

## APPENDIX

### Appendix 1. Documentation of the research permit

#### 1. Observation and Research Permit Letter



**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 : 890/UN48.7.1/DT/2025

11 Maret 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMPN 3 Sawan  
di Suwug, Singaraja

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

Nama : Ni Putu Winna Sri Andhini  
NIM : 2212021169  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2024/2025

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

a.n. Dekan,  
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

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

## 2. Documentation



**Figure 1.** Documentation of permission to the headmaster



**Figure 2.** Documentation of permission to the head of curriculum



**Figure 3.** Documentation of permission and interviews with English teacher.



**Figure 4.** Documentation of interviews with students in the 8B class



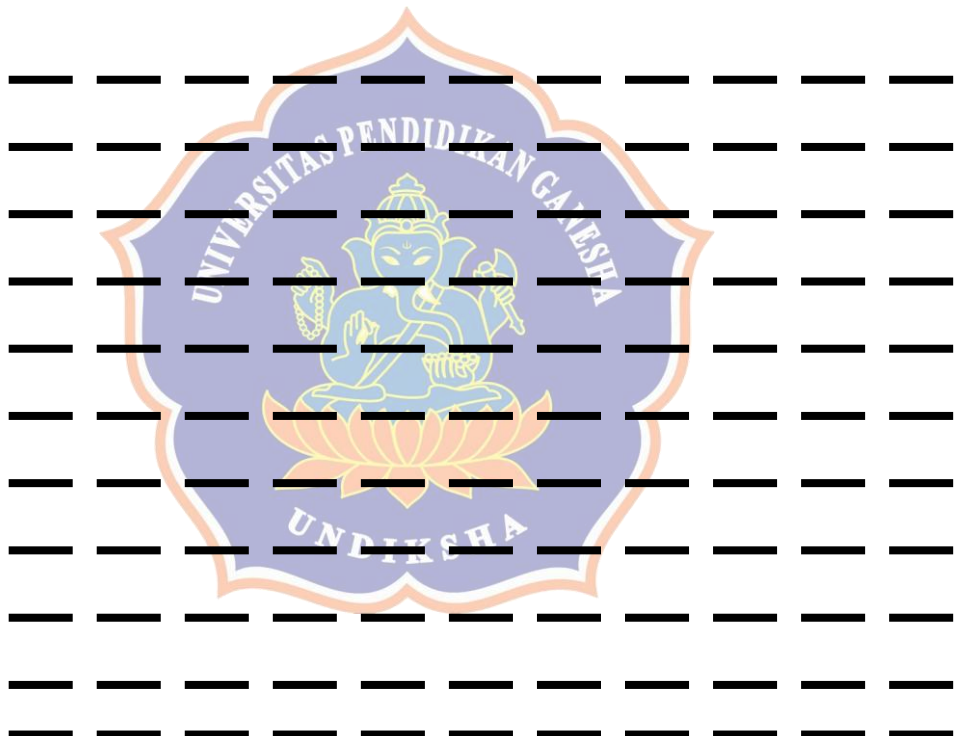
### Instrument Writing test (Post-test)

Name:  
Number:  
Class:

Please complete your identity and write a short recount text about your holiday experience.

- **Orientation** (who, when, where)
- **Event** (what happened first, then, after that, next, finally)
- **Reorientation** (your feeling or conclusion)

Write your text here!



Good Luck 🍀

## 2. Writing skill assessment rubric for Pre-Test and Post-Test

**Writing skill assessment rubric for Pre-Test and Post-Test of SMP N 3  
Sawan students.**

<b>Aspect</b>	<b>Score</b>	<b>Level</b>	<b>Performance Description</b>	<b>Weighting</b>
<b>Content</b>	<b>4</b>	<b>Excellent</b>	The topic is complete and clear and the details related to the topic	<b>3x</b>
	<b>3</b>	<b>Good</b>	The topic is complete and clear but the details are almost related to the topic	
	<b>2</b>	<b>Fair</b>	The topic is complete and clear but the details are not related to the topic	
	<b>1</b>	<b>Poor</b>	The topic is not clear and the details are not relating to the topic	
<b>Grammar</b>	<b>4</b>	<b>Excellent</b>	Very few grammatical or agreement inaccuracies	<b>2.5x</b>
	<b>3</b>	<b>Good</b>	Few grammatical or agreement inaccuracies but not affect on meaning	
	<b>2</b>	<b>Fair</b>	Numerous grammatical or agreement inaccuracies	
	<b>1</b>	<b>Poor</b>	Frequent grammatical or agreement inaccuracies	
<b>Vocabulary</b>	<b>4</b>	<b>Excellent</b>	Effective choice of words and word forms	<b>2.5x</b>
	<b>3</b>	<b>Good</b>	A few misuse of vocabulary and word forms, but not change the meaning	
	<b>2</b>	<b>Fair</b>	Limited range of confusing words and word forms	
	<b>1</b>	<b>Poor</b>	Very poor knowledge of words and word form	
<b>Mechanics</b>	<b>4</b>	<b>Excellent</b>	It uses correct spelling, punctuation, and capitalization	<b>2x</b>

<b>3</b>	<b>Good</b>	It has occasional errors in spelling, punctuation, and capitalization
<b>2</b>	<b>Fair</b>	It has frequent errors in spelling, punctuation and capitalization
<b>1</b>	<b>Poor</b>	It is dominated by errors in spelling, punctuation, and capitalization

**Final score:**  $3+2.5+2.5+2 \times 100$

40



### 3. Interview Guidelines

**Table Interview Guidelines**

No.	Interview aspects	Please explain further about your experience.
1.	How was your experience learning to write with the use of digital storytelling?	
2.	Does digital storytelling make it easier for you to understand what you are learning?	
3.	Does digital storytelling provide a fun learning experience for you?	
4.	Do you prefer to learn writing using digital storytelling learning media or without media?	
5.	Does the combination of audio and visual elements in digital storytelling make it easier and faster for you to understand the material?	
6.	Did you feel that learning to write was more interesting and enjoyable with digital storytelling?	
7.	Does digital storytelling make you feel more confident in the learning process?	
8.	Did you gain any other new knowledge while learning to write using digital storytelling?	
9.	Are there any difficulties you face while learning to write using digital storytelling?	
10.	Do you feel stressed when learning to write using digital storytelling?	

#### 4. LESSON PLAN

##### a. Lesson Plan (Cycle 1)

#### MEETING 1

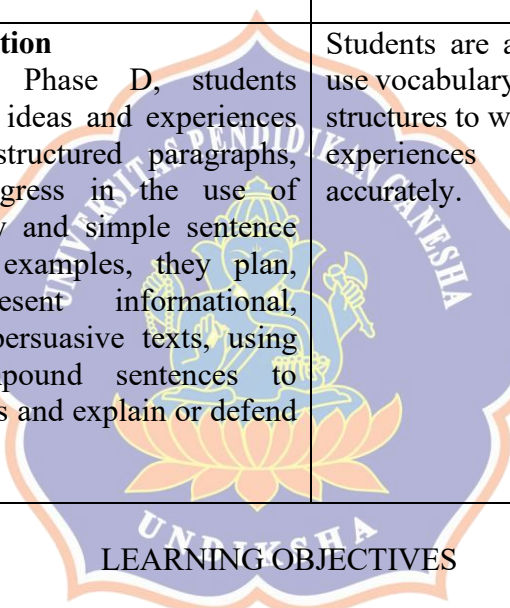
Author's Name : Ni Putu Winna Sri Andhini  
 Class/Phase : 8 SMP/D  
 Institutions/Schools Studied : SMP N 3 Sawan  
 Time allocation : 2 meetings (2–3 class periods, 1 × 45 minutes)  
 School year: 2025/2026

LEARNING ACHIEVEMENTS	INDICATORS OF COMPETENCY ACHIEVEMENT
<p><b>Writing - Presentation</b>            By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, demonstrating progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts, using simple and compound sentences to construct arguments and explain or defend a point of view.</p>	<p>Students are able to understand and use vocabulary and Simple Past Tense structures to write about their personal experiences coherently and accurately.</p>
<p>LEARNING OBJECTIVES</p>	
<ol style="list-style-type: none"> <li>1. <b>Unit 1: Students learn new vocabulary in the past tense (V2) and can understand the context.</b></li> <li>2. Unit 2: Students are able to understand specific information and the sequence of events.</li> <li>3. Unit 3: Students are able to write personal experience texts (Recount text) using the simple past tense.</li> </ol>	
<p>LEARNING METHODS</p>	
<p>- Approach: Student center</p>	

- Learning Method: GTM		
LEARNING STEPS Meeting 1		
STAGES	DESCRIPTION OF ACTIVITIES	TIME ALLOCATION
Opening	<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher and students pray together before starting learning.</li> <li>3. The teacher checks the student's attendance.</li> <li>4. The teacher gives triggering questions to the students:               <ol style="list-style-type: none"> <li>a. What did you do yesterday?</li> <li>b. Did you learn English last night?</li> <li>c. What did you do last weekend?</li> </ol> </li> </ol>	3 minutes
Main	<ol style="list-style-type: none"> <li>1. The teacher shows a short digital storytelling video. Link DST:</li> <li>2. Students watch and will mention the parts they do not understand, and the teacher will write down the difficult vocabulary on the board.</li> <li>3. Students will look up the meaning of difficult vocabulary in the dictionary.</li> <li>4. The teacher shows a PowerPoint and explains the simple past tense formula (using previous examples from DST to introduce the formula, positive, negative, and interrogative forms).</li> <li>5. A brief discussion on the board using the guided discovery method (the teacher guides, the students discover), by analyzing the sentence structure of 2-3 activities in the previous video <b>Formula</b> = <i>subject + verb 2, was/were, did/didn't + verb 1</i>).</li> <li>6. The teacher asked all students to write one sentence about "Their activities before they go to school" in the form of a positive, negative, and interrogative sentence and write it on a paper (TP 1). Example: + : I brushed my teeth. - : I did not brush my teeth. ?: Did I brush my teeth?</li> </ol>	80 minutes

Closing	<ol style="list-style-type: none"> <li>1. The teacher asks students to find regular and irregular verbs as homework for students.</li> <li>2. The teacher asks the students about what they have learned today.</li> <li>3. The teacher leads the students to pray together.</li> <li>4. The teacher says goodbye to the students.</li> </ol>	2 minutes
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## MEETING 2

LEARNING ACHIEVEMENTS	INDICATORS OF COMPETENCY ACHIEVEMENT
<p><b>Writing - Presentation</b>            By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, demonstrating progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts, using simple and compound sentences to construct arguments and explain or defend a point of view.</p>	<p>Students are able to understand and use vocabulary and Simple Past Tense structures to write about their personal experiences coherently and accurately.</p>
 <p>LEARNING OBJECTIVES</p>	
<ol style="list-style-type: none"> <li>1. Unit 1: Students learn new vocabulary in the past tense (V2) and can understand the context.</li> <li>2. <b>Unit 2: Students are able to understand specific information and the sequence of events.</b></li> <li>3. <b>Unit 3: Students are able to write personal experience texts (Recount text) using the simple past tense.</b></li> </ol>	
LEARNING METHODS	
<ul style="list-style-type: none"> <li>- Approach: Student center</li> <li>- Learning method: GTM</li> </ul>	
LEARNING STEPS Meeting 2	

STAGES	DESCRIPTION OF ACTIVITIES	TIME ALLOCATION
Opening	<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher and students pray together before starting learning.</li> <li>3. The teacher checks the student's attendance.</li> <li>4. The teacher gives triggering questions to the students:               <ol style="list-style-type: none"> <li>a. Did you learn English last night?</li> <li>b. Do you still remember the material from the last meeting?</li> <li>c. What did we learn from the last meeting?</li> <li>d. Have you done your homework?</li> </ol> </li> </ol>	3 minutes
Main	<ol style="list-style-type: none"> <li>1. The teacher asked about the students' activities yesterday, and students can use their regular and irregular assignments to help find v2.            Question/Instruction:           <ol style="list-style-type: none"> <li>a. Can you tell 3 activities about what you did yesterday?</li> <li>b. Did you brush your teeth?</li> <li>c. Did you play with your friends yesterday?</li> </ol> <p><i>“This activity is a Follow-up activity about the last meeting, and the teacher will transition the material to recount text.”</i></p> </li> <li>2. The teacher introduces briefly the material about recount texts, including their structure and time connective words.            The main points:           <ul style="list-style-type: none"> <li>• <b>Orientation</b> (who, when, where)</li> <li>• <b>Event</b> (what happened first, then, after that, next, finally)</li> <li>• <b>Reorientation</b> (your feeling or conclusion)</li> </ul> </li> <li>3. Students will watch an example of a recount text (digital storytelling about vacation experiences).</li> <li>4. Students are asked to find how many “time connective words” are in the DST.</li> <li>5. Students rewatch an example of a recount text (digital storytelling about vacation experiences).</li> </ol>	80 minutes

	<p>6. The teacher guides the students to find specific information from the DST video. Instruction: <i>“The teacher will write down all the DST stories on the board to make it easier for students to analyze the structure and find specific information.”</i></p> <ol style="list-style-type: none"> <li>Can you tell if this sentence is about orientation, content, or reorientation?</li> <li>Could you tell what information is in the orientation section?</li> <li>Could you tell what information is in the event section?</li> <li>Could you tell what information is in the reorientation section? (TP 2)</li> </ol> <p>7. The teacher said that all the activities at the beginning were a form of the simple past tense. The teacher gives the students a post-test (TP 3)</p>	
Closing	<ol style="list-style-type: none"> <li>The teacher asks the students about what they have learned today.</li> <li>The teacher leads the students to pray together.</li> <li>The teacher says goodbye to the students.</li> </ol>	minutes

### b. Lesson plan (Cycle 2)

Lesson plans for the second cycle will be revised and modified, PPT and learning activities based on reflections from the previous cycle. These revisions aim to improve anything lacking in the previous cycle and provide improvements for the next cycle.

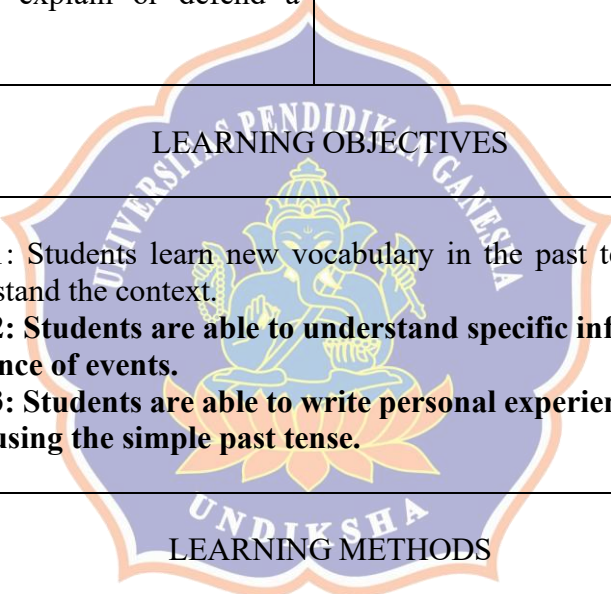
#### MEETING 1 & 2

Author's Name : Ni Putu Winna Sri Andhini  
Class/Phase : 8 SMP/D  
Institutions/Schools Studied : SMP N 3 Sawan  
Time allocation : 2 meetings (2–3 class periods, 1 × 45 minutes)  
School year: 2025/2026

LEARNING ACHIEVEMENTS		INDICATORS OF COMPETENCY ACHIEVEMENT
<p><b>Writing - Presentation</b> By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, demonstrating progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts, using simple and compound sentences to construct arguments and explain or defend a point of view.</p>		<p>Students are able to understand and use vocabulary and Simple Past Tense structures to write about their personal experiences coherently and accurately.</p>
LEARNING OBJECTIVES		
<ol style="list-style-type: none"> <li>1. <b>Unit 1: Students learn new vocabulary in the past tense (V2) and can understand the context.</b></li> <li>2. Unit 2: Students are able to understand specific information and the sequence of events.</li> <li>3. Unit 3: Students are able to write personal experience texts (Recount text) using the simple past tense.</li> </ol>		
LEARNING METHODS		
<ul style="list-style-type: none"> <li>- Approach: Student center</li> <li>- Learning method: GTM</li> </ul>		
LEARNING STEPS Meeting 1 & 2		
STAGES	DESCRIPTION OF ACTIVITIES	TIME ALLOCATION
Opening	<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher and students pray together before starting learning.</li> <li>3. The teacher checks the student's attendance.</li> <li>4. The teacher gives triggering questions to the students:               <ol style="list-style-type: none"> <li>d. What did you do yesterday?</li> </ol> </li> </ol>	3 minutes

	<p>e. Did you learn English last night?</p> <p>f. What did you do last weekend?</p>	
Main	<ol style="list-style-type: none"> <li>1. The teacher shows a short digital storytelling video. Link DST:</li> <li>2. Students watch and will mention the parts they do not understand, and the teacher will write down the difficult vocabulary on the board.</li> <li>3. Students will look up the meaning of difficult vocabulary in the dictionary.</li> <li>4. The teacher shows a PowerPoint and explains the simple past tense formula (using previous examples from DST to introduce the formula, positive, negative, and interrogative forms).</li> <li>5. The teacher gives 7 verbs and asks students to make 1 positive sentence for each subject. <ul style="list-style-type: none"> <li>- I</li> <li>- You</li> <li>- They</li> <li>- We</li> <li>- She</li> <li>- He</li> <li>- It</li> </ul> </li> <li>6. Students come forward to write one positive sentence with one subject, and so on.</li> <li>7. The teacher continues with a brief review of negative and interrogative sentence patterns, and the activity is carried out in the same way as before.</li> </ol>	80 minutes
Closing	<ol style="list-style-type: none"> <li>1. The teacher asks students to find regular and irregular verbs as homework for students.</li> <li>2. The teacher asks the students about what they have learned today.</li> <li>3. The teacher leads the students to pray together.</li> <li>4. The teacher says goodbye to the students.</li> </ol>	2 minutes

### MEETING 3

LEARNING ACHIEVEMENTS		INDICATORS OF COMPETENCY ACHIEVEMENT
<p><b>Writing - Presentation</b> By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, demonstrating progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts, using simple and compound sentences to construct arguments and explain or defend a point of view.</p>		<p>Students are able to understand and use vocabulary and Simple Past Tense structures to write about their personal experiences coherently and accurately.</p>
 <p style="text-align: center;">LEARNING OBJECTIVES</p>		
<ol style="list-style-type: none"> <li>1. Unit 1: Students learn new vocabulary in the past tense (V2) and can understand the context.</li> <li>2. <b>Unit 2: Students are able to understand specific information and the sequence of events.</b></li> <li>3. <b>Unit 3: Students are able to write personal experience texts (Recount text) using the simple past tense.</b></li> </ol>		
<p>LEARNING METHODS</p>		
<ul style="list-style-type: none"> <li>- Approach: Student center</li> <li>- Learning method: GTM</li> </ul>		
<p>LEARNING STEPS Meeting 3</p>		
STAGES	DESCRIPTION OF ACTIVITIES	TIME ALLOCATION
Opening	<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher and students pray together before starting learning.</li> <li>3. The teacher checks the student's attendance.</li> <li>4. The teacher gives triggering questions to the students:</li> </ol>	3 minutes

	<ol style="list-style-type: none"> <li>a. Did you learn English last night?</li> <li>b. Do you still remember the material from the last meeting?</li> <li>c. What did we learn from the last meeting?</li> <li>d. Have you done your homework?</li> </ol>	
Main	<ol style="list-style-type: none"> <li>1. The teacher asked about the students' activities yesterday, and students can use their regular and irregular assignments to help find v2. Question/Instruction:  <ol style="list-style-type: none"> <li>a. Can you tell 3 activities about what you did yesterday?</li> <li>b. Did you brush your teeth?</li> <li>c. Did you play with your friends yesterday?</li> </ol> <p><i>“This activity is a Follow-up activity about the last meeting, and the teacher will transition the material to recount text.”</i></p> </li> <li>2. The teacher introduces briefly the material about recount texts, including their structure and time connective words. The main points: <ul style="list-style-type: none"> <li>• <b>Orientation</b> (who, when, where)</li> <li>• <b>Event</b> (what happened first, then, after that, next, finally)</li> <li>• <b>Reorientation</b> (your feeling or conclusion)</li> </ul> </li> <li>3. Students will watch an example of a recount text (digital storytelling about vacation experiences).</li> <li>4. The teacher guides the students to find specific information from the DST video. Instruction:  <i>“The teacher will write down all the DST stories on the board to make it easier for students to analyze the structure and find specific information.”</i> <ol style="list-style-type: none"> <li>a. Can you tell if this sentence is about orientation, content, or reorientation?</li> <li>b. Could you tell what information is in the orientation section?</li> <li>c. Could you tell what information is in the event section?</li> <li>d. Could you tell what information is in the reorientation section? (TP 2)</li> </ol> </li> </ol>	80 minutes

	<p>5. Students are asked to find how many “time connective words” and “V2” are in the DST.</p> <p>6. (to improve spelling and strengthen students' vocabulary) The teacher asks the student to do activities called “Stop, Spell, and Snap.” The teacher will take the subject, V2 (which often appears in recount texts), and time connectives from the DST that is played.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• The teacher plays the DST.</li> <li>• The teacher will suddenly say “Stop!” at the part of the word that is most often misspelled.</li> <li>• “Spell!” The students will simultaneously spell the word correctly.</li> <li>• “Snap!” If the students spell correctly, the teacher will give reinforcement and continue the video and repeat the activity. (If the spelling is incorrect, the teacher will write it on the board and guide the students to spell it correctly).</li> <li>• Example: DST pause: image and narrator's sentence about eating ice cream. (teacher: pay attention to the verb “ATE!” Students: “ATE!, A-T-E!” verb 2 from eat</li> </ul> <p>7. The teacher will guide the student to understand how to use other subjects, besides just using subject ( I ) in the recount text.</p> <p>8. The teacher will show another example of DST about a recount text related to how to use the other subject in the recount text.</p> <p>9. The teacher gives the students a post-test (TP 3)</p>	
Closing	<ol style="list-style-type: none"> <li>1. The teacher asks the students about what they have learned today.</li> <li>2. The teacher leads the students to pray together.</li> <li>3. The teacher says goodbye to the students.</li> </ol>	1 minutes

### Appendix 3. Content Validation Test Results

#### 1. Content Validation Test Results by expert I

##### a. Expert judgment sheet of Writing test (Pre-test and Post-test)

**Expert Judge: Made Hery Santosa, Ph.D.**

**Details:**

Name : Ni Putu Winna Sri Andhini  
Nim : 2212021169  
Study Program : English Language Education Undergraduate  
Thesis Title : THE USE OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' WRITING SKILLS IN EIGHTH GRADE AT SMP N 3 SAWAN.

Related Research Question: Can the implementation of digital storytelling improve the writing skills of students in the 8B class at SMP N 3 Sawan?

The type of Instrument : Writing test (Pre-test and Post-test), adapted from the English Book for Nusantara.

#### Student Writing Skills test Improvement Instrument Expert Judgment Sheet

No	Evaluation Aspect	Statement	Scale (1-5)	Relevant /Irrelevant	Comments
1	Test Identity	The identity of the test is clearly written.	4	Relevant	Relevant
2	Student Information Section	The student identity section is clearly provided.	5	Relevant	
3	Instruction	The instructions for answering are easy to understand.	4	Relevant	
4	Relevance to Basic Competence	The test items align with the Basic Competencies (KD).	5	Relevant	
5	Content Validity	The questions are based on the taught material	5	Relevant	
6	Language Use	The language used is simple, clear, and easy to comprehend.			

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, 7 October 2025

Expert Judge,



Made Hery Santosa, Ph.D.  
NIP: 197910232003121001

**b. Expert judgment sheet of Writing Skill Assessment Rubric for Pre-Test and Post-Test**

Aspect	Score	Level	Performance Description	Weighting	Scale (1-5)	Relevant/irrelevant	comments
Content	4	Excellent	The topic is complete and clear and the details related to the topic	3x		Relevant	
	3	Good	The topic is complete and clear but the details are almost related to the topic			Relevant	
	2	Fair	The topic is complete and clear but the details are not related to the topic				
	1	Poor	The topic is not clear and the details are not relating to the topic				
Grammar	4	Excellent	Very few grammatical or agreement inaccuracies	2x		Relevant	
	3	Good	Few grammatical or agreement inaccuracies but not affect on meaning				

	2	<b>Fair</b>	Numerous grammatical or agreement inaccuracies				
	1	<b>Poor</b>	Frequent grammatical or agreement inaccuracies				
<b>Vocabulary</b>	4	<b>Excellent</b>	Effective choice of words and word forms	<b>1.5x</b>		Relevant	
	3	<b>Good</b>	A few misuse of vocabulary and word forms, but not change the meaning				
	2	<b>Fair</b>	Limited range of confusing words and word forms				
	1	<b>Poor</b>	Very poor knowledge of words and word form				
<b>Mechanics</b>	4	<b>Excellent</b>	It uses correct spelling, punctuation, and capitalization	<b>1.5x</b>		Relevant	
	3	<b>Good</b>	It has occasional errors in spelling, punctuation, and capitalization				
	2	<b>Fair</b>	It has frequent errors in spelling, punctuation and capitalization				
	1	<b>Poor</b>	It is dominated by errors in spelling, punctuation, and capitalization				

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, 7 October 2025  
Expert Judge,



Made Hery Santosa, Ph.D.  
NIP: 197910232003121001

c. *Expert judgement* sheet of Digital Storytelling implementation procedure.  
 Expert Judge: Made Hery Santosa, Ph.D.

No	Evaluation Aspect	Statement	Scale (1-5)	Relevant /irrelevant	Comments
1	Lesson Plan Identity	The identity section of each lesson plan contains complete information about the Education Unit, Subject, Class and Semester, and explains the Main Topics and Time Allocation for each activity.		Relevant	
2	Learning Objectives	The alignment between learning objectives and the indicators to be achieved.		Relevant	
3	Learning Activities Structure	Clear presentation of the three stages of learning activities: introduction, main activities, and closing.		Relevant	
4	Time Allocation	Provision of time allocation in each activity (beginning, core and end)		Relevant	
5	Learning strategy	The use of methods that are adapted to students' abilities, namely the GTM method		Relevant	

6	Assessment Instruments	Alignment of cognitive learning assessment with the instruments used.		Relevant	
7	Media And Material Alignment	Suitability of the instructional media with the subject matter.		Relevant	
8	Media selection	The digital storytelling media chosen is YouTube videos, with the criteria that the videos are not too long, have interesting animations, and use language that is easy to understand.		Relevant	
9	Learning Resources	Selection of learning resources or textbooks that match the teaching materials.		Relevant	
10	Language Use	Use of concise, clear, and easy-to-understand language.		Relevant	

- All items are relevant  
 Minor revision needed  
 Major revision needed

Singaraja, 7 October 2025  
Expert Judge,

Made Hery Santosa, Ph.D.  
NIP: 197910232003121001

**d. Expert judgement sheet of interview guide.**

**Expert Judge: Made Hery Santosa, Ph.D.**

**Details:**

Name : Ni Putu Winna Sri Andhini  
 Nim : 2212021169  
 Study Program : English Language Education Undergraduate  
 Thesis Title : THE USE OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' WRITING SKILLS IN EIGHTH GRADE AT SMP N 3 SAWAN.  
 Related Research Question : How do students in 8B class perceive the implementation of digital storytelling in their writing lessons?

The type of Instrument : Interview Guideline, Adapted from Robbins & Judge (2009) Three factors that influence an individual's perception.

**Interview Instrument Expert Judgment Sheet**

No.	Interview aspects	Please explain further about your experience.	Scale (1-5)	Expert Judgement (Relevant/Irrelevant)	Comments
1.	How was your experience learning to write with the use of digital storytelling?			Relevant	
2.	Does digital storytelling make it easier for you to understand what you are learning?			Relevant	
3.	Does digital storytelling provide a fun learning experience for you?			Relevant	
4.	Do you prefer to learn writing using digital storytelling			Relevant	

	learning media or without media?				
5.	Does the combination of audio and visual elements in digital storytelling make it easier and faster for you to understand the material?			Relevant	
6.	Did you feel that learning to write was more interesting and enjoyable with digital storytelling?			Relevant	
7.	Does digital storytelling make you feel more confident in the learning process?			Relevant	
8.	Did you gain any other new knowledge while learning to write using digital storytelling?			Relevant	
9.	Are there any difficulties you face while learning to write using digital storytelling?			Relevant	
10.	Do you feel stressed when learning to write using digital storytelling?			Relevant	

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, 7 October 2025  
Expert Judge,



Made Hery Santosa, Ph.D.  
NIP: 197910232003121001



2. Content Validation Test Results by expert II

a. Expert judgment sheet of Writing test (Pre-test and Post-test)

Expert Judge: Luh Indrayani, S.Pd., M.Pd

**Details:**

Name : Ni Putu Winna Sri Andhini  
 Nim : 2212021169  
 Study Program : English Language Education Undergraduate  
 Thesis Title : THE USE OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' WRITING SKILLS IN EIGHTH GRADE AT SMP N 3 SAWAN.

Related Research Question : Can the implementation of digital storytelling improve the writing skills of students in the 8B class at SMP N 3 Sawan?

The type of Instrument : Writing test (Pre-test and Post-test), adapted from the English Book for Nusantara.

**Student Writing Skills test Improvement Instrument Expert Judgment Sheet**

No	Evaluation Aspect	Statement	Scale (1-5)	Relevant /Irrelevant	Comments
1	Test Identity	The identity of the test is clearly written.		Relevant	
2	Student Information Section	The student identity section is clearly provided.		Relevant	
3	Instruction	The instructions for answering are easy to understand.		Relevant	
4	Relevance to Basic Competence	The test items align with the Basic Competencies (KD).		Relevant	
5	Content Validity	The questions are based on the taught material		Relevant	
6	Language Use	The language used is simple, clear, and easy to comprehend.		Relevant	

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, September 26, 2025  
Expert Judge,



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

**b. Expert judgment sheet of Writing Skill Assessment Rubric for Pre-Test and Post-Test**

Aspect	Score	Level	Performance Description	Weighting	Scale (1-5)	Relevant / irrelevant	comments
<b>Content</b>	4	<b>Excellent</b>	The topic is complete and clear and the details related to the topic	<b>3x</b>		Relevant	
	3	<b>Good</b>	The topic is complete and clear but the details are almost related to the topic				
	2	<b>Fair</b>	The topic is complete and clear but the details are not related to the topic				
	1	<b>Poor</b>	The topic is not clear and the details are not relating to the topic				
<b>Grammar</b>	4	<b>Excellent</b>	Very few grammatical or agreement inaccuracies	<b>2x</b>		Relevant	
	3	<b>Good</b>	Few grammatical or agreement inaccuracies but not affect on meaning				

	2	<b>Fair</b>	Numerous grammatical or agreement inaccuracies			
	1	<b>Poor</b>	Frequent grammatical or agreement inaccuracies			
<b>Vocabulary</b>	4	<b>Excellent</b>	Effective choice of words and word forms	<b>1.5x</b>		Relevant
	3	<b>Good</b>	A few misuse of vocabulary and word forms, but not change the meaning			
	2	<b>Fair</b>	Limited range of confusing words and word forms			
	1	<b>Poor</b>	Very poor knowledge of words and word form			
<b>Mechanics</b>	4	<b>Excellent</b>	It uses correct spelling, punctuation, and capitalization	<b>1.5x</b>		Relevant
	3	<b>Good</b>	It has occasional errors in spelling, punctuation, and capitalization			
	2	<b>Fair</b>	It has frequent errors in spelling, punctuation and capitalization			
	1	<b>Poor</b>	It is dominated by errors in spelling, punctuation, and capitalization			

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, September 26, 2025  
Expert Judge,



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

c. *Expert judgement sheet of Digital Storytelling implementation procedure.*  
**Expert Judge: Luh Indrayani, S.Pd., M.Pd**

No	Evaluation Aspect	Statement	Scale (1-5)	Relevant /irrelevant	Comments
1	Lesson Plan Identity	The identity section of each lesson plan contains complete information about the Education Unit, Subject, Class and Semester, and explains the Main Topics and Time Allocation for each activity.		Relevant	
2	Learning Objectives	The alignment between learning objectives and the indicators to be achieved.		Relevant	
3	Learning Activities Structure	Clear presentation of the three stages of learning activities: introduction, main activities, and closing.		Relevant	
4	Time Allocation	Provision of time allocation in each activity (beginning, core and end)		Relevant	
5	Learning strategy	The use of methods that are adapted to students' abilities, namely the GTM method		Relevant	
6	Assessment Instruments	Alignment of cognitive learning		Relevant	

		assessment with the instruments used.			
7	Media And Material Alignment	Suitability of the instructional media with the subject matter.		Relevant	
8	Media selection	The digital storytelling media chosen is YouTube videos, with the criteria that the videos are not too long, have interesting animations, and use language that is easy to understand.		Relevant	
9	Learning Resources	Selection of learning resources or textbooks that match the teaching materials.		Relevant	
10	Language Use	Use of concise, clear, and easy-to-understand language.		Relevant	

- All items are relevant  
 Minor revision needed  
 Major revision needed

Singaraja, September 26, 2025  
Expert Judge,



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

e. **Expert judgement sheet of interview guide.**

**Expert Judge: Luh Indrayani, S.Pd., M.Pd**

**Details:**

Name : Ni Putu Winna Sri Andhini  
 Nim : 2212021169  
 Study Program : English Language Education Undergraduate  
 Thesis Title : THE USE OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' WRITING SKILLS IN EIGHTH GRADE AT SMP N 3 SAWAN.

Related Research Question: How do students in 8B class perceive the implementation of digital storytelling in their writing lessons?

The type of Instrument : Interview Guideline, Adapted from Robbins & Judge (2009) Three factors that influence an individual's perception.

**Interview Instrument Expert Judgment Sheet**

No.	Interview aspects	Please explain further about your experience.	Scale (1-5)	Expert Judgement (Relevant/Irrelevant)	Comments
1.	How was your experience learning to write with the use of digital storytelling?			Relevant	
2.	Does digital storytelling make it easier for you to understand what you are learning?			Relevant	Make the question open ended
3.	Does digital storytelling provide a fun learning experience for you?			Relevant	Make the question open ended
4.	Do you prefer to learn writing using digital storytelling learning media or			Relevant	Make the question open ended

	without media?				
5.	Does the combination of audio and visual elements in digital storytelling make it easier and faster for you to understand the material?			Relevant	Make the question open ended
6.	Did you feel that learning to write was more interesting and enjoyable with digital storytelling?			Relevant	Make the question open ended
7.	Does digital storytelling make you feel more confident in the learning process?			Relevant	Make the question open ended
8.	Did you gain any other new knowledge while learning to write using digital storytelling?			Relevant	Make the question open ended
9.	Are there any difficulties you face while learning to write using digital storytelling?			Relevant	Make the question open ended
10.	Do you feel stressed when learning to write using digital storytelling?			Relevant	Make the question open ended

All items are relevant

- Minor revision needed
- Major revision needed

Singaraja, September 26, 2025

Expert Judge,



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



#### Appendix 4. Research schedule

##### Research schedule of cycle 1

The first cycle was conducted in October. The English teacher and the researcher have discussed the teaching material, namely the simple past tense, in Chapter 3 of the English book, and it is estimated that Chapter 3 will be taught in September. Each stage in the first cycle will be carried out properly.

- a. Planning stage: In this stage, the researcher has prepared a lesson plan that includes learning objectives, learning activities, teaching materials, writing tests, assessment rubrics, etc.
- b. The action phase is carried out, which is estimated to take one week or 2-3 sessions.
- c. Following that is the observation phase, which is conducted during the learning process, such as observing students' attitudes, learning enthusiasm, and their involvement in the learning process.
- d. Afterward, the reflection phase will be conducted, where the researcher will check the students' writing test results and examine the mean and standard deviation of the class being studied. In the process of checking and calculating the mean and standard deviation of the students' post-test results, it is estimated that the researcher will need 3-4 days to compile all the scores and calculate the mean and standard deviation.

If the results of the reflection stage show that  $\geq 75\%$  of students have achieved a score of 71-85, which is categorized as good in the KKTP or school value standard, then the cycle will end in cycle 1. However, if  $\geq 75\%$  of students have not met the minimum criteria, then the cycle will continue to cycle 2.



##### Research schedule of cycle 2

The second cycle will be conducted when  $\geq 75\%$  of students have not met the minimum score, as stated in cycle 1. In cycle 2, researchers will reapply the teaching media (digital storytelling) as well as the lesson plan. However, what makes this cycle different is the addition of modifications to the activities as a form of lesson plan improvement.

- a. Planning stage: In this stage, the researcher has prepared a lesson plan that includes learning objectives, learning activities, teaching materials, writing tests, assessment rubrics, etc. However, in the learning plan, the researcher provided modifications in the form of a game. Through the game, it is expected that students will better remember vocabulary and spelling, which will help strengthen their memory of words and their

spelling. The researcher chose a learning-based game as a modification in cycle 2 because it aims to provide ice breaking while still being memorable, so that children will not feel stressed when learning to write.

- b. The action phase was carried out, which is estimated to take one week or 2-3 sessions.
- c. Following that is the observation phase, which is conducted during the learning process, such as observing students' attitudes, learning enthusiasm, and their involvement in the learning process.
- d. Afterward, as in cycle 1, the researcher examined the students' post-test results and examined the mean and standard deviation of the class being studied. In the process of checking and calculating the mean and standard deviation of the students' post-test results, it is estimated that the researcher will need 3-4 days to compile all the scores and calculate the mean and standard deviation.

If  $\geq 75\%$  of students' post-test results meet the KKTP in cycle 2, then the cycle will end in cycle 2, and the researcher can proceed to the interview stage with students regarding their perspectives during the learning process using the implementation of Digital Storytelling in their writing instruction. However, if the results of cycle 2 do not meet the criteria, the cycle will continue to the next cycle until the desired results are achieved.



## Appendix 5. Raw Research Data

### 1. A list of 8B students' scores for each cycle.

Number	Student's Name	Pre-Test	Post-Test1	Post-Test2
1	S1	31.25	75	81.25
2	S2	56.25	70	82.5
3	S3	25	43.75	70
4	S4	25	70	77.5
5	S5	25	37.5	50
6	S6	52.5	70	75
7	S7	25	75	81.25
8	S8	61.25	68.75	82.5
9	S9	31	39	56.25
10	S10	70	75	86.25
11	S11	75	80	100
12	S12	25	56.25	75
13	S13	36.25	64	93.75
14	S14	63.75	77.5	88.75
15	S15	45	82.5	82.5
16	S16	75	81.25	95
17	S17	75	82.5	88.75
18	S18	25	56.25	75
19	S19	38.75	42.5	88.75
20	S20	37.5	70	75
21	S21	87.5	88.75	95
22	S22	25	25	25
23	S23	68.75	73.75	95
24	S24	80	93.75	100
25	S25	67.5	68.75	93.75
26	S26	70	88.75	88.75
27	S27	57.5	61.25	82.5
28	S28	70	81.25	88.75
29	S29	63.75	70	88.75
30	S30	63.75	75	95
31	S31	25	32.5	50
32	S32	75	75	88.75
33	S33	43.75	50	54.75
34	S34	31	32.5	70
35	S35	57.5	50	68.75
36	S36	31	37.5	68.75

Note: All student names of participants in this classroom action research were anonymized using codes S1, S2, S3, etc.

### 2. Interview Transcripts

Pertanyaan:

Bagaimana pengalaman belajar dengan menggunakan DST dalam belajar menulis.

Jawaban:

Student 1 perempuan: menurut saya menggunakan DST lebih mudah dan lebih dipahami, karena terdapat gambar, dan lebih banyak ornament (visual) yang membuat saya lebih mengerti.

Student 2 perempuan: sama, pembelajaran juga lebih seru, dst juga mempermudah dalam memahami cara penulisannya dan lebih paham karena dst memberikan contoh langsung.

Student 3 laki-laki: belajar menggunakan DST menjadikan pembelajaran lebih seru karena ada gambar yang bisa membuat lebih mengerti dan juga terdapat teksnya.

Student 4 laki-laki: seru, lebih mudah dipahami dan mudah dimengerti. Lebih suka makek dst disbanding tidak karena lebih mudah dimengerti.

Student 5 laki-laki: lebih seru dan bisa dimengerti, cepat dipahami, dan ada motivasi belajar.

Student 6 laki-laki, yg ga bisa baca: sebenarnya pembelajarannya seru namun saya belum bisa mengerti dengan baik karena saya belum lancar membaca. Saya bisa baca di Bahasa indo namun beberapa kata sulit masih harus mengeja dan untuk di Bahasa inggris masih sangat kesulitan untuk bisa membaca kata yg berbahasa inggris.

Pertanyaan 2:

Bagaimana perasaanmu dalam pembelajaran menggunakan DST apakah bisa memningkatkan kepercayaan diri?

Jawaban:

Student 1 perempuan: saya lebih PD karena jika melihat teksnya saja sayang kurang mengerti namun melalui adanya gambar saya bisa tau apa artinya dan yakin dengan pengertian saya sehingga PD untuk mengakui pemahaman saya.

Student 2 & 3 perempuan: saya juga sama dengan student 1, lebih terbantu melalui gambar.

Student 3 perempuan: saya lebih suka menggunakan DST karena langsung dikasi contoh dan dianalisis pola kalimatnya disbanding belajar rumus manual.

Student 4 laki-laki: merasa sangat terbantu dengan dst karena selain gambar juga melalui teks dan suara.

Pertanyaan 3:

Apakah belajar dengan DST membuat stress?

Jawaban:

Student 1 perempuan: awal pembelajaran iya namun melalui motivasi yang diberikan dan juga dengan adanya penayangan DST memudahkan saya dalam tau ejaan suatu kata dengan cara pembacaannya. Dan dst menambah kosakata.

Student 5 laki-laki: tidak, merasa lebih enjoy.



## Appendix 6. Data Analysis Results

### 1. Descriptive statistics of students' writing scores.

#### a. Pre-Test

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	36	25.00	87.50	50.4306	20.33958
Valid N (listwise)	36				

#### b. Post-Test I

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest1	36	25.00	93.75	64.4583	18.26213
Valid N (listwise)	36				

#### c. Post-Test II

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest2	36	25.00	100.00	79.4028	16.26074
Valid N (listwise)	36				

### 2. Table Thematic Overview of Student Perceptions of Digital Storytelling Implementation.

Codes	Initial theme/Sub-theme	Final theme
Easy to understand Text Visual Audio Real example	Comprehensibility Multimedia elements A real example	Cognitive Support
Interesting	Fun learning experience	Effective Transformation

Enjoyment Motivation Self confidence Pronunciation vocabulary		Self confidence Skill	
Reading fluency problems		Limited reading skills	Individual limitations/barriers



## Appendix 7. Research Documentations

