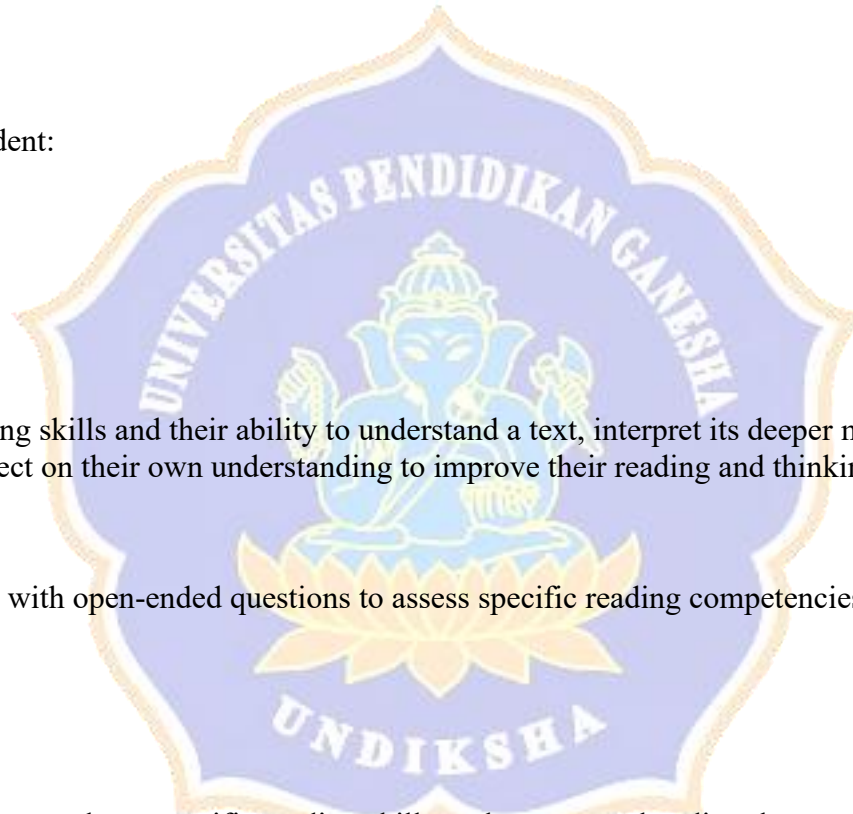


Table 1. Teks for Critical Reading Test

Passage for question 1-5	Indonesia, an archipelago with over 17,000 islands, faces significant environmental challenges. Among these, deforestation, air pollution, and water contamination are some of the most pressing concerns. Deforestation in Indonesia is largely due to illegal logging and the expansion of palm oil plantations. The loss of forests not only affects biodiversity but also contributes to the global climate crisis. Additionally, air pollution, especially in urban areas, is a growing problem due to industrial emissions, vehicle fumes, and waste burning. Water contamination is another issue, caused by improper waste disposal and the use of harmful chemicals in agriculture. The Indonesian government has recognized the severity of these environmental issues and has taken steps to address them. Laws to protect forests, reduce pollution, and regulate waste management have been implemented, but enforcement remains inconsistent. Environmental NGOs in Indonesia also play an important role in raising awareness and pushing for stronger environmental policies.
Passage for question 6-10	Indonesia, an archipelago of over 17,000 islands, faces several environmental challenges that have global implications. The most notable issues include deforestation, air pollution, and water contamination. Deforestation in Indonesia is driven by the rapid expansion of palm oil plantations, illegal logging, and agriculture. This deforestation has led to the destruction of valuable ecosystems and biodiversity loss. Palm oil is a major driver of global demand, and Indonesia is one of the leading producers, contributing to the country's economic growth. However, this growth comes at the expense of the environment, as massive deforestation in Borneo and Sumatra releases carbon dioxide into the atmosphere, contributing significantly to global warming. Air pollution is another major issue in Indonesia's urban centres. Industrial emissions, vehicle exhaust, and the practice of open burning of fields contribute to the toxic air quality. In Jakarta, for example, the air pollution has reached dangerous levels, affecting the health of its citizens, leading to respiratory problems and increased health risks. Water contamination has become another concern, especially in rural areas where chemicals from agricultural runoff, coupled with poor waste management, have contaminated local water sources. This has resulted in the spread of diseases and has put communities at greater risk of waterborne illnesses.

	The Indonesian government has attempted to address these issues through various policies, such as enforcing laws against illegal logging, promoting sustainable palm oil production, and improving waste management systems. However, enforcement remains weak, and corruption has hindered the successful implementation of these initiatives. NGOs play a critical role by pushing for stronger environmental protection and advocating for more transparency in government actions. Environmental awareness among the public has grown, but there is still a long way to go to ensure sustainable development in the country.
Passage for question 11-15	Indonesia, home to some of the world's most biodiverse ecosystems, is facing a range of environmental crises. Deforestation, caused largely by the palm oil industry, illegal logging, and agricultural expansion, continues to threaten the country's rainforests. These rainforests are vital, not only for preserving biodiversity but also for combating climate change, as they act as significant carbon sinks. Despite various government policies and initiatives aimed at curbing environmental damage, the results have been slow to materialize. There have been efforts to curb illegal logging, such as increasing penalties for offenders and setting up protected areas, but weak enforcement of these laws has allowed illegal practices to persist. In urban areas, such as Jakarta, air pollution is another pressing concern. Industrial emissions, car exhaust, and open burning of waste contribute to toxic smog that has caused serious health issues, including respiratory diseases. Although there have been some attempts to reduce air pollution through cleaner energy policies, the effectiveness of these initiatives remains in question due to limited implementation and lack of public support. Water contamination in rural areas is equally concerning, with agricultural runoff, poor waste management, and industrial pollution affecting the quality of local water supplies. The government and NGOs have worked together to address this issue by promoting cleaner agricultural practices and better waste management, but progress remains slow, and many communities still lack access to clean water. Indonesia's environmental challenges cannot be solved through government actions alone. There needs to be a collective effort from citizens, businesses, and NGOs to promote sustainable practices, support government initiatives, and raise

	awareness about environmental issues. The solution lies in balancing economic growth with environmental protection, ensuring that the country's natural resources are preserved for future generations.
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Table 2. The Question of Reading Test

Level of Critical Reading	Number of Question	Question	Points	Relevant	Irrelevant	Comments
Literal Comprehension	1	According to the passage, what are some of the major environmental challenges faced by Indonesia?	1 Point	R		
	2	What is one of the primary causes of deforestation in Indonesia?	1 Point	R		
	3	How does deforestation in Indonesia contribute to the global climate crisis?	1 Point	R		
	4	What are some sources of air pollution in Indonesian urban areas?	1 Point	R		
	5	What role do environmental NGOs play in Indonesia's environmental issues?	1 Point	R		
Interpretative Comprehension	6	How does the expansion of palm oil plantations impact Indonesia's environment, and why is this an issue for both Indonesia and the global community?	1 Point	R		
	7	What are the primary sources of air pollution in Indonesian urban areas, and how do these sources affect the population?	1 Point	R		
	8	Explain how water contamination in Indonesia's rural areas can negatively affect the health of local communities.	1 Point	R		
	9	What role do non-governmental organizations (NGOs) play in addressing environmental challenges in Indonesia, and how do they influence government policies?	1 Point	R		

	10	Based on the passage, what are some of the challenges in enforcing environmental laws in Indonesia, and how do these challenges impact the country's efforts to combat environmental problems?	1 Point	R		
Critical Thinking and Evaluation	11	True or False: The passage suggests that the Indonesian government's efforts to combat deforestation have been highly successful and have significantly reduced illegal logging.	1 Point	R		
	12	True or False: According to the passage, air pollution in Jakarta is mainly caused by industrial emissions, car exhaust, and open burning of waste.	1 Point	R		
	13	True or False: The passage claims that the primary cause of water contamination in rural Indonesia is poor waste management and agricultural runoff. shared equally between the government and the citizens, or should one take precedence over the other?	1 Point	R		
	14	True or False: The government has completely solved the issue of water contamination by implementing effective waste management programs.	1 Point	R		
	15	True or False: According to the passage, Indonesia's environmental problems can only be solved by the government, and individual citizens and businesses play no significant role.	1 point	R		

Table 3. Scoring Rubrics for Critical Listening

Scoring Rubrics for Critical Reading			
Criteria	Description	Points	Comments
Literal comprehension Level	Can identify main ideas and key details; recall explicit content.	0-5 points	
Interpretative Comprehension	Can infer underlying themes, tone, and meaning not explicitly stated.	0-5 points	
Critical Thinking and Evaluation	Can assess the logic, argument, and validity of the text.	0-5 points	

Answer Key:

16. The major environmental challenges faced by Indonesia include deforestation, air pollution, and water contamination.
17. One of the primary causes of deforestation in Indonesia is illegal logging and the expansion of palm oil plantations.
18. Deforestation in Indonesia contributes to the global climate crisis by reducing the number of trees that absorb carbon dioxide, leading to higher levels of greenhouse gases in the atmosphere.
19. Some sources of air pollution in Indonesian urban areas include industrial emissions, vehicle fumes, and waste burning.
20. Environmental NGOs in Indonesia play an important role in raising awareness and advocating for stronger environmental policies.
21. The expansion of palm oil plantations in Indonesia leads to massive deforestation, which destroys valuable ecosystems and contributes to biodiversity loss. This deforestation releases large amounts of carbon dioxide into the atmosphere, which contributes to global warming. While the palm oil industry boosts Indonesia's economy, the environmental costs such as greenhouse gas emissions and loss of biodiversity are significant for both the local environment and the global climate.
22. The primary sources of air pollution in Indonesian urban areas include industrial emissions, vehicle exhaust, and the open burning of agricultural fields. These pollutants result in dangerous air quality, particularly in cities like Jakarta. The pollution adversely affects public health, leading to respiratory issues, increased rates of diseases, and overall reduced life quality for citizens. The situation reflects how unchecked industrial growth and urbanization contribute to environmental degradation and public health problems.

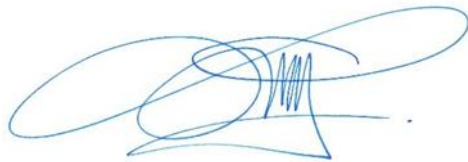
23. Water contamination in Indonesia's rural areas, caused by agricultural chemicals and poor waste management, contaminates local water sources. This contamination can result in the spread of waterborne diseases, such as cholera and dysentery, which pose significant health risks to the population. The lack of access to clean water not only worsens health outcomes but also undermines efforts to improve sanitation and living conditions in these communities.
24. NGOs in Indonesia play a crucial role in addressing environmental challenges by advocating for stronger environmental protection measures and pushing for more transparency in government actions. They help raise awareness of environmental issues, support sustainable practices, and hold the government accountable for failing to implement and enforce environmental policies effectively. Through campaigns, research, and lobbying, NGOs influence public opinion and encourage the government to adopt better policies and enforcement strategies.
25. Some of the challenges in enforcing environmental laws in Indonesia include weak law enforcement, corruption, and a lack of resources. These factors hinder the successful implementation of policies aimed at protecting the environment, such as regulating illegal logging and promoting sustainable agriculture. As a result, environmental issues such as deforestation, pollution, and water contamination persist, and the country struggles to make substantial progress toward sustainable development.
26. (False) Explanation: The passage indicates that despite government policies, weak enforcement has allowed illegal logging to persist.
27. (True) Explanation: The passage identifies these factors as the primary causes of air pollution in Jakarta.
28. (True) Explanation: The passage clearly attributes water contamination to these factors in rural areas.
29. (False) Explanation: The passage suggests that progress in addressing water contamination is slow and many communities still lack access to clean water.
30. (False) Explanation: The passage emphasizes the need for a collective effort from the government, citizens, businesses, and NGOs to tackle environmental challenges.

General Comments/Recommendations

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Singaraja, 13 January 2025

Experts/Validator



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
198805172012122002



Table 4. The Question of Reading Test

Level of Critical Reading	Number of Question	Question	Points	Relevant	Irrelevant	Comments
Literal Comprehension	1	According to the passage, what are some of the major environmental challenges faced by Indonesia?	1 Point	R		
	2	What is one of the primary causes of deforestation in Indonesia?	1 Point	R		
	3	How does deforestation in Indonesia contribute to the global climate crisis?	1 Point	R		
	4	What are some sources of air pollution in Indonesian urban areas?	1 Point	R		
	5	What role do environmental NGOs play in Indonesia's environmental issues?	1 Point	R		
Interpretative Comprehension	6	How does the expansion of palm oil plantations impact Indonesia's environment, and why is this an issue for both Indonesia and the global community?	1 Point	R		
	7	What are the primary sources of air pollution in Indonesian urban areas, and how do these sources affect the population?	1 Point	R		
	8	Explain how water contamination in Indonesia's rural areas can negatively affect the health of local communities.	1 Point	R		
	9	What role do non-governmental organizations (NGOs) play in addressing environmental challenges in Indonesia, and how do they influence government policies?	1 Point	R		
	10	Based on the passage, what are some of the challenges in enforcing environmental laws in Indonesia, and how do these challenges impact the country's efforts to combat environmental problems?	1 Point	R		
Critical Thinking and Evaluation	11	True or False: The passage suggests that the Indonesian government's efforts to combat deforestation have been highly successful and have significantly reduced illegal logging.	1 Point	R		
	12	True or False: According to the passage, air pollution in Jakarta is mainly caused by industrial emissions, car exhaust, and open burning of waste.	1 Point	R		

	13	True or False: The passage claims that the primary cause of water contamination in rural Indonesia is poor waste management and agricultural runoff. shared equally between the government and the citizens, or should one take precedence over the other?	1 Point	R		
	14	True or False: The government has completely solved the issue of water contamination by implementing effective waste management programs.	1 Point	R		
	15	True or False: According to the passage, Indonesia's environmental problems can only be solved by the government, and individual citizens and businesses play no significant role.	1 point	R		

General Comments/Recommendations

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Singaraja, 13 January 2025

Experts/Validator



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

NIP 198904082023212043



Validity Assesment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 15
- Dr. Ni Wayan Surya Mahayanti (Judge 1) rated all 15 items as 'Relevant (R)'.
- Ni Luh Putu Era Adnyayanti (Judge 2) rated all 15 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 = 15

Gregory's Formula

$$\text{Gregory Content Validity Coefficient} = \frac{D}{A + B + C + D} = \frac{15}{0 + 0 + 0 + 15} = \frac{15}{15} = 1.00$$

Conclusion

Gregory's validity coefficient = 1.00

This indicates that the Reading Test has perfect content validity, with full agreement among experts.

INSTRUMENTS VALIDITY: 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 reading competency. The dimensions were developed through strategies and steps from experts (Alismail, 2015; Chaisriya et al., 2023; Robin, 2016) aiming to assess the application of digital storytelling to students' critical reading skills as well as their response to its application and how the lesson is taught by the teacher concerned.

Table 5. Blueprint of Observation Sheet

Dimension	Adapted/Adopted From	Number of Items	Description
Classroom Environment	Alismail. (2015).	1-2	Evaluates the overall atmosphere conducive to learning through digital storytelling.
Teacher Engagement	Chaisriya 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 Reading Competency	Chaisriya et al. (2023); (Paul and Elder, 2006).	13-17	Gauges students' application of critical reading 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

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:		Class:		Observer:		
Dimension	Indicators	Exist/Not	Overall Description	Relevant	Irrelevant	Comments
Classroom Environment	18. Seating arrangements are monotone.			R		
	19. Technology is accessible.			R		
Teacher Engagement	20. Teachers provide support and encourage constructive feedback among students.			R		
	21. Teachers apply strategies that help students to understand the material during DST implementation.			R		
	22. The teacher facilitates active reading activities using DST.			R		
	23. Teachers use effective questioning.			R		

Student Participation	24. Students actively participate in discussions.			R		
	25. Students ask questions.			R		
	26. Students contribute to group activities.			R		
Use of Digital Tools	27. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).			R		
	28. The teacher integrates videos, images, voiceovers, and music in DST.			R		
	29. Teachers use digital tools effectively in the implementation of DST in the classroom.			R		
Critical Reading Competency	30. Students develop literal comprehension ability			R		
	31. Student develop interpretative			R		

	comprehension ability					
	32. Students develop critical thinking skill			R		
	33. Students can synthesize the texts and video			R		
	34. Students can reflect the point of the text given			R		
Overall Observations:						
Suggestions for Improvement:						
Observer Signature						

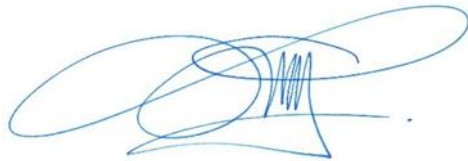
General Comments/Recommendations

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.
 198805172012122002



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.			R		
	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 reading activities using DST.			R		
	6. Teachers use effective questioning.			R		

Student Participation	7. Students actively participate in discussions.			R		
	8. Students ask questions.			R		
	9. Students contribute to group activities.			R		
Use of Digital Tools	10. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).			R		
	11. The teacher integrates videos, images, voiceovers, and music in DST.			R		
	12. Teachers use digital tools effectively in the implementation of DST in the classroom.			R		
Critical Reading Competency	13. Students develop literal comprehension ability			R		
	14. Student develop interpretative			R		

	comprehension ability					
	15. Students develop critical thinking skill			R		
	16. Students can synthesize the texts and video			R		
	17. Students can reflect the point of the text given			R		
Overall Observations:						
Suggestions for Improvement:						
Observer Signature						

General Comments/Recommendations

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Singaraja, 13 January 2025

Experts/Validator



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

NIP 198904082023212043



Validity Assesment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 17
- Dr. Ni Wayan Surya Mahayanti (Judge 1) rated all 17 items as 'Relevant (R)'.
- Ni Luh Putu Era Adnyayanti (Judge 2) rated all 17 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 = 17

Gregory's Formula

$$\text{Gregory Content Validity Coefficient} = \frac{D}{A + B + C + D} = \frac{17}{0 + 0 + 0 + 17} = \frac{17}{17} = 1.00$$

Conclusion

Gregory's validity coefficient = 1.00

This indicates that the Observation Sheet has perfect content validity, with full agreement among experts.

INSTRUMENTS VALIDITY: INTERVIEW GUIDE

Identifying Participants' Needs

The interview guide was designed to collect qualitative data regarding the effect of digital storytelling on students critical reading 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 8. Blueprint for Interview Guide

Components	Details
Objective	To gather qualitative data on students' perceptions of the digital storytelling method and its impact on critical reading skills.
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' perceptions of digital storytelling. - Impact of digital storytelling on critical reading skills. - 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 9. Blueprint of Question for Students' Interview

Dimension	Adapted/Adopted From	Number of Question
Students' Perceptions	Robin (2006).	1,2
Digital Storytelling Perceptions	Robin (2006).	3,4
Critical Reading Skills	(Paul and Elder, 2006).	5
Method Comparison	Chaisriya et al. (2023); Alismail. (2015).	6,7
Educational Relevance	Robin (2006).	8
Multimedia Integration	Chaisriya et al. (2023);	9
Student Self-Reflection	Alismail. (2015).	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' perceptions of digital storytelling and its impact on their learning, particularly critical reading 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 perceptions.

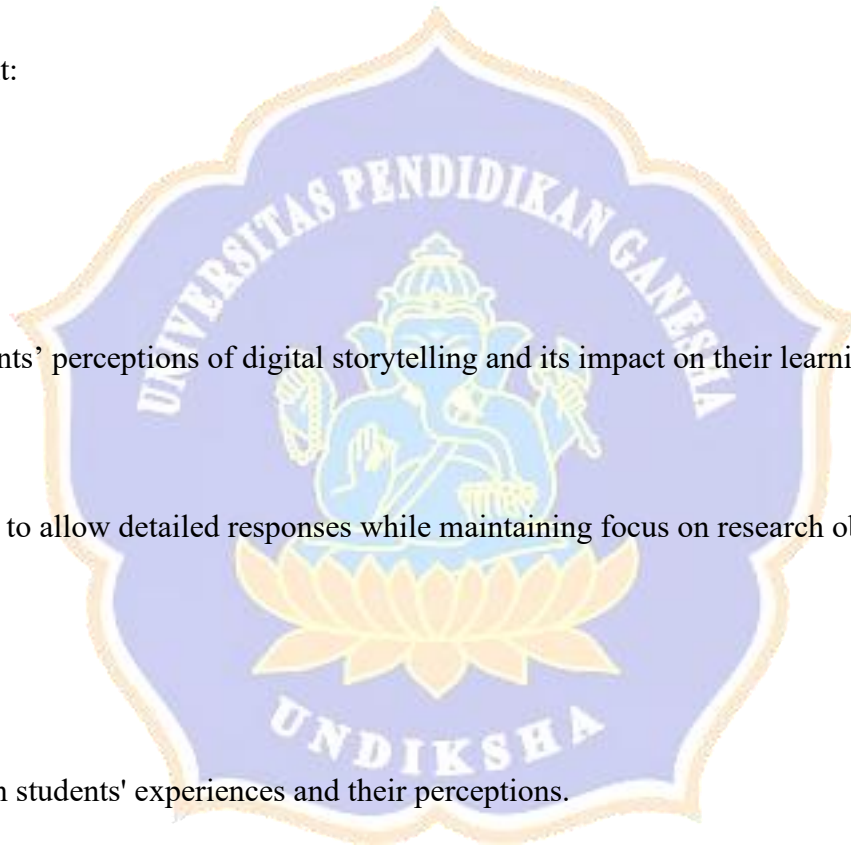


Table 10. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Perceptions	11. Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda? 12. Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?	R			
Digital Storytelling Perceptions	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?	R			
Critical Listening Skills	15. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan membaca kritis Anda?	R			
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?	R			
Educational Relevance	18. Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	R			
Multimedia Integration	19. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	R			

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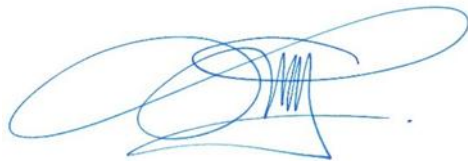
General Comments/Recommendations

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

.....

Singaraja, 13 January 2025

Experts/Validator



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
 198805172012122002

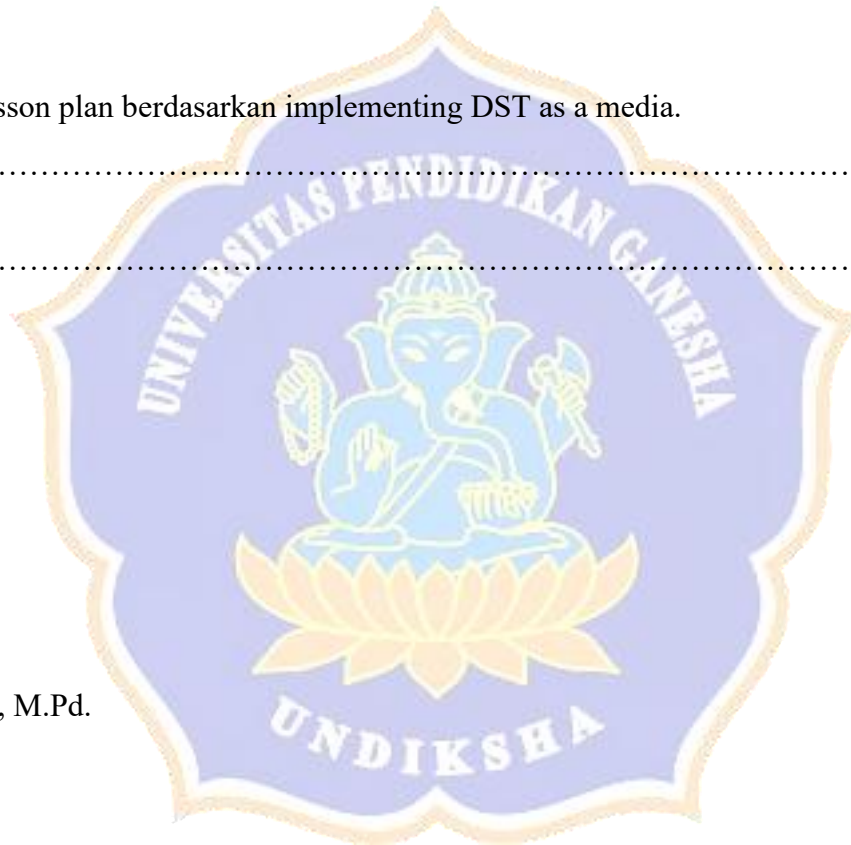


Table 11. The Questions for Students' Interview

Dimension	Number of Questions	Accepted	No Accepted	Need Revision	Comments/ Suggestion
Students' Perceptions	1. Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda? 2. Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?	R			
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?	R			
Critical Listening Skills	5. Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan membaca kritis Anda?	R			
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?	R			
Educational Relevance	8. Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?	R			
Multimedia Integration	9. Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?	R			

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

.....

.....

Singaraja, 13 January 2025

Experts/Validator



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

NIP 198904082023212043



Validity Assesment

Content Validity using Gregory's Formula

- Number of expert judges: 2
- Number of items/questions: 10
- Dr. Ni Wayan Surya Mahayanti (Judge 1) rated all 10 items as 'Relevant (R)'.
- Ni Luh Putu Era Adnyayanti (Judge 2) rated all 10 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 indicates that the Interview Guide has perfect content validity, with full agreement among experts.

Appendix 9 Quantitative Results

```
. 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.

```
. clear
```

```
. import excel "C:\Users\Aprilia\Downloads\Data Tona 2.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.

Group Statistics

	Metodologi	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	42	91.00	3.457	.533
	2	42	80.90	2.261	.349

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Nilai	Equal variances assumed	11.256	.001	15.838	82	<.001	<.001	10.095	.637	8.827	11.363
	Equal variances not assumed			15.838	70.652	<.001	<.001	10.095	.637	8.824	11.366



Appendix 10 Students Critical Reading Score

Post Test Score		
No	Score 1	Score 2
1	86	78
2	88	80
3	90	82
4	92	84
5	94	78
6	96	80
7	86	82
8	88	84
9	90	78
10	92	80
11	94	82
12	96	84
13	86	78
14	88	80
15	90	82
16	92	84
17	94	78
18	96	80
19	86	82
20	88	84
21	90	78
22	92	80
23	94	82
24	96	84
25	86	78
26	88	80
27	90	82
28	92	84
29	94	78
30	96	80
31	86	82
32	88	84
33	90	78
34	92	80
35	94	82
36	96	84
37	86	78
38	88	80
39	90	82
40	92	84
41	94	78
42	96	80

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	1. Seating arrangements are monotone.	Exist	The classroom seating arrangement is monotonous, but essential technology such as projectors and speakers is available and easily accessible to support learning.
	2. Technology is accessible.	Exist	
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers actively provide support and encourage constructive feedback among students. Teachers implement various strategies that help students understand the material during the implementation of digital storytelling (DST). In addition, teachers facilitate active reading activities using DST and effectively use questioning techniques.
	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	
	5. The teacher facilitates active reading activities using DST.	Exist	
	6. Teachers use effective questioning.	Exist	
Student Participation	7. Students actively participate in discussions.	Exist	Students demonstrate active

	8. Students ask questions.	Exist	participation in discussions, frequently ask relevant questions, and contribute meaningfully to group activities.
	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 (audio, images, etc.) are appropriate for the learning material. Teachers integrate videos, images, voiceovers, and music into DST, and overall 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	
Critical Reading Competency	13. Students develop literal comprehension ability	Exist	Students demonstrate the ability to develop literal comprehension, interpretive comprehension, and critical thinking skills. Additionally, students are able to synthesize texts and videos, as well as reflect on the main points of the given text.
	14. Student develop interpretative comprehension ability	Exist	
	15. Students develop critical thinking skill	Exist	
	16. Students can synthesize the texts and video	Exist	
	17. Students can reflect the point of the text given	Exist	

Overall Observations: During this observation period, the implementation of digital storytelling (DST) demonstrated a conducive learning environment. Teachers showed high engagement in facilitating learning, encouraging active student participation, and effectively utilizing digital tools. Students demonstrated progress in their critical reading skills, including literal and interpretive comprehension, critical thinking, information synthesis, and reflection on the material.

Suggestions for Improvement: To further optimize the application of digital storytelling and facilitate future research development, teachers are encouraged to implement digital storytelling continuously in reading classes, especially when teaching narrative texts, given the potential of multimedia to increase student engagement and critical thinking development.

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	35. Seating arrangements are monotone.	Exist	The monotonous classroom seating arrangement does not hinder the availability and accessibility of learning support technology.
	36. Technology is accessible.	Exist	
Teacher Engagement	37. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers consistently provide support and encourage constructive feedback. Various teaching strategies are applied to aid student understanding during DST, including facilitating active reading activities and the use of effective questions.
	38. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	
	39. The teacher facilitates active reading activities using DST.	Exist	

	40. Teachers use effective questioning.	Exist	
Student Participation	41. Students actively participate in discussions.	Exist	Student participation levels remain high; they are active in discussions, ask questions, and contribute significantly to group activities.
	42. Students ask questions.	Exist	
	43. Students contribute to group activities.	Exist	
Use of Digital Tools	44. The teacher ensures that the media used is appropriate to the learning material (audio, pictures, etc.).	Exist	Teachers effectively ensure that appropriate media are used and successfully integrate videos, images, voiceovers, and music into DST, demonstrating proficiency in the use of digital tools for learning.
	45. The teacher integrates videos, images, voiceovers, and music in DST.	Exist	
	46. Teachers use digital tools effectively in the implementation of DST in the classroom.	Exist	
Critical Reading Competency	47. Students develop literal comprehension ability	Exist	Students continue to demonstrate proficiency in literal, interpretive, and critical thinking skills. They are also able to synthesize texts and videos and reflect on the main points of the material presented.
	48. Student develop interpretative comprehension ability	Exist	
	49. Students develop critical thinking skill	Exist	
	50. Students can synthesize the texts and video	Exist	

	51. Students can reflect the point of the text given	Exist	
Overall Observations: In this second period, observations indicated a steady increase in the depth of students' understanding. They appeared to be increasingly comfortable analyzing and interpreting the material presented through digital storytelling, demonstrating more mature development in critical thinking skills through active reading and reflection activities.			
Suggestions for Improvement: For schools and curriculum developers, it is necessary to support the integration of this technology by providing access to digital tools and organizing comprehensive teacher training related to digital storytelling, ensuring that pedagogical innovation and digital literacy become an integral part of professional development programs.			

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 monotonous seating arrangement is supported by good technological accessibility, providing a stable foundation for learning.
	2. Technology is accessible.	Exist	
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers demonstrate proactive engagement, providing support, encouraging feedback, and implementing effective strategies in the use of DST for material comprehension, including
	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	

	5. The teacher facilitates active reading activities using DST.	Exist	facilitating active reading and questioning techniques.
	6. Teachers use effective questioning.	Exist	
Student Participation	7. Students actively participate in discussions.	Exist	Student participation remains consistently high, with active engagement in discussions, questions, and contributions 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 media appropriateness for the material and skilfully integrate various multimedia elements, demonstrating effective use of digital tools for an immersive learning experience.
	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 Reading Competency	13. Students develop literal comprehension ability	Exist	Students continue to demonstrate proficiency in literal, interpretive, and critical thinking skills, as well as the ability to synthesize and reflect on texts and videos.
	14. Student develop interpretative comprehension ability	Exist	
	15. Students develop critical thinking skill	Exist	

	16. Students can synthesize the texts and video	Exist	
	17. Students can reflect the point of the text given	Exist	
Overall Observations: In the third period of this learning intervention, observations reinforced the consistent effectiveness of digital storytelling in fostering critical reading skills. Students not only demonstrated comprehensive understanding, but also became increasingly adept at relating the material to a broader context, confirming the crucial role of this method in the development of higher-order thinking skills.			
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.			

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 supportive, with technology available for reviewing materials and administering tests. Seating arrangements are adapted to support small group discussions during interviews.
	2. Technology is accessible.	Exist	
Teacher Engagement	3. Teachers provide support and encourage constructive feedback among students.	Exist	Teachers facilitate material review sessions, provide guidance for test preparation, and assist with post-

	4. Teachers apply strategies that help students to understand the material during DST implementation.	Exist	test preparation. Teachers also assist with interview sessions, ensuring that students feel comfortable sharing their responses.
	5. The teacher facilitates active reading 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 when 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 is more focused on revisiting previously studied digital material for recall sessions and enabling the recording of 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 Reading Competency	13. Students develop literal	Exist	In this observation sheet

	comprehension ability		section, critical listening competency is measured through a post-test, while the interview session provides qualitative insights into students' responses and reactions to the implementation of DST.
	14. Student develop interpretative comprehension ability	Exist	
	15. Students develop critical thinking skill	Exist	
	16. Students can synthesize the texts and video	Exist	
	17. Students can reflect the point of the text given	Exist	
Overall Observations: The focus of the final observation period of this sheet shifted to a comprehensive review of the material in preparation for the reading post-test. The post-test was conducted smoothly, followed by a structured interview session in which students, divided into pairs, openly shared their responses and reflections on the entire learning process. This phase effectively marked the end of the research intervention data collection.			
Suggestions for Improvement: To optimize the implementation of digital storytelling and facilitate future research development, teachers are encouraged to implement digital storytelling continuously in listening classes, especially when teaching narrative texts, given the potential of multimedia to increase student engagement and critical thinking development in accordance with the Merdeka Curriculum. Additionally, schools and curriculum developers need to support the integration of this technology by providing access to digital tools and conducting comprehensive teacher training on digital storytelling, ensuring that pedagogical innovation and digital literacy become an integral part of professional development programs. Finally, future research is recommended to 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 to examine its impact on other language skills (speaking, writing, critical reading) or apply project-based digital storytelling models for deeper collaboration.			

Appendix 12 Students Interview Transcript

STUDENTS' INTERVIEW RESPONSES

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?

STUDENTS INTERVIEW TRANSCRIPT

Pertanyaan 1: Apa pendapat Anda tentang metode digital storytelling dalam proses pembelajaran Anda?

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."

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."

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."

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."

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."

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."

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."

Pertanyaan 2: Bagaimana metode digital storytelling memengaruhi pemahaman Anda terhadap materi?

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."

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."

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."

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."

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."

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."

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."

Pertanyaan 3: Bagaimana pendapat Anda tentang digital storytelling yang mendukung kreativitas dan imajinasi Anda dalam belajar?

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."

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."

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: "Memicu kreativitas saya dalam membayangkan skenario atau tokoh."
- Siswa 18: "Membantu saya berpikir lebih imajinatif dalam memahami konsep abstrak."
- Siswa 19: "Meningkatkan imajinasi saya. Saya bisa membayangkan sendiri dunia dalam cerita."
- Siswa 20: "Mendorong saya untuk berpikir lebih inovatif dalam memahami materi."
- Siswa 21: "Merangsang kreativitas saya. Saya jadi ingin mencoba membuat digital storytelling sendiri."
- Siswa 22: "Menggunakan cerita digital membuat saya berpikir, tidak hanya mendengarkan, tetapi juga membayangkan bagaimana hal itu berhubungan dengan lingkungan sekitar saya."
- Siswa 23: "Memicu imajinasi saya. Saya jadi bisa membayangkan apa yang terjadi dalam cerita."
- Siswa 24: "Mendorong saya untuk berpikir di luar kotak dalam memecahkan masalah."
- 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."
- 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."
- 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."

Pertanyaan 4: Fitur spesifik apa dari digital storytelling yang menurut Anda paling bermanfaat?

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."

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."

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."

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."

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."

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."

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."

Pertanyaan 5: "Menurut Anda, bagaimana metode ini dapat meningkatkan keterampilan mendengarkan kritis Anda?"

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."

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."

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."

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."

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."

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."

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."

Pertanyaan 6: Tantangan apa yang Anda hadapi saat menggunakan metode digital storytelling?

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."

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."

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."

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."
- 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*."
- 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."
- 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."

Pertanyaan 7: Bagaimana menurut Anda metode digital storytelling jika dibandingkan dengan metode lain yang pernah Anda gunakan dalam pembelajaran?

- 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."
- 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."
- 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."

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."

Siswa 25: "Sangat inovatif. Mengubah cara pandang saya tentang belajar."

Siswa 26: "Lebih *engaging* dan membuat saya ingin tahu lebih banyak."

Siswa 27: "Lebih dinamis dan tidak membosankan."

Siswa 28: "Jauh lebih efektif dalam menarik perhatian saya."

Siswa 29: "Jauh lebih baik dari presentasi guru yang hanya mengandalkan tulisan."

Siswa 30: "Ini metode belajar favorit saya. Lebih seru dan efektif."

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."

Siswa 37: "Jauh lebih baik dari metode belajar yang hanya mengandalkan teks."

Siswa 38: "Lebih *engaging* dan membuat saya tertarik untuk belajar."

Siswa 39: "Lebih interaktif dibandingkan mendengarkan ceramah saja."

Siswa 40: "Jauh lebih menarik dari presentasi guru yang hanya teks."

Siswa 41: "Lebih hidup dan menarik. Jauh lebih baik dari presentasi biasa."

Siswa 42: "Jauh lebih baik. Saya jadi lebih betah belajar."

Pertanyaan 8: Apakah digital storytelling relevan dengan kebutuhan pembelajaran Anda saat ini atau di masa depan?

Siswa 1: "Sangat relevan, apalagi di era digital ini. Belajar tidak harus di kelas terus."

Siswa 2: "Ya, ke depannya pasti banyak materi yang akan disajikan secara digital. Ini *skill* yang bagus."

Siswa 3: "Sangat relevan. Belajar jadi tidak terpaksa ruang dan waktu."

Siswa 4: "Ya, di masa depan, informasi akan banyak disampaikan dalam bentuk video atau cerita digital."

Siswa 5: "Sangat relevan, ini adalah masa depan pendidikan."

Siswa 6: "Iya, sangat sesuai dengan gaya belajar saya."

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."
- 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."
- 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."
- 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."
- 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."
- 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."

Pertanyaan 9: "Bagaimana tanggapan Anda terkait penggunaan multimedia (gambar, video, suara) apakah membantu Anda memahami materi dengan lebih baik?"

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."

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."

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."

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."

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."

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."

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."

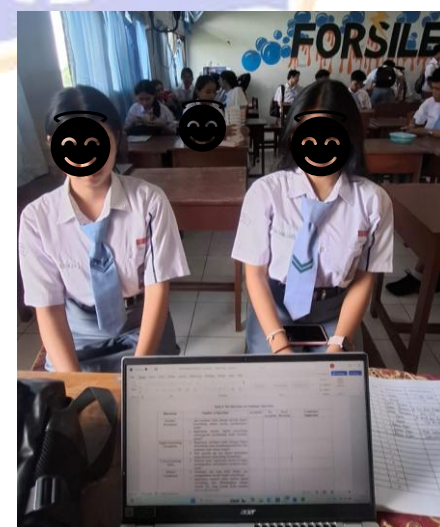
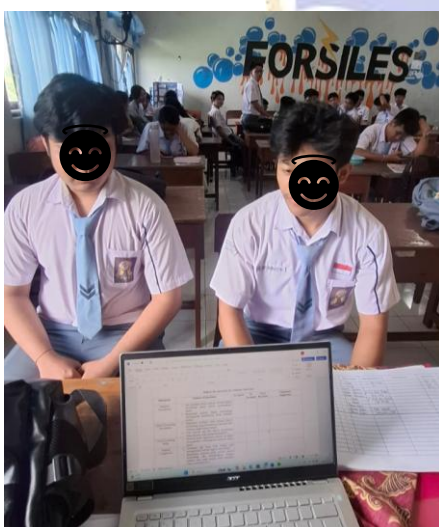
Siswa 40: "Membuat materi jadi menarik dan tidak membosankan."

Siswa 41: "Membantu visualisasi. Saya jadi bisa melihat apa yang dijelaskan."

Siswa 42: "Memperkaya pengalaman. Belajar jadi tidak hanya mendengar atau membaca."



Appendix 13 Documentation





Gede Aritona lahir di Pakisan pada tanggal 27 Juli 2002. Penulis lahir dari orang tua hebat bernama Bapak Nyoman Paster dan Ibu Nengah Ariani. Penulis merupakan warga Indonesia dan beragama Hindu. Penulis beralamat di Desa Pakisan, Kecamatan Kubutambahan, Kabupaten Buleleng, Provinsi Bali. Penulis berhasil menyelesaikan pendidikan dasar pada tahun 2015 di SD Negeri 4 Pakisan. Kemudian penulis melanjutkan di jenjang SMP dan lulus pada tahun 2018 di SMP Negeri 4 Kubutambahan. Kemudian pada tahun 2021 penulis berhasil lulus dari SMK Negeri 2 Sukawati dengan Jurusan Akomodasi Perhotelan. Penulis kemudian melanjutkan sekolah pada jenjang universitas pada tahun 2021 dan mengambil S1 Prodi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Hingga kini penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

