KEPUTUSAN
REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor : 511/A.30.03/2021

Tentang
DAFTAR PEMBIMBING TESIS KELAS 2B ANGKATAN 24
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UHAMKA
SEMESTER GENAP TAHUN AKADEMIK 2020/2021

Bismillahirrahmanirrahim,
REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

Menimbang : a. Bahwa kegiatan penulisan Tesis bagi mahasiswa adalah salah satu syarat dalam melaksanakan studi di Sekolah Pascasarjana UHAMKA sesuai dengan ketentuan yang berlaku.

b. Bahwa sebagaimana konsideran a, dan dalam rangka penulisan dan bimbingan Tesis bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA, dipandang perlu mengangkat Dosen Pembimbing Tesis bagi mahasiswa yang telah memenuhi persyaratan, dengan Surat Keputusan Rektor.

Mengingat : 1. Undang-undang Republik Indonesia Nomor 20 Tahun 2003 8 Juli 2013, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2010, tentang Pendidikan Tinggi;

3. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;

4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;

6. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 44 Tahun 2015 tanggal 21 Desember 2015, tentang Standar Nasional Pendidikan Tinggi (Berita Negara Republik Indonesia Tahun 2015 Nomor 1952);

7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;

8. Keputusan Dirjen Dikti :
   - Nomor 138/DIKTI/Kep/1997 tentang Penataan dan Penetapan Kembali Izin Penyelenggaraan Program Studi;
   - Nomor 3920/D/T/2007 tentang Izin Pendirian Program Studi Magister Pendidikan Bahasa Inggris

9. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.0/B/2012 tentang Majelis Pendidikan Tinggi dan Pedoman PP Muhammadiyah Nomor 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah;

10 Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah;

11 Keputusan Pimpinan Pusat Muhammadiyah Nomor 275/KEP/I.O/D/2018 tanggal 15 Desember 2018, tentang Penetapan Rektor UHAMKA Jabatan 2018-2022;

12 Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;

13 Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;

14 Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 480/A.01.01/2019 tanggal 24 Mei 2019 tentang Pengangkatan Direktur Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA Masa Jabatan 2019-2023;

Memperhatikan : Kurikulum Operasional bagi Sekolah Pascasarjana Program Studi Pendidikan Bahasa Inggris UHAMKA

MEMUTUSKAN

Menetapkan :

Pertama : Mengangkat Dosen Pembimbing Tesis Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA, sebagaimana tercantum dalam lampiran Keputusan ini.

Kedua : Tugas Dosen Pembimbing adalah:
1. Membimbing dan mengarahkan kegiatan penelitian mahasiswa secara berkala sesuai dengan judul penelitian yang disetujui
2. Memberikan masukan, arahan dan saran kepada mahasiswa yang berkaitan dengan penulisan dan penyelesaian Tesis.
3. Menandatangani Tesis yang telah selesai disusun untuk segera diadakan ujian Tesis.

Ketiga : Bagi mahasiswa yang akan melaksanakan pengambilan data penelitian ke lapangan diwajibkan menyeminarkan Proposal Tesisnya terlebih dahulu dengan ketentuan yang bersangkutan telah memenuhi persyaratan administrasi akademik dan keuangan.

Keempat : Pelaksanaan Seminar Proposal Tesis ditentukan kemudian setelah mahasiswa yang mendaftar memenuhi dari jumlah yang telah ditentukan.

Kelima : Seluruh biaya bimbingan dibebankan sepenuhnya dari mahasiswa yang dialokasikan khusus untuk itu.

Keenam : Keputusan ini berlaku selama dua semester sejak tanggal ditetapkan. Jika sampai batas waktu yang telah ditentukan masih ada mahasiswa ang belum melaksanakan Bimbingan/Seminar Proposal Tesis, maka mahasiswa yang bersangkutan mengulang dengan bimbingan baru.

Ketujuh : Keputusan ini disampaikan kepada yang terkait untuk dilaksanakan sebagaimana mestinya.

Kedelapan : Apabila dikemudian hari terdapat kekeliruan dalam Keputusan ini, maka akan ditinjau dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : 15 Syawwal 1442 H
27 Mei 2021 M

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hun

Tembusan Yth:
1. Para Wakil Rektor
2. Direktur
3. Sekretaris SPs
4. Ketua Program Studi Pendidikan Bahasa Inggris SPs
5. Pembimbing
6. Mahasiswa ybs
Universitas Muhammadiyah Prof. DR. HAMKA

DAFTAR PEMBIMBING TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UHAMKA
SEMESTER GENAP TAHUN AKADEMIK 2020/2021
ANGKATAN B. 24

NO	NIM	NAMA	JUDUL TESIS	PEMBIMBING
1	2009067006	Bentar Nuur Robbikah	Indonesian EFL Teachers' Perspectives of Flipped Classroom in the Online Learning	1. Siti Zulaiha, M.A., Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.
2	2009067005	Maura Kian Safira	Exploring EFL Pre-Service Teachers' Perception of Effective Teaching	1. Dr. Syaadiah Arifin, M.Pd. 2. Siti Zulaiha, M.A., Ph.D.
3	2009067003	Siti Khofifah	Critical Thinking in the Online Formative Assessment	1. Hamzah Puadi Ilyas, Ph.D. 2. Herri Mulyono, Ph.D.
4	2009067009	Arini Hidayati	Gender Representation in the English Textbooks for Junior Secondary School	1. Hamzah Puadi Ilyas, Ph.D. 2. Herri Mulyono, Ph.D.
5	2009067007	Syilfa Erpinda Rahman	Extensive Listening at Senior Secondary School: Students' Perspectives and Challenges	1. Hamzah Puadi Ilyas, Ph.D. 2. Prof. Dr. H. Gunawan Suryoputro, M.Hum.
6	2009067010	Siti Aisyah Ratna Furi	English Teachers' Club as an EFL teachers' Continuous Professional Development	1. Prof. Dr. H. Gunawan Suryoputro, M.Hum. 2. Hamzah Puadi Ilyas, Ph.D.
7	2009067008	Gizi Sri Suwarni	Learning English as a Foreign Language in an Online Interactive Environment: A Case Study in English Now Training Center Jakarta	1. Siti Zulaiha, M.A, Ph.D. 2. Silih Warni, Ph.D.
8	2009067001	Fachry Ali Wibowo	Online Tutorial Support in Open and Distance Learning Students' Perceptions	1. Prof. Dr. H. Gunawan Suryoputro, M.Hum. 2. Dr. Syaadiah Arifin, M.Pd.
9	2009067004	Reva Adinda	Students' Perception of the Online Learning Media Used by EFL Teachers	1. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.

NO	NIM	NAMA	JUDUL TESIS	PEMBIMBING
10	2009067012	Desra Liana Buchari	English Lesson and Its Implementation: A Case Study at Pesantren Muhammadiyah	1. Silih Warni, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.
11	2009067016	Devi Natassia Irawan	Indonesian EFL Learners' Readiness for Autonomy and Their Attitudes toward Self-Access Center	1. Prof. Dr. H. Gunawan Suryoputro, M.Hum. 2. Dr. Syaadiah Arifin, M.Pd.
12	2009067011	Restu Kurniawan Wibawa	Developing Materials for EFL Courses at Muhammadiyah Boarding School	1. Dr. Syaadiah Arifin, M.Pd. 2. Silih Warni, Ph.D.

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

KEPUTUSAN REKTOR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: 0719/R/KM/2024
T e n t a n g
PENGANGKATAN PANITIA SIDANG TESIS (ONLINE)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Bismillahirrahmanirrahim,
REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.

b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia Sidang Tesis dengan Surat Keputusan Rektor.

Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2012, tentang Pendidikan Tinggi;

3. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;

4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

5. Peraturan Presiden Republik Indoensia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;

6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi ;

7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;

8. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;

9. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.O/B/2012 tentang Majelis Pendidikan Tinggi dan Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;

10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah;

TERAKREDITASI BAN-PT DENGAN PERINGKAT UNGGUL

11. Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.0/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor UHAMKA Masa Jabatan 2023-2027;
12. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
13. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
14. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027

Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

M E M U T U S K A N

Menetapkan :

Pertama : Mengangkat Panitia Sidang Tesis Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA Semester Genap Tahun Akademik 2023/2024 sebagaimana tercantum dalam lampiran 1 Keputusan ini.

Kedua : Apabila salah seorang di antara Panitia Penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Direktur.

Ketiga : Menetapkan peserta Ujian Sidang Tesis Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran 2 lajur 4, dengan judul tesis sebagaimana tersebut pada lajur 5 Keputusan ini.

Keempat : Ujian sidang tesis dilaksanakan secara lisan oleh penguji pada hari dan tanggal sebagaimana tercantum dalam lampiran Surat Keputusan ini.

Kelima : Pelaksanaan Sidang Tesis diketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji tesis dari masing-masing mahasiswa yang mengikuti sidang tesis.

Keenam : Semua biaya yang berkaitan dengan sidang tesis ini dibebankan kepada anggaran Sekolah Pascasarjana UHAMKA yang diatur khusus untuk kepentingan tersebut.

Ketujuh : Pengumuman lulus atau tidak lulus disampaikan oleh Direktur kepada peserta ujian tesis berdasarkan hasil rapat Panitia Sidang Tesis pada hari pelaksanaan ujian, setelah keseluruhan peserta selesai mengikuti Sidang Tesis.

Kedelapan : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya pelaksanaan Sidang Tesis

Kesembilan : Surat Keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.

Kesepuluh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : <u>29 Dzulhijjah 1445 H</u>
            6 Juli   2024 M

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

<u>**Tembusan**</u>:

Yth.   1. Direktur SPs
        2. Kepala Biro Akademik
        3. Kaprodi Pendidikan Bahasa Inggris SPs
        4. Dosen dan Mahasiswa yang bersangkutan
           Universitas Muhammadiyah Prof. DR. HAMKA

PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Penanggung Jawab   : Rektor
                        Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Ketua   : Direktur Sekolah Pascasarjana
                        Prof. Dr. H. Ade Hikmat, M.Pd.

Sekretaris   : Ketua Program Studi Pendidikan Bahasa Inggris
                        Siti Zulaiha, M.AL, Ph.D.

Anggota Penguji   : 1. Siti Zulaiha, M.AL, Ph.D.
                        2. Prof. Herri Mulyono, Ph.D.
                        3. Dr. Syaadiah Arifin, M.Pd.
                        4. Hamzah Puadi Ilyas, Ph.D.
                        5. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Pelaksana Teknis   : 1. Sekretaris SPs I, Prof. Dr. H. Abd. Rahman. A. Ghani, M.Pd.
                        2. Sekretaris SPs II, Dr. Ihsana El Khuluqo, M.Pd.
                        3. Kepala Tata Usaha, Taufan Maulana Yusuf, S.Ak.
                        4. Kasubag Akademik, Nurlaelah, S.KM.
                        5. Kasubag Keuangan, Ahmad Rizky, A.Md.
                        6. Kasubag Umum, Agus Purlianto, A.Md.
                        7. Staf Sekolah Pascasarjana
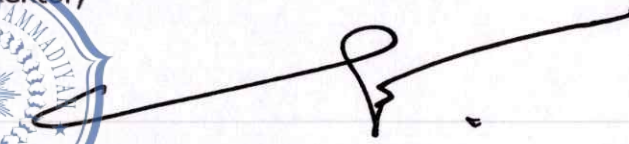   Universitas Muhammadiyah Prof. DR. HAMKA

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS DARING (ONLINE)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Hari, Tanggal   : Rabu, 17 Juli 2024
Tempat   : ZOOM

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30				PEMBUKAAN DAN PENGARAHAN UJIAN TESIS		
1.	07.00-08.00	2009067010	SITTI AISYAH RATNA FURI	Digital Storytelling Project for Developing Students' Writing Skill	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	08.00-09.00	2109067006	SHAFA RAMADHANYA JAMIL	The Application of Semiotic Technology Approach in Developing Digital Story Telling for EFL Reading Materials	1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.AL., Ph.D.	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.
3.	09.00-10.00	2009067001	FACHRY ALI WIBOWO	Language Assessment: Indonesian Postgraduate Students Conception	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

EXPLORING THE ROLE OF DIGITAL STORYTELLING IN REDUCING WRITING ANXIETY AMONG JUNIOR HIGH SCHOOL STUDENTS IN BEKASI

Submitted to Fulfill Requirement for Thesis Writing of the Master of Education Degree in English

Sitti Aisyah Ratna Furi

2009067010

ENGLISH EDUCATION STUDY PROGRAM

GRADUATE SCHOOL

UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

2024

TABLE OF CONTENT

ABSTRAK

Sitti Aisyah Ratna Furi. *Mengeksplorasi peran digital storytelling dalam mengurangi kecemasan menulis pada siswa smp di bekasi* Thesis. English Education Study Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. Juli 2024.

Penelitian ini bertujuan untuk menyelidiki pengaruh digital storytelling terhadap kecemasan menulis siswa. Selain itu, studi ini juga bertujuan untuk menyelidiki persepsi siswa tentang efektivitas digital storytelling dalam mengajarkan menulis di kelas Bahasa Inggris pada siswa SMP di Bekasi. Second Language Writing Anxiety Inventory (SLWAI) dan wawancara semi-struktur digunakan untuk mendapatkan gambaran yang akurat mengenai kecemasan menulis yang dialami siswa. Tujuh puluh satu siswa, dua puluh sembilan orang laki-laki dan empat puluh dua orang perempuan siswa kelas tujuh di SMPN 1 Bojongmangu dan SMPN 2 Bojongmangu terlibat dalam penelitian ini. Uji t dilakukan untuk mengukur pre dan pos kuesioner kecemasan. Pemberian *digital storytelling* memiliki pengaruh terhadap tingkat kecemasan siswa laki-laki di SMPN 1 Bojongmangu dan SMPN 2 Bojongmangu. Akan tetapi, sampel perempuan enunjukan bahwa Pemberian *digital storytelling* tidak memiliki pengaruh terhadap tingkat kecemasan siswi perempuan di SMPN 1 Bojongmangu dan SMPN 2 Bojongmangu. Hasil dari penelitian ini menunjukan secara keseluruhan, data menunjukan bahwa pemberian *digital storytelling* yang dilakukan di SMPN 1 Bojongmangu dan SMPN 2 Bojongmangu memberikan dampak yang baik kepada para siswa dan siswi.

Kata kunci: Kecemasan menulis, digital storytelling, keterampilan menulis.

ABSTRACT

Sitti Aisyah Ratna Furi. *Exploring the role of digital storytelling in reducing writing anxiety among junior high school students in Bekasi*. Thesis. English Education Study Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. July 2024.

This study aims to investigate the influence of digital storytelling on students' writing anxiety. Additionally, it aims to explore students' perceptions of the effectiveness of digital storytelling in teaching writing in English classes for junior high school students in Bekasi. The Second Language Writing Anxiety Inventory (SLWAI) and semi-structured interviews were used to obtain an accurate picture of students' writing anxiety. Seventy-one students, comprising twenty-nine male and forty-two female students from seventh grade at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu, participated in this study. T-tests were conducted to measure pre- and post-questionnaire anxiety levels. The implementation of digital storytelling had an effect on reducing anxiety levels among male students at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu. However, the results indicated that digital storytelling did not have a significant impact on anxiety levels among female students at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu. Overall, the findings suggest that the implementation of digital storytelling at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu had a positive impact on both male and female students.

Keywords: Writing anxiety, digital storytelling, writing skills.

LIST OF TABLES

LIST OF APPENDICES

THESIS ADVISOR APPROVAL

EXPLORING THE ROLE OF DIGITAL STORYTELLING IN REDUCING WRITING ANXIETY AMONG JUNIOR HIGH SCHOOL STUDENTS IN BEKASI

A THESIS

By
Sitti Aisyah Ratna Furi
NIM: 2009067010

Advisors	Signature	Date
Dr Syaadiah Arifin, M.Pd		13 Juli 2024
Hamzah Puadi Ilyas, Ph.D.		13 Juli 2024

Jakarta, ...
Chair of English Department
Graduate School
University of Muhammadiyah Prof. DR. HAMKA

<u>Siti Zulaiha, M.AL., Ph.D</u>

CHAPTER I
INTRODUCTION

This chapter presents the introduction of this study. It describes the problems and purposes in conducting this study which covers the background of the study, identification of the problem, limitation of the problem, research question, research objective, and significance of the study.

A. Background of the Study

Writing is one of basic skills in education, a critical means of communication, expression, and learning. It is a part of literacy skills and enhances academic achievement. The ability to write effectively is crucial for students' academic success and future career prospects (Graham & Perin, 2007).

Writing skills involve sufficient vocabulary and knowledge in composing ideas. It is a medium to express feelings, thoughts, and experiences through a required set of symbols and signs. In the writing process, ideas are extracted from long-term memory during the planning process of the transcript and reorganized if necessary. It involves an ability to bring together meaningful parts (Tanrıkulu, 2022). Writing not only facilitates the expression of ideas but also enhances critical thinking and creativity.

Learning to write and becoming a competent writer necessitates deliberate instruction. Thus, teachers need to facilitate students building the writing habit to help students recognize writing as a regular part of classroom practice. Interesting and enjoyable tasks (Harmer, 2007), creating classroom dynamics, and teacher

strategies in facilitating students' learning needs are some alternatives to facilitate the learning process.

Despite its significance, teaching writing presents unique challenges. Diverse student abilities and motivation levels, curriculum constraints, and inadequate resources are among other challenges in teaching writing (Hyland, 2013). A writer faces challenges in organizing content, elaborating ideas, structuring grammar, modifying sentence structure and diction. Understanding these challenges from the perspective of students and teachers are vital for developing effective teaching strategies and improving writing instruction.

Writing instructions have undergone significant transformations. Traditional approaches, which emphasized on rote memorization and grammar drills, have gradually given way to more holistic and student-centered methods. The process approach, for example, focuses on the stage of writing—prewriting, drafting, revising, and editing—encouraging students to view as a recursive process (Flower & Hayes, 1981). Despite the advancements, many teachers still struggle to implement these methods effectively due to various constraints.

Aside from challenges in inherent writing, writing anxiety is also a significant issue among students, particularly junior high school students. thus anxiety often caused by fear of judgement, lack of confidence, and the pressure to meet academic standards. Such anxiety can hinder students' ability to express their ideas effectively, affecting their overall academic performance and self-esteem (Cheng, 2004). Traditional approaches to teaching writing often fail to fully address the emotional and psychological barriers related with writing anxiety.

In response to these challenges, technological advancements have also revolutionized writing instruction, offering new tools to mitigate writing anxiety. One such innovative educational tool is digital storytelling. By integrating multimedia elements such as audio, images, and video into storytelling process, digital storytelling transforms traditional writing tasks into more engaging activity. These interactive experiences create a more supportive and less intimidating environment for students, potentially reducing writing anxiety and fostering greater engagement with writing activities (Robin, 2008). Research in Indonesia also supports the effectiveness of digital storytelling in improving writing skills and reducing writing anxiety among students (Kristiawan et al., 2022; Wahyuni et al., 2022; Wulan et al., 2022).

B. Identification of the Problem

Based on the background of the research above, several problems can be identified:

1. The students' difficulties in learning English writing skills.

2. The teachers' lack of methods and techniques in teaching writing.

3. The teachers' insufficient knowledge and experiences incorporating digital storytelling in teaching writing.

4. The digital era encourages teachers to integrate the digital technology in writing class.

C. Limitation of the Problem

This research attempts to investigate the influence of digital storytelling on students writing anxiety. Furthermore, this study aims to investigate the students'

perceptions of the effectiveness of digital storytelling in teaching writing skills in EFL classroom.

D. Research Question

Referring to the limitation of the problem, this research answered the questions as follows:

1. What levels of anxiety do students experience while learning to write in English?

2. How does digital storytelling influence the levels of writing anxiety among students?

3. What are the perceptions of junior high school students' regarding the use of digital storytelling to overcome writing anxiety?

E. Research Objective

Based on the research questions above, the objectives of this study are:

1. To investigate whether or not students experience anxiety in learning to write in English.

2. To investigate impact of digital storytelling on students' level of writing anxiety.

3. To investigate the students' perceptions on the implementation of digital storytelling in overcoming writing anxiety.

F. Significance of the Study

The main objective of this research is to investigate the experiences and perceptions junior high school students regarding the implementation of digital

storytelling in their English as a Foreign Language (EFL) writing classes. By exploring into these students experiences, the study aims to uncover the extent to which digital storytelling can alleviate writing anxiety and foster a more engaging and enjoyable learning environment. Furthermore, the research seeks to explore teachers' perceptions and experiences in implementing digital storytelling as a pedagogical tool for teaching EFL writing skills. Understanding teachers' viewpoints will provide insights into the practical challenges and advantages they encounter, which can inform better implementation strategies.

This study is expected to enable both teachers and students to tap into the myriad benefits of digital storytelling. For students, digital storytelling can transform the daunting task of writing into a creative and interactive process, thereby reducing anxiety and increasing motivation and engagement. For teachers, it offers a dynamic teaching approach that can be tailored to meet diverse student needs and learning styles, potentially enhancing overall teaching effectiveness.

Moreover, this study contributes to a broader understanding of how digital storytelling can be effectively used various educational context and settings. By providing empirical evidence on its impact in junior high school EFL classrooms, the research will extend the current body of knowledge and offer practical insights that can be applied across different educational levels and disciplines.

The findings from this study are anticipated to have significant implications for educational policy and practice. By highlighting the benefits and challenges of digital storytelling, the research can guide policymakers in developing supportive frameworks and resources for its integration into curricula. Additionally, the

insights gained can inform teacher training programs, ensuring that educators are well-equipped to utilize digital storytelling effectively in their teaching practices.

In conclusion, this study aims not only to enhance the understanding of digital storytelling as a tool for reducing writing anxiety and improving engagement in EFL writing classes but also to provide actionable recommendations for its implementation. The ultimate goal is to contribute to the creation of more supportive and effective educational environments that leverage digital storytelling to enhance both teaching and learning experieces.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories and previous studies related to this study. It covers the review of related studies, theoretical framework of the theories and relevant definitions related to the study, and theoretical framework.

A. Review of Relevant Studies

Researchers have explored how digital storytelling affects language learning, focusing on its ability in enhancing students' motivation and reduce anxiety related to writing.

A study to investigate the impact of digital storytelling on the attitude toward story writing among 7th grade students in a secondary school conducted in Turkey. The study involved 35 students and was conducted during Turkish language lesson in the 2018-2019 academic year. A quasi-experimental design using quantitative methods was employed, with two groups selected via random sampling. A pre-test was conducted before the experiment, leading to the adoption of a pre-test/post-test matched control group design(Eroglu & Okur, 2020).

The analysis revealed a significant difference in favor of the experimental group in terms of post-test scores on attitude towards story writing compared to the control group after the experiment. Additionally, there was a significant improvement in the post-test scores compared to the pre-test scores within the experimental group. These findings suggest that engaging in the digital storytelling

creation process positively influenced students' attitudes towards story writing. Consequently, it is recommended that further research explore the effects of digital storytelling across different educational grades, employ various methods and techniques, and integrate digital storytelling into school curricula.

Action research conducted in a Science and Technology University class in northern Taiwan aimed to evaluate whether a storytelling teaching approach integrating cooperative learning could enhance public speaking skills among intermediate and lower-intermediate learners. Over the course of one semester, twelve lessons were delivered, focusing on developing students' language abilities and fostering positive attitudes toward instruction. Both individual and group assignments were given. The participants included 37 students—9 males and 28 females—enrolled in their second year, aged 18 to 22, taking a public speaking course at a technical-vocational college (Hsu, 2022).

The combination of storytelling and cooperative learning techniques effectively engaged students and maintained their attentiveness in class, even with a large number of students and limited time available. The findings also demonstrate that engaging in both individual and groups storytelling activities, supported by teachers' guidance, reduces emotional barriers and diminishes speaking anxiety in the classroom.

Several studies have shown that digital storytelling is an effective tool for improving foreign language learning, especially writing skills.

A study aimed to investigate the impact of digital storytelling on students' motivation and satisfaction in EFL education, as well as to explore students

perceptions of its use in learning settings involving a group of sixty pre-service teachers who created three digital stories on topics including countries and nature (Hava, 2019). The findings indicated significant improvements in students' self-confidence and personal engagement, while changes in attitude were not statistically significant. Additionally, the study highlighted digital storytelling's potential benefits for enhancing vocabulary acquisition, speaking, and writing skills in EFL education. Overall, the results suggest that digital storytelling can serve as a valuable and effective tool in educational settings to support students' language and digital development.

A research project investigated how English educators at two primary schools in Hong Kong implemented a process-oriented approach to teach digital storytelling. They designed eight writing sessions for ten classes comprising Primary 3 and 4 students. using iPads, students learned to compose their stories using Google Slides and recorded them in small groups, which were subsequently shared on an online platform. Analysis from focus group discussions, classroom observations, and student compositions indicated that students were deeply engaged in the lessons, leading to improved grammatical accuracy in their writing (Cheung, 2021).

A study aimed to assess how digital storytelling impacts the writing skills of English as a Foreign Language (EFL) pre-service teachers was conducted in Ecuador. Participants included 101 students enrolled in four distance courses of the English Major at a private university, aged between 19 and 22 years old. They were divided into a group (49 students) and an experimental group (52 students)

using a quasi-experimental approach with a mixed-method design. Research instruments consisted of a pre-questionnaire, pre-test, post-questionnaire, and post-test (Castillo-Cuesta et al., 2021).

The findings revealed a significant enhancement in students' writing abilities, particularly in grammar and vocabulary. Utilizing Storybird for digital storytelling was perceived as a beneficial strategy for developing EFL writing skills, as it increased engagement in activities where students could showcase their knowledge through narrative projects

A study examined how digital storytelling facilitated students' reflection and learning in a project-based year-end middle school capstone program. It also explores how students expressed their voices, emotions, and identities using multimodal resources available in digital stories (Kim & Li, 2021). The results illustrate how two students utilized text, images, sound, animations, emojis, and other tools to convey and reinterpret messages related to the subject matter and their personal identities. The study highlights how integrating storytelling projects into the school curriculum can engage students with diverse expressive resources, thereby enhancing motivation, creativity, identity formation, and social connections.

Pre- and post-anxiety scales were employed to gauge students' speaking anxieties. Result indicated that the storytelling method combined with cooperative learning techniques motivated students and maintained their engagement in class, despite challenges such as large class sizes and time constraints.

Research conducted in Qom, Iran, explored how digital storytelling affects young EFL learners' writing skills and motivation, using a combination of quantitative and qualitative research methods. Data were gathered through pre- and post-tests of writing and interviews with 22 EFL learners. Over a 10-week period, learners were tasked with creating digital stories based on topics, vocabulary, and structures covered in course book. Additionally, structured interviews were conducted to assess the impact of digital storytelling on learner motivation. The findings demonstrated that digital storytelling effectively enhances learners' writing skills(Alemi et al., 2022).

Furthermore, thematic analysis of the interview data revealed that using digital storytelling influenced young EFL learners' attitudes toward writing and increased their motivation. The main conclusion drawn from this study is that digital storytelling offers more favorable and enjoyable teaching environment for instructing writing to EFL learners.

Researchers in Indonesia have also explored how using digital storytelling could alleviate writing anxiety among junior high school students.

Action research was conducted to enhance the English writing skills of 42 second-semester students in an education faculty in Indonesia using storytelling techniques. The research aimed to implement storytelling procedures to improve students' writing abilities. The data gathered through observation checklists, questionnaires, and writing tests (Rizal, 2021).

The result indicated that the storytelling technique effectively improved students' writing skills, as evidenced by higher scores in writing tests. Additionally,

the findings demonstrated that this approach increased student engagement and enhanced their interest in learning English, particularly in writing.

A case study conducted in a junior high school in East Java involving thirty students. The study showed that the digital story is an effective tool to expand students' vocabulary, facilitate expressions of students' cultural identity, reduce stress and allowed them to focus on communication. (Kristiawan et al., 2022). The effective utilization of digital storytelling allows students to express their identity and derive meaning from their local cultural narratives. Engagement in such activities boosted student motivation. Engaging activities reduce pressure in learning and anxiety when expressing thoughts in writing.

Another research in Jambi incorporated digital technology to enhance students' proficiency in writing procedural text. Involving nineteen students, the study (Wahyuni et al., 2022) conclude that digital storytelling project not only improved students' writing skills but also increased their engagement in learning. The research demonstrated enhancement in students' procedural text writing skill. The task had encouraged students to actively participate in asking and answering questions with the teacher and confidently present their procedural text results. These activities also led to an improvement in students' ability to elaborate on content and select appropriate vocabulary.

Research aimed to improve the quality of news writing skills for eighth-grade students conducted at a junior high school in Muaro Jambi, Jambi Province. The study suggested that using digital storytelling media enhances both learning process and outcomes (Wulan et al., 2022). During the learning process students'

interest and their level of engagement increased. Thus, based on these findings, educators can consider employing digital storytelling media for teaching news writing.

A study aimed to investigate the oral proficiency of tenth-grade students at a vocational school during the academic year 2022/2023 and to identify anxiety-related factors that impacted their English-speaking abilities. The research employed a descriptive qualitative approach with a case study design. Data were collected through questionnaires, observation, and student performance assessments, and were subsequently analyzed using methods such as data reduction, presentation, and validation (Maulida & Permanasari, 2023).

Results indicated that the English-speaking proficiency of the students was relatively modest, as evidenced by a mean speaking test score of 31.62. Additionally, the study identified two primary anxiety issues that affected students' speaking skills: internal factors such as lack of confidence, anxiety, nervousness, worries, tension, dizziness during English speaking practice; and external factors including influence from teachers, parents, friends, and the learning environment. These factors contributed to some students' hesitance in actively participating in English speaking activities.

Effectively using digital storytelling allows students to articulate their identity and find meaning in their local cultural stories (Kim & Li, 2021; Kristiawan et al., 2022). Digital storytelling showed positive impact in improving vocabulary(Castillo-Cuesta et al., 2021; Hava, 2019), grammar (Castillo-Cuesta et al., 2021; Cheung, 2021), enhancing language learning outcomes(Eroglu &

Okur, 2020; Rizal, 2021; Wahyuni et al., 2022; Wulan et al., 2022), boosting motivation, increasing students' interest and their level of engagement, (Castillo-Cuesta et al., 2021; Cheung, 2021; Eroglu & Okur, 2020; Hava, 2019; Hsu, 2022; Kristiawan et al., 2022; Rizal, 2021; Wahyuni et al., 2022; Wulan et al., 2022).whi

While some studies have examined the impact of digital storytelling on various language skills, there is limited research specifically focused on its role in reducing writing anxiety among junior high school students. This study aims to fill this gap by exploring students' experiences, thereby contributing to the ongoing efforts to enhance writing instruction and support effective teaching practices.

Previous researches have consistently demonstrated that digital storytelling plays an effective role in mitigating writing anxiety among students. one of its primary benefits lies in how it facilitates the writing process itself. By utilizing digital tools to compose narratives, students are afforded a less intimidating and engaging platform to express themselves. Unlike traditional writing assignments that may feel restrictive and rigid, digital storytelling allows students to integrate various media elements such as images, videos, and audio (Arisman, 2023; Moradi & Chen, 2019). This multimedia approach not only stimulate creativity but also provides alternative means communication that may feel more natural and less daunting than purely relying on written words.

Moreover, digital storytelling encourages a more interactive and engaging learning experience. Students are motivated to explore different ways of presenting their ideas and stories, which can enhance their confidence in expressing

themselves academically. The visual and auditory components of digital stories capture students' interest and attention, providing an enjoyment writing class, fostering a positive learning environment where they feel encouraged to participate actively in classroom discussions and assignments(Irawati et al., 2022).

By reducing the pressure associated with traditional writing tasks and offering a more dynamic approach to storytelling, digital tools help mitigate writing anxiety. As students become more comfortable with their thoughts and ideas through multimedia formats, they are likely to experience less anxiety and greater satisfaction with their writing abilities. Ultimately, this integration of digital storytelling into education not only improves students' writing proficiency but also cultivates enthusiasm for learning and contribute to overall educational success.

While some studies have examined the impact of digital storytelling on various language skills, such as speaking, vocabulary, and grammar in different educational context (e.g., pre-service teachers, primary school, and university level EFL learners). However, there appears to be limited research on the use of digital storytelling to enhance the English proficiency and reduce students' writing anxiety specifically among junior high school students. Understanding teachers' perceptions of digital storytelling is crucial, but equally important are students' experiences and perspectives in learning. It is valuable to illustrate how digital storytelling is integrated and how effectively it aids students in overcoming challenges, particularly in addressing writing anxiety in English language learning.

Teaching writing is a complex and multifaceted task influenced by various of aspects, including technological advancements and educational methodologies.

This study aims to explore students' experiences and perceptions in overcoming writing anxieties, aiming for a comprehensive understanding of the factors that impact writing instruction. It also seeks to provide recommendations to enhance educational practices. Through this exploration, the study seeks to contribute to the ongoing efforts to enhance writing instruction and support teachers in their work.

Furthermore, the study will offer suggestions crucial for educational decision-makers, aiming to strengthen policies for benefiting students, parents, teachers and other education professional. Technology's transformative potential in the classroom can personalize education and promote student success while maintaining efficiency.

Moreover, the study intends to inform educational institutions about benefits of integrating digital technologies into teachers' professional development program. It also aims to aid in designing pedagogical approaches that cultivate students varied understanding of digital technologies.

Ultimately, this study aims to investigate students' experiences and perceptions of improving their writing abilities and overcoming writing anxiety through the use of digital storytelling in junior high school classrooms.

B. Theoretical Framework

1. Writing Skill

Writing is one of the basic skills in communication. Writing skill is the ability to express thoughts, ideas, and information clearly and effectively through written language. As a productive skill, EFL writing process requires a great deal of effort in several areas, namely vocabulary, writing process, writing

type, and context of language usage (Nguyen et al., 2020). In other words, to produce a written text students need sufficient vocabulary, knowledge of grammar and text composition to organize ideas in various genres. Producing a text also demands students' ability to go through several writing stages, such as drafting, revising and editing. the genre or purpose to write, and audience or receiver of the message (Castillo-Cuesta et al., 2021; Chen, 2022). Students must go through the process of writing because it helps to shape their skills, practice composing good writing, and be precise that they have conveyed their ideas successfully.

Harmer stated that the reasons for teaching writing to students of English as a Foreign language include reinforcement, language development, learning style and that writing is a skill in its own right (Harmer, 1998). Teaching writing is important because language learners may benefit from seeing written language and experiencing an actual process of writing helps in constructing proper written text. Writing can be modes of expression for some people. Thus, it provides a reflective activity to foster learning and language mastery.

Effective writing is built on several key components. Firstly, grammar and syntax are foundational. Understanding basic grammar rules and proper sentence structure ensures that writing is clear and free of errors. Secondly, vocabulary is vital. Building a diverse vocabulary and making effective word choices can greatly enhance the impact of writing. Organization and structure are also crucial, developing a clear instruction, body, and conclusion, along with creating logical flow and coherence, making writing more comprehensible and

engaging. Lastly, creativity and expression add depth to writing(Harmer, 2007; White & Weinberg, 2002). In conclusion, developing writing skill is essential for conveying messages accurately, engaging audiences, and achieving coherence in written form.

Developing writing skill is not without challenges. Often times language learners' experience writer anxieties, which manifest from fear of failure, self-doubt, and perfectionism. Writing anxiety can hinder productivity, creativity, and overall writing performance(Yanti & Hidayati, 2022). Techniques for generating ideas and breaking through mental barriers can help writer maintain a steady flow of creativity. Additionally, editing and revision are crucial stages in the writing process. The importance of revising and proofreading cannot be overstated, as they ensure the quality of the final draft.

In conclusion, writing skill is a multifaceted ability that is crucial for effective communication. from understanding grammar and building vocabulary to organizing content and expressing creativity, each component plays significant role in developing writing proficiency. Strategies such as reading, practices and seeking feedback are essential for improving writing skills. Ultimately, strong writing skills contribute significantly to personal and professional success.

2. Writing Anxiety

In recent times, researchers have started to examine anxiety, also referred to as apprehension, specifically concerning different foreign language skills, such as writing. Research has indeed started to explore how anxiety can

affect various aspects of language learning and performance. In the context of writing in a foreign language, anxiety might manifest as difficulty in organizing thoughts, finding appropriate vocabulary, or feeling inhibited about making mistakes (Alfarwan, 2022; Jugo, 2020; Yanti & Hidayati, 2022).

Anxiety refers to the feelings of unease, worry, and physiological reactions that learners experience while engaging in tasks related to specific language skills such as speaking, reading, or writing (Gardner & MacIntyre, 1993). It is also described as psychological predisposition faced by individuals in writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write (Liestyana et al., 2020). Learning a foreign language frequently prompts students to become aware of their anxiety level which can significantly impact their abilities. Anxiety arises when students experience fear and decline in self-confidence.

Writing anxiety manifest in three main ways: cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety involves mental aspects like worries about meeting expectations, performance, and difficulty unwinding. The expectation of peers and teachers notably impact the students' work. "Somatic anxiety" refers to physical symptoms such as nervousness or muscle tension, typically arising from deadlines or challenges in brainstorming. Students affected by avoidance anxiety often postpone writing tasks, showing behaviors like procrastination or skipping writing session.

A study aimed to investigate the types and levels of writing anxiety

among Indonesian secondary school and university students revealed notable differences between male and female notable differences in terms of anxiety types (Liestyana et al., 2020). Gender significantly influenced cognitive anxiety but did not affect avoidance behavior or somatic anxiety. In particular, male students showed a higher propensity for cognitive anxiety compared to female students.

A systematic review on writing anxiety in English as a Foreign Language and how to improve the writing skill discovered that cognitive and somatic anxiety were common among EFL students A(Irawati et al., 2022). Providing positive feedback and facilitating group work were identified as effective and straightforward methods to alleviate writing anxiety among EFL learners. Furthermore, the research highlighted effective strategies for enhancing EFL writing skills, focusing on accuracy, complexity, and fluency. Teachers play a crucial role in the classroom writing process; maximizing their influence by creating enjoyable learning environments, delivering positive feedback, and implementing strategies that enhance these three dimensions can significantly reduce student anxiety and enhance their writing skills, which are valuable for their future endeavors.

3. Digital Storytelling

Story telling is an ancient oral technique to transform information, knowledge and tradition from generation to generation. The use of storytelling in education has long been acknowledged as effective and powerful.

Application of storytelling in the classroom is not new, throughout the history and human civilization story telling has been used as a natural yet powerful means for transmission and sharing knowledge and values. Story telling originally practiced for community development, artistic and therapeutic purposes(de Jager et al., 2017), it then became a creative counseling tool.

Digital storytelling has become a modern incarnation of the traditional art of oral storytelling. Joe Lambert developed digital story telling in the virtual world as the cofounder of the Center for digital storytelling (CDS) in 1990. It was originally applied for community development, artistic and therapeutic purposes, and more recently adapted as an arts-based research method (de Jager et al., 2017).

Digital storytelling has number of purposes and goals, three of them are, influencing opinion, education purpose, and archiving history (Conrad, 2013). This conclusion leads us to the chance of providing EFL learners with rich learning medium that they can optimize their experience in share their ideals, as well as getting benefit from the learning process and documenting it(Gils, 2005; Robin, 2008).

Studies on digital storytelling has shown significant effectiveness in enhancing students' writing skills (Cheung, 2021; Hava, 2019; Kim & Li, 2021; Kristiawan et al., 2022; Wahyuni et al., 2022; Wulan et al., 2022). Students were proven to be actively engaged in the lessons, resulting in reduced grammatical errors in their writings. Interactive experiences cultivate a supportive and less daunting atmosphere for students, which may decrease

writing anxiety and encourage increased participation in writing activities. Recent researches conducted in Indonesia also validates that digital storytelling is effective in enhancing students' writing skills and alleviate writing anxiety(Kristiawan et al., 2022; Wahyuni et al., 2022; Wulan et al., 2022).

4. **Digital Storytelling and Writing Instruction**

Innovation of technology has reached to the point where shared stories can be visually supported by cameras or even cell phones. Content of stories can be easily converted into videos, CDs, television programs, PowerPoint presentations, shared on the internet, or uploaded for use on personal media players. Today's generation are comfortable creating electronic based stories and sharing them online using social media such as Facebook, Instagram or YouTube. These stories replicate the personal experience, perspective or one's uniqueness. The process of creating the digital story provides the opportunity for the creator to maintain autonomy while thinking deeply about the ideas. Therefore, when using it in the learning process, it will personalize the learning experience.

Both the content and the technology are present in digital storytelling, so the tool offers the possibilities of supporting learners, teachers and the classroom situation in the process of acquiring a foreign language.

Regarding language development, Harmer stated that storytelling is a dynamic activity of increasing language competence (Harmer, 2007). Combines with computer-based sound effect, digital cameras, and editing software,

storytelling will be an effective tool that enhances learners' motivation, and provide learners with a conducive learning environment for story construction through collaboration, reflection and interpersonal communication.

Teaching in the 21st century, educators should endeavor multiple ways to integrate technology into their classroom and assignments. Specifically, the technology tool of digital storytelling is effective in developing academic skills and students' motivation in learning. As an instructional media, digital story telling incorporates higher order thinking skills into projects and enhance students' enthusiasm to working collaboratively in the classroom. To create a project the student must research the question, evaluate information and elaborate ideas. At the same time, it enables students to increase understanding of new material. The use of storytelling as a creative counseling tool supported the potential of digital story telling in the development of students' personal traits, behavior and emotional aspects, beside developing the skill in language technology.

5. The Constructivism Theory

Constructivism is one of the educational approaches developed in recent decades. It characterized by its emphasis on learning through the use of authentic contexts. The theory focuses on the importance of the social dimension of learning. The most important learning characteristics of constructivism are that learners can build their own interpretation of the world,

depending on the interaction and experience, and that will generate a new understanding through the collection of knowledge (Loyens & Gijbels, 2008).

Digital storytelling encourages a constructivist approach for learning. Apart from building on students' technological skills, digital storytelling enhances students' motivation, and helps teachers in building constructivist learning environment that encourage creative problem solving based on collaboration. The student led learning is strongly emphasized currently and it is indispensable for the development of lifelong learning skills (Moradi & Chen, 2019).

Therefore, the mission of this research is to explore the methodology for building constructivist learning environments based on digital storytelling. The outcomes of this research aim to help teachers and students tap into the potential of digital storytelling and engaged more in teaching and learning.

6. **Perception**

Longman Dictionary of Contemporary English defines perception as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly."(Pearson, 2020)

According to Bai as stated by Qiong (2017) the word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses."(Qiong, 2017).

There are at least 3 components in the definition of perception (McDonald, 2011):

1.   Unique way of viewing a stimuli or phenomena

2.   Stimuli processing

3.   Organizing sensations of stimuli and memories to lead into an understanding

Qiong stated that

Perception is people's values, attitudes or motives (the psychological dimension) rather than their sensory organs (the physical dimension) that determine what stimuli will attract people's attention and hence receive meanings (Qiong, 2017).

Pickens stated that perception and attitude are interrelated. Further he cited Lindas and Norman (1977) that perception is the process of interpreting and organizing sensation that resulted in meaningful experience of the world (Dobson, 1985).

Additionally, Qiong explained that the perception process consists of three stages, selection, organization, and interpretation (Qiong, 2017).

The process is described as follows:

1. The selection stages.

The stimuli from the environment converted into meaningful experience. We constantly interact with a large variety of information as countless stimuli in our daily lives, but human only pay attention to those we are familiar with or interested in. The selective process avoids overload or disorder of information.

2. The organization stages.

In this stage, the social and objects that are encountered will have shape, color, size, textures, etc., to structure and associate with our general knowledge. There are two characteristics in the organization stage. The first characteristic is that the organizing process presents raw stimuli into structured meaningful experiences. The second characteristic is that the process demonstrated that human perception possesses stability, that we decide which stimuli are in the same category and make them durable.

3. The interpretation stages.

The interpretation process is the process of attaching meaning to the selected stimuli. In the interpretation stage, we try to make sense of these patterns by assigning meaning to us.

Further, Qiong (2017) described that there are two dimensions of perception, the physical and psychological dimensions of perception. The physical dimension comprises the stimuli energy, the nature and functions of human sensory organs and the transmission of stimuli within nervous systems to brains. The psychological dimensions are the value, attitude, and motive that cause the unique personal touch give interpretation of chosen stimuli.

From the explanations, we can conclude that perception is a unique result of interpretation based on the process of associating one's previous experience with present situation or stimuli. We should also note that the psychological dimension (value, attitude, and motive) has a greater impact on the interpretation stage.

7. Digital Literacy Skills

Digital literacy is the combination of knowledge, functional technological skills, critical thinking, collaborative skills, social awareness, and understanding that young people need to learn to participate fully and safely in digital world (Binkley et al., 2010). From this definition we can conclude that digital literacy, a critical skill set for navigating today's technology-driven world, encompasses the ability to use digital tools and platforms effectively. It involves not just the practical know-how of operating devices and software but also the critical skills required to manage, evaluate, and create information. In modern world, digital literacy empowers individual to communicate, access information, and solve problem efficiently.

Students must acquire digital literacy skills to be able to communicate properly in digital media. Digital technologies have become increasingly necessary to motivate students develop their writing, literacy, and to fulfill the needs of students living and learning in a digital world. By combining storytelling and technology, digital stories allow writers to design and produce personal narratives by using pictures, written text graphics, music, or sound effects.

The teachers' effort to incorporate digital storytelling into English writing class provide context to students and setting a systematic practice to develop students' digital literacy skills (Nguyen et al., 2020; Saripudin et al., 2021). Students build their skills through the creation of narratives and the identification of acceptable social media cues. The context given by social

media also supports the objective to prepare the students to contribute as a person and part of a community, building a learning culture.

Digital literacy skills encompass a wide range of skills, from basic digital operations and information management to critical thinking, creativity, problem solving, and continuous learning(Parsazadeh et al., 2021; Williams & Beam, 2019; Wu & Chen, 2020). These skills are essential for navigating the digital world effectively and responsibly.

Thus, the digital storytelling project provide opportunities for the students to construct and reinforce their own digital literacy skills in real-world context. It is also expected that students will be engaged to the learning process and build their communication skills.

CHAPTER III RESEARCH METHODOLOGY

This chapter provides the methodology used in conducting this study. It covers the description of the research design which explains the research method used in this study followed by setting and participants, and data collection and analysis which explains the data of this study, the analytic categories and the analysis process.

A. Research Design

This study utilizes a non-experimental approach to explore writing anxiety levels among EFL junior high school students. Quantitative and qualitative approaches are used to provide in depth analysis of students' perceptions in the process of improving their writing skills.

Quantitative research involves gathering numerical data, which then analyzed statistically(Ahmad et al., 2019). To ensure reliable data, the study employ survey method design to collect substantial amount of data samples. Surveys aim to gather information that represents the entire population. The survey investigates variables of interest to the researcher. Surveys typically rely on self-reporting, where participants complete the survey independently, and the researcher analyzes the gathered information using suitable statistical methods. Respondents often express their thoughts, emotion, and/or actions in response to the survey items(Kelley-Quon, 2018).

Qualitative research is a term that refers to a wide range of methods whose main objective is to assist the researcher in discovering and understanding the social

reality of individuals, community, and cultures. It is a process aimed at enhancing knowledge within the scientific community by generating new and significant insights into observed phenomena (Aspers & Corte, 2019; Busetto et al., 2020). It relies on qualitative derived from the real-life experiences of participants, thereby enriching theoretical frameworks.

B. Research Setting and Participants

This study conducted in March to May 2024. It focused on seventh-grade students from SMP Negeri 1 and 2 Bojongmangu-Bekasi, comprising three classes totaling 71 students. aged between twelve and thirteen years old. The schools are located in a suburban area on the border of Karawang and Bogor. Three teachers, each holding a university degree and possessing at least five years of teaching experiences in junior high schools, were involved in this study.

C. Data collection

1. Questionnaire

Hikmawati explains questionnaires as a set of questions prepared by the researcher to be answered by the respondents (Hikmawati, 2017). Furthermore, she describes the procedures for constructing a questionnaire as formulating the objectives to be achieved by the questionnaire, identifying the variables that will be targeted by the questionnaire, elaborating each variable into more specific and singular sub-variables, determining the type of data to be collected, as well as deciding on the analysis technique.

The study utilized the Second Language Writing Anxiety Inventory (SLWAI) questionnaire (Cheng, 2004), which consisted of 22 items to measure

cognitive anxiety (8 items: 1, 3, 7, 9, 14, 17, 20, 21), somatic anxiety (7 items: 2, 6, 8, 11, 13, 15, 19), and avoidance behavior (7 items: 4, 5, 10, 12, 16, 18, 22).

2. **Interview.**

The qualitative data is taken from semi-structured interviews. Hijmans & Kuyper as stated by Busetto et al., (2020) describe qualitative interviews as "an exchange with an informal character, a conversation with a goal" (Busetto et al., 2020). Interview will be conducted to gain more insight into the teachers' teaching practice (Emzir, 2009). Open ended questions were designed to elicit information about students perception on the use of digital storytelling in reducing writing anxiety.

Semi-structured interview is characterized by the use of open-ended questions and an interview guide (or topic guide/list) that outlines broad areas of interest, sometimes including sub-questions(Busetto et al., 2020). These predefined topics can be drawn from literature, previous research, or initial methods of data collection such as document studies or observations. The topic list is typically adjusted and redefined at the beginning of data collection as the interviewer gain more insight into the field (Ahmad et al., 2019).

In this study, semi-structured interviews were conducted after the activities were completed, followed by a post-questionnaire and focus group discussion.

D. Data Analysis

Responses from questionnaire are measured on a Likert scale from strongly agree to strongly disagree. The data were analyzed using descriptive statistics in SPSS to determine mean, median, mode, and standard deviation scores.

Thematic data analysis will be conducted to analyze the qualitative data. The process will help to identify, analyze and recognize the pattern in the data. The data from interview will be transcribed, read by the researcher. Data from observations will also be re-read. All the data will be coded and the collection of codes will be analyze to identify themes(Braun & Clarke, 2008).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings on the influence of digital storytelling on students' writing anxiety and students perceptions towards the use of digital storytelling which were discussed and reflected on some theories and previous studies. It is divided into two parts: the data description and findings and discussions. This chapter intended to answer the research questions that have been mentioned in chapter 1.

A. **Findings**

1. **What level of anxiety do the students experience in learning to write in English?**

    Based on the research conducted at SMPN 1 and SMPN 2 Bojongmangu, data were collected through questionnaires. From the pre-questionnaire phase, a descriptive analysis can be seen in the following table:

Tabel 4.1.1

Descriptive Statistical Analysis

	All Students		Male Students		Female Students	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
Mean	69.27	64.72	69.28	62.03	69.26	66.57
Maximum	94	97	94	78	92	97
Minimum	32	36	32	37	47	36
Ideal Score	22	22	22	22	22	22
Number of Sample	71	71	29	29	42	42

The maximum score of pre-questionnaires was 94, the minimum score was 32, and the average score was 69.27. These scores changed after the teachers use digital storytelling in the learning process. The maximum score increased to 97, the minimum score increased to 36, while the average score decreased to 64.72. This decrease in the average score can be interpreted as indicating that after the utilization of digital storytelling, the level of anxiety among students at SMPN 1 and SMPN 2 Bojongmangu has decreased.

The maximum score in the pre-questionnaire for male students was 94, with a minimum of 32, and an average of 69.28. there were changes in the post-questionnaire scores. The maximum score decreased to 78, the minimum increased to 37, and the average also decreased to 62.03. The decrease in average scores can be interpreted as indicating that after using digital storytelling, the level of anxiety among male students at SMPN 1 and 2 Bojongmangu decreased.

The maximum score in the pre-questionnaire for female students was 92, with a minimum of 47, and an average of 69.26. These scores changed after the learning process. The maximum score increased to 97, the minimum decreased to 36, and the average also decreased to 66.57. The decrease in average scores can be interpreted as indicating that after using digital storytelling in the learning process, the level of anxiety among female students at SMPN 1 and 2 Bojongmangu decreased.

These results suggest that after the intervention with digital storytelling, the level of anxiety among male students at SMPN 1 and 2 Bojongmangu is significantly lower compared to female students. This can be seen from the average

scores between male and female students, which are 62.03 (male) and 66.57 (female) respectively.

Tabel 4.1.2

Distribution and Percentage of Anxiety Levels before Intervention

Interval	Category	All Students		Male Students		Female Students	
		Freq	%	Freq	%	Freq	%
22-41	Very Low	1	1.41	1	3.45	0	0
42-61	Low	14	19.72	2	6.90	12	28.57
62-81	Moderate	49	69.01	24	82.76	25	59.52
82-101	High	7	9.86	2	6.90	5	11.90
102-121	Very High	0	0	0	0	0	0
Jumlah		71	100	29	100	42	100

Based on table 4.1.2, it can be seen that in the pre-questionnaire on the anxiety level of students at SMPN 1 and SMPN 2 Bojongmangu, the following criteria were observed: very low criteria had 1 student, representing 1.41%; low criteria had 14 students, representing 19.71%; moderate criteria had 49 students, representing 19.72%; moderate criteria had 49 students, representing 69.01%; high criteria had 7 students, representing 9.86%; and very high criteria had 0 students, representing 0%.

Tabel 4.1.3

Distribution and Percentage of Anxiety Levels after Intervention

Interval	Category	All Students		Male Students		Female Students	
		Freq	%	Freq	%	Freq	%
22-41	Very Low	5	7.04	4	13.79	1	2.38
42-61	Low	22	30.99	8	27.59	14	33.33
62-81	Moderate	41	57.75	17	58.62	24	57.14
82-101	High	3	4.23	0	0	3	7.14
102-121	Very High	0	0	0	0	0	0
Jumlah		71	100	29	100	42	100

Based on the table 4.1.3, it can be seen that in the post-questionnaire on the anxiety level of students at SMPN 1 and SMPN 2 Bojongmangu, the following criteria were observed: very low criteria had 5 students, representing 7.04%; low criteria had 22 students, representing 30.99%; moderate criteria had 41 students, representing 57.75%; high criteria had 3 students, representing 4.23%; and very high criteria had 0 students, representing 0%.

2. How does the Digital Storytelling Reduce Students' Writing Anxiety Level?

The t-test is used to see how the variables affect before and after specific intervention on the level of anxiety among students at SMPN 1 and SMPN 2 Bojongmangu. The t-test is performed by examining the significance value. When the significance value > 0.05 ($\alpha=5\%$), then H0 is accepted, meaning there is no significant affect after digital storytelling is conducted. However, when the significance value < 0.05 ($\alpha=5\%$), then we reject H0 or accept Ha, meaning there is a significant effect after digital storytelling is conducted.

Tabel 4.2

Statistic Test Result: t-test

Group	Significancy	
All Students	0.001	Significant
Male	0.007	Significant
Female	0.115	Not Significant

Level of significance alpha 5%

Table 4.2 above, to compare the relationship between the implementation of digital storytelling and the anxiety levels of students. When the significance

value is greater than the alpha of 5%, digital storytelling does not have an impact on the anxiety levels of students at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu. However, when the significance value is less than the alpha of 5%, digital storytelling does have an impact on the anxiety levels of students at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu. The hypotheses used are as follow:

$H_0 : \beta_0 = 0$, The use of storytelling does not impact the writing anxiety levels of students (significance > 0,05 (α=5%)).

$H_a : \beta_1 \neq 0$, The use of digital storytelling has an impact on the level of anxiety among students at SMPN 1 Bojongmangu dan SMPN 2 Bojongmangu (Nilai signifikansi < 0,05 (α=5%)).

3. What are junior high school students' perceptions on the implementation of digital storytelling in overcoming writing anxiety?

Following the collection of quantitative data, a focus group discussion, and semi-structured interview was conducted to address the aforementioned question. Ten participants took part in individual interview. Each interview was transcribed and analyzed thematically, resulting in the identification of three distinct categories. The data from the interview were shown in the table.

3.1 Digital storytelling improves writing ability.

The students' opinion in the theme "Improve writing skills" reflect that digital storytelling is effective in writing. "I can write stories about what I like to do." Another student stated, "It helps me express my feelings."

The image helps students to associate words and the meaning. "It is easy for me to figure out what to write." Another student added, "the picture helps me to understand and remember the words."

"I feel happy every time I learn English now." Two students express their excitements, "It's cool." And "I feel excited. The result of previous studies have similarly shown that digital storytelling is effective in enhancing writing skills (Alemi et al., 2022; Castillo-Cuesta et al., 2021).

3.2 Digital storytelling helps reduce error.

The theme "helps reduce error" reflect that students pay more attention to spelling rules as a student stated, "I became alert with double letters." And "We dedicated additional effort on spelling."

Two students express that computer helps them identify errors. "The system helps us to identify error when writing." And "Working with computer helps me identified mistakes in writing." They realize the importance of spelling ability, "People will watch our video, so the texts should be written correctly." Another student added, "We remind each other to write carefully."

The statements are consistent with findings from previous research, the beneficial aspect of reviewing and correcting sentences during the creation of digital stories also positively affected the spelling skills of young EFL learners(Alemi et al., 2022).

3.3 Digital storytelling motivates students to write.

Some participants noted that digital storytelling assisted them in generating ideas for writing narrative text, particularly through the use of pictures. One participant expressed, "…it gave me ideas to write the story."

"I can imagine more clearly." Also, "I can create an interesting story." And, "I can visualize the story."

Additionally, participants were required to share their work publicly as a part of the process of creating digital stories. This stage proved beneficial as they could gather more ideas by reading their friends' digital stories. "Seeing others' stories inspired me and gave me more ideas." Another student stated, "When I read my friends' stories, it's different from mine, so I can gather more ideas."

Additionally, the participants enhanced their vocabulary by searching for new words on various websites. One participant noted, "My sentences in writing have become longer." Another mentioned, "Because I can incorporate new words." And another participant explained, "I find new words from internet dictionaries." These findings clearly demonstrate that participants hold a positive view of digital storytelling, which they believe improving their writing skills.

B. Discussion

1. Anxiety levels of Junior High School Students in Writing English

Based on the data processing results shown in table 4.1.1, values such as averages, maximums, and minimums were obtained. The results with the entire student sample indicate a decrease I anxiety levels in writing English. This can be shown by the change in values before and after digital storytelling intervention, which decreased from 69.27 to 64.72. This indicates that with digital storytelling,

the anxiety levels in writing English at SMPN 1 and SMPN 2 Bojongmangu decreased by 4.55 basis points.

A decrease also occurred in the male sample, where there was a reduction in anxiety levels in writing English among male students at SMPN 1 and SMPN 2 Bojongmangu by 7.25 basis points, decreasing from 69.28 to 62.03. Similarly, the same trend was observed in the female student sample, which decreased from 69.26 to 66.57 after receiving digital storytelling. This indicates that with digital storytelling, the anxiety levels in writing English among female students at SMPN 1 and SMPN 2 Bojongmangu decreased by 2.69 basis points.

From the above data, we can conclude that the greatest decrease in change values after the use of digital storytelling occurred among male students, by 7.25 basis points, while the change in values for female students decreased by 2.69 basis points. This suggests that female students have higher levels of anxiety compared to male students, with values of 66.57 compared to 62.03 basis points, respectively.

2. The Role of Digital Storytelling in Students' Anxiety in Writing English

Based on the data processing results shown in table 4.2, significance values were obtained for the entire sample of students, amounting to 0.001<5%. This indicates that the implementation of digital storytelling reduce the anxiety levels of students at SMPN 1 and SMPN 2 Bojongmangu. However, the female sample shows a different result, with a significance value of 0.115>5%. This indicates that digital storytelling does not influence the anxiety levels of female students at SMPN 1 and SMPN 2 Bojongmangu.

Overall, the data above demonstrate that the implementation of digital storytelling at SMPN 1 Bojongmangu and SMPN 2 Bojongmangu has positive impact on students. This is because with the provision of digital storytelling the anxiety levels of students in writing English at SMPN 1 and SMPN 2 Bojongmangu decrease.

There are several factors that cause individuals to experience anxiety when writing in English. This anxiety is caused by a pessimistic attitude towards the challenging nature of academic writing as a task. Other factors include lack of familiarity with writing in English and their ignorance in structuring proper English grammar(Irawati et al., 2022; Jugo, 2020). Therefore, the provision of digital storytelling has a positive impact on students because it helps them build confidence in expressing themselves through continuous practice and familiarization with writing in English.

3. Junior High School Students' Perceptions on the Implementation of Digital Storytelling in Overcoming Writing Anxiety

Based on the interview findings cited (Castillo-Cuesta et al., 2021; Cheung, 2021; Eroglu & Okur, 2020; Wahyuni et al., 2022; Wulan et al., 2022), digital storytelling motivate students to engage in writing. Participants expressed interest in digital storytelling, finding it both stimulating and enjoyable primarily due to its visual components, which aided in planning and conceptualizing their writing effectively. The integration of technology also contributed to their engagement, reflecting a preference among students for digitally enhanced learning experiences.

Collaborative group work within digital storytelling proved particularly advantageous as it facilitated idea generation, vocabulary improvement through

discussion, and mutual assistance in enhancing writing quality. This collaborative approach aligns with Constructivist Theory, emphasizing active learning through shared exploration and construction of knowledge.

Furthermore, the process of creating digital stories encouraged students to conduct research online to enhance their writing skills. This practice not only fostered the development of digital literacy but alsi promoted critical thinking and information evaluation, essential 21st century skills (Robin, 2008).

The positive reception among participants, who expressed a willingness to create storytelling again, underscores digital storytelling effectiveness in motivating students to write and improve their writing abilities. Thus, digital storytelling emerges as a valuable educational tool for enhancing student engagement and literacy skills in modern educational contexts.

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATION

This chapter covers the conclusions and limitation of the study. It also provides the recommendations to lectures, students, and further researcher.

A. Conclusions

This study was aimed to investigate the role of digital storytelling in reducing writing anxiety. The findings from Chapter IV provide a comprehensive overview of the impact of digital storytelling on students' anxiety levels in writing English at SMPN 1 and SMPN 2 Bojongmangu. Through a series of data collection and analysis, significant insights were gained into how digital storytelling influences students' emotional responses writing tasks.

The intervention of digital storytelling resulted in a noticeable reduction in students' anxiety levels. The overall average anxiety score decreased from 69.27 to 64.27, indicating a general reduction of 4.55 basis points. The decline suggests that digital storytelling effectively alleviated anxiety among students, making them more comfortable and confident in their writing abilities.

A more detailed look into the data reveals that male students experienced greater reduction in anxiety levels. This significant gender difference highlights that digital storytelling was more effective in reducing anxiety among male students compared to female students. However, this disparity also suggests that while digital storytelling is generally beneficial, it may require additional strategies or adjustments to be equally effective for female students.

Several factors contribute to writing anxiety among students, including pessimistic attitudes towards writing, particularly unfamiliarity with writing in English and lack of vocabulary. These factors can make writings tasks seem daunting, leading to increased anxiety. Digital storytelling addresses these issues by providing a more engaging and supportive environment for writing practice.

Interview with students revealed that digital storytelling significantly increased their motivation to write. Students found the process more engaging due to the use of pictures and technology, which helped them visualize them their writing topics. This visual aid made the writing process less intimidating and more enjoyable. Additionally, the group work aspect of digital storytelling facilitated idea generation and vocabulary improvement, as students could collaborate and support each other.

Overall, digital storytelling had a positive impact on students by reducing anxiety, building confidence, and improving writing skills. It made the learning process more interactive and engaging, which in turn motivated students to participate more actively in writing tasks. The use of digital tools and visual aids helped demystify writing, making it a more approachable and enjoyable activity.

In conclusion, the implementation of digital storytelling at SMPN 1 and SMPN 2 Bojongmangu proved to be an effective strategy for reducing students, the overall positive outcomes suggest that with some adjustments, digital storytelling can be a valuable tool for all students in enhancing their writing skills and reducing anxiety.

B. Limitations

Despite the positive findings, several limitations of this research should be acknowledged. The study was conducted at only two schools, SMPN 1 and SMPN 2 Bojongmangu, with a relatively small sample size of 31 students. this limits the generalizability of the results to other schools or regions

The study highlighted a significant difference in anxiety reduction between male and female students, but it did not delve into the underlying reasons for disparity. Further research is needed to understand why digital storytelling was more effective for male students.

By addressing these limitations, future research can provide a more detailed and accurate understanding of the role of the digital storytelling in reducing writing anxiety and improving writing skills amonsg students.

C. Recommendations

Further follow-up research should explore in greater detail the impact of enhancing students' writing skills and reducing their writing anxiety through carefully structured storytelling lessons.

This study aims to investigate how digital storytelling can reduce writing anxiety. Since technology plays an important role in everyone's life, digital storytelling has the potential to engage students more effectively in writing. The results indicate that digital storytelling shows promise in helping students alleviate their writing anxiety. However, it is important to clarify that this study does not assert digital storytelling as a definitive method for guaranteed improvement. Rather, it suggests that digital storytelling can be a beneficial tool in facilitating improved writing conditions for students. It is hoped that this awareness will

encourage to consider integrating digital storytelling into their writing instruction.

Furthermore, this study contributes to the existing literature on digital storytelling,

presenting detailed findings that highlight how outcomes can vary in different

situations. Thus, presents an opportunity for future researchers to delve deeper

into the diverse ranged of results different contexts.

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Appendix 1

Pre- and Post-test Questionnaires Data of Students of SMPN 1 and SMPN 2 Bojongmangu

Name	Pre-	Post
Nabila Sri Utami	60	36
Ristyana oktaviansyah	55	70
Dela Apriani	61	66
M guntur r	72	72
ADITIA	76	77
FEBI MAULIDA	72	62
Dita julianti	61	59
RINI MARTHANIA	70	69
FIRMAN CHAERUL ROSYIDIN	69	51
Sarah anjani	68	73
Dini haryani	70	70
Yulia armadani	76	75
Nina karmila	70	71
Gita yulianti	75	56
Emay umaya	81	69
ASEP SAEPUDIN	66	41
Desi Susanti	59	50
Siti patonah	60	45
Bayu Putra Priyadi	69	73
Fitri virgiana	51	52
Muhamad aziz	32	37
Siti rohayati	52	72
Adam	72	41
Ramdani maulana wahyudi	73	74
Putri Yanda Ramadan	74	85
Deni	80	76
Muhamad maryana	73	65
Jerry Apriansyah	69	59
ARIL HERDIANSYAH	70	64

Muhammad Ardiansyah	63	60
Miko Kasa	76	66
Ahmad Ripai	64	64
Siti Rahmawati	65	59
Wahyudin Nur Alamsyah	76	78
Eva septiyani	75	80
Velia zahra	82	68
Nita	73	80
Arman kurniya	76	70
Devika putri Ramadhani	74	70
M.abdul azis	67	77
SONI RIANSAH	72	72
Dian Ganteng	56	49
Rasti Julianti	92	92
Nuraeni	64	64
Mesa	89	49
Apriansyah	94	65
Sendi meriliani	91	97
Aulia mutiara	75	60
Laila Sari	80	79
Enih Amanda Sari	56	59
irma nur Aulia	76	68
TJ.Hambali	66	77
Nia Ramadhani	76	77
Kijang	67	50
Radit Yuansah	62	69
Putri	67	70
Rika Puspita sari	84	77
Siti nasiroh	70	69
Yuyun rosita	72	66
Anjas Andrean	80	53
M.Haidar.r	53	38
Atih sulistia	76	70
Muhammad syahrul anam	67	69

KARMILA	73	81
M. ZAENAL ABIDiN	65	57
Kani prihatini	47	60
Dipa wijaya	84	55
Cicih kartika	56	59
Sartika sari	54	55
sepya sahrin	64	54
Siti Maesaroh	63	53

Appendix 2

Pre- and Post-test Questionnaires Data of Male Students of SMPN 1 and SMPN 2 Bojongmangu

Name	Pre-test	Post-test
M Guntur	72	72
ADITIA	76	77
FIRMAN CHAERUL ROSYIDIN	69	51
ASEP SAEPUDIN	66	41
Bayu Putra Priyadi	69	73
Muhamad aziz	32	37
Adam	72	41
Ramdani maulana wahyudi	73	74
Deni	80	76
Muhamad maryana	73	65
Jerry Apriansyah	69	59
ARIL HERDIANSYAH	70	64
Muhammad Ardiansyah	63	60
Miko Kasa	76	66
Ahmad Ripai	64	64
Wahyudin Nur Alamsyah	76	78
Arman kurniya	76	70
M.abdul azis	67	77
SONI RIANSAH	72	72
Dian Ganteng	56	49
Apriansyah	94	65
TJ.Hambali	66	77
Kijang	67	50
Radit Yuansah	62	69
Anjas Andrean	80	53
M.Haidar.r	53	38
Muhammad syahrul anam	67	69
M. ZAENAL ABIDiN	65	57

| Dipa wijaya | 84 | 55 |

Appendix 3

Pre- and Post-test Questionnaires Data of Female Students of SMPN 1 and SMPN 2 Bojongmangu

Name	Pre-test	Post-test
Nabila Sri Utami	60	36
Ristyana oktaviansyah	55	70
Dela Apriani	61	66
FEBI MAULIDA	72	62
Dita julianti	61	59
RINI MARTHANIA	70	69
Sarah anjani	68	73
Dini haryani	70	70
Yulia armadani	76	75
Nina karmila	70	71
Gita yulianti	75	56
Emay umaya	81	69
Desi Susanti	59	50
Siti patonah	60	45
Fitri virgiana	51	52
Siti rohayati	52	72
Putri Yanda Ramadan	74	85
Siti Rahmawati	65	59
Eva septiyani	75	80
Velia zahra	82	68
Nita	73	80
Devika putri Ramadhani	74	70
Rasti Julianti	92	92
Nuraeni	64	64
Mesa	89	49
Sendi meriliani	91	97
Aulia mutiara	75	60
Laila Sari	80	79

Enih Amanda Sari	56	59
irma nur Aulia	76	68
Nia Ramadhani	76	77
Putri	67	70
Rika Puspita sari	84	77
Siti nasiroh	70	69
Yuyun rosita	72	66
Atih sulistia	76	70
KARMILA	73	81
Kani prihatini	47	60
Cicih kartika	56	59
Sartika sari	54	55
sepya sahrin	64	54
Siti Maesaroh	63	53

Appendix 4

Results of Data Processing of the Entire Sample of Students from SMPN 1
Bojongmangu and SMPN 2 Bojongmangu

Descriptives

			Statistic	Std. Error
Pretes Kecemasan	Mean		69.27	1.279
	95% Confidence Interval for Mean	Lower Bound	66.72	
		Upper Bound	71.82	
	5% Trimmed Mean		69.38	
	Median		70.00	
	Variance		116.085	
	Std. Deviation		10.774	
	Minimum		32	
	Maximum		94	
	Range		62	
	Interquartile Range		13	
	Skewness		-.412	.285
	Kurtosis		1.366	.563
Postes Kecemasan	Mean		64.72	1.492
	95% Confidence Interval for Mean	Lower Bound	61.74	
		Upper Bound	67.69	
	5% Trimmed Mean		64.83	
	Median		66.00	
	Variance		157.948	
	Std. Deviation		12.568	
	Minimum		36	
	Maximum		97	
	Range		61	
	Interquartile Range		17	
	Skewness		-.225	.285
	Kurtosis		.088	.563

Appendix 5

Result of Anxiety Pre-test Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	1.4	1.4	1.4
	47	1	1.4	1.4	2.8
	51	1	1.4	1.4	4.2
	52	1	1.4	1.4	5.6
	53	1	1.4	1.4	7.0
	54	1	1.4	1.4	8.5
	55	1	1.4	1.4	9.9
	56	3	4.2	4.2	14.1
	59	1	1.4	1.4	15.5
	60	2	2.8	2.8	18.3
	61	2	2.8	2.8	21.1
	62	1	1.4	1.4	22.5
	63	2	2.8	2.8	25.4
	64	3	4.2	4.2	29.6
	65	2	2.8	2.8	32.4
	66	2	2.8	2.8	35.2
	67	4	5.6	5.6	40.8
	68	1	1.4	1.4	42.3
	69	3	4.2	4.2	46.5
	70	5	7.0	7.0	53.5
	72	5	7.0	7.0	60.6
	73	4	5.6	5.6	66.2
	74	2	2.8	2.8	69.0
	75	3	4.2	4.2	73.2
	76	8	11.3	11.3	84.5
	80	3	4.2	4.2	88.7
	81	1	1.4	1.4	90.1
	82	1	1.4	1.4	91.5
	84	2	2.8	2.8	94.4
	89	1	1.4	1.4	95.8
	91	1	1.4	1.4	97.2
	92	1	1.4	1.4	98.6
	94	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Appendix 5
Result of Anxiety Post-test Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	1.4	1.4	1.4
	37	1	1.4	1.4	2.8
	38	1	1.4	1.4	4.2
	41	2	2.8	2.8	7.0
	45	1	1.4	1.4	8.5
	49	2	2.8	2.8	11.3
	50	2	2.8	2.8	14.1
	51	1	1.4	1.4	15.5
	52	1	1.4	1.4	16.9
	53	2	2.8	2.8	19.7
	54	1	1.4	1.4	21.1
	55	2	2.8	2.8	23.9
	56	1	1.4	1.4	25.4
	57	1	1.4	1.4	26.8
	59	5	7.0	7.0	33.8
	60	3	4.2	4.2	38.0
	62	1	1.4	1.4	39.4
	64	3	4.2	4.2	43.7
	65	2	2.8	2.8	46.5
	66	3	4.2	4.2	50.7
	68	2	2.8	2.8	53.5
	69	5	7.0	7.0	60.6
	70	6	8.5	8.5	69.0
	71	1	1.4	1.4	70.4
	72	3	4.2	4.2	74.6
	73	2	2.8	2.8	77.5
	74	1	1.4	1.4	78.9
	75	1	1.4	1.4	80.3
	76	1	1.4	1.4	81.7
	77	5	7.0	7.0	88.7
	78	1	1.4	1.4	90.1
	79	1	1.4	1.4	91.5
	80	2	2.8	2.8	94.4
	81	1	1.4	1.4	95.8
	85	1	1.4	1.4	97.2
	92	1	1.4	1.4	98.6
	97	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretes Kecemasan	.111	71	.030	.975	71	.164
Postes Kecemasan	.098	71	.087	.980	71	.314

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretes Kecemasan - Postes Kecemasan	4.549	11.516	1.367	1.823	7.275	3.329	70	<.001	.001

Sumber : Olah data oleh penulis, IBM SPSS Statistics

Appendix 7

Results of Data Processing of Male Students' Samples from SMPN 1 Bojongmangu and SMPN 2 Bojongmangu"

Descriptives

			Statistic	Std. Error
Pretes Kecemasan	Mean		69.28	2.015
	95% Confidence Interval for Mean	Lower Bound	65.15	
		Upper Bound	73.40	
	5% Trimmed Mean		69.78	
	Median		69.00	
	Variance		117.707	
	Std. Deviation		10.849	
	Minimum		32	
	Maximum		94	
	Range		62	
	Interquartile Range		11	
	Skewness		-1.119	.434
	Kurtosis		4.616	.845
Postes Kecemasan	Mean		62.03	2.349
	95% Confidence Interval for Mean	Lower Bound	57.22	
		Upper Bound	66.85	
	5% Trimmed Mean		62.54	
	Median		65.00	
	Variance		160.034	
	Std. Deviation		12.650	
	Minimum		37	
	Maximum		78	
	Range		41	
	Interquartile Range		21	
	Skewness		-.598	.434
	Kurtosis		-.741	.845

Anxiety Pre-test Questionnaire

Pretes Kecemasan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3.4	3.4	3.4
	53	1	3.4	3.4	6.9
	56	1	3.4	3.4	10.3
	62	1	3.4	3.4	13.8
	63	1	3.4	3.4	17.2
	64	1	3.4	3.4	20.7
	65	1	3.4	3.4	24.1
	66	2	6.9	6.9	31.0
	67	3	10.3	10.3	41.4
	69	3	10.3	10.3	51.7
	70	1	3.4	3.4	55.2
	72	3	10.3	10.3	65.5
	73	2	6.9	6.9	72.4
	76	4	13.8	13.8	86.2
	80	2	6.9	6.9	93.1
	84	1	3.4	3.4	96.6
	94	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Anxiety Post-test Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.4	3.4	3.4
	38	1	3.4	3.4	6.9
	41	2	6.9	6.9	13.8
	49	1	3.4	3.4	17.2
	50	1	3.4	3.4	20.7
	51	1	3.4	3.4	24.1
	53	1	3.4	3.4	27.6
	55	1	3.4	3.4	31.0
	57	1	3.4	3.4	34.5
	59	1	3.4	3.4	37.9
	60	1	3.4	3.4	41.4
	64	2	6.9	6.9	48.3
	65	2	6.9	6.9	55.2
	66	1	3.4	3.4	58.6
	69	2	6.9	6.9	65.5
	70	1	3.4	3.4	69.0
	72	2	6.9	6.9	75.9
	73	1	3.4	3.4	79.3
	74	1	3.4	3.4	82.8
	76	1	3.4	3.4	86.2
	77	3	10.3	10.3	96.6
	78	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretes Kecemasan	.148	29	.106	.900	29	.010
Postes Kecemasan	.148	29	.105	.921	29	.032

a. Lilliefors Significance Correction

Test Statistics[a]

	Postes Kecemasan - Pretes Kecemasan
Z	-2.681[b]
Asymp. Sig. (2-tailed)	.007

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Descriptives

			Statistic	Std. Error
Pretes Kecemasan	Mean		69.26	1.675
	95% Confidence Interval for Mean	Lower Bound	65.88	
		Upper Bound	72.64	
	5% Trimmed Mean		69.15	
	Median		70.00	
	Variance		117.808	
	Std. Deviation		10.854	
	Minimum		47	
	Maximum		92	
	Range		45	
	Interquartile Range		15	
	Skewness		.044	.365
	Kurtosis		-.379	.717
Postes Kecemasan	Mean		66.57	1.901
	95% Confidence Interval for Mean	Lower Bound	62.73	
		Upper Bound	70.41	
	5% Trimmed Mean		66.47	
	Median		68.50	
	Variance		151.763	
	Std. Deviation		12.319	
	Minimum		36	
	Maximum		97	
	Range		61	
	Interquartile Range		15	
	Skewness		.041	.365
	Kurtosis		.406	.717

Pretes Kecemasan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	2.4	2.4	2.4
	51	1	2.4	2.4	4.8
	52	1	2.4	2.4	7.1
	54	1	2.4	2.4	9.5
	55	1	2.4	2.4	11.9
	56	2	4.8	4.8	16.7
	59	1	2.4	2.4	19.0
	60	2	4.8	4.8	23.8
	61	2	4.8	4.8	28.6
	63	1	2.4	2.4	31.0
	64	2	4.8	4.8	35.7
	65	1	2.4	2.4	38.1
	67	1	2.4	2.4	40.5
	68	1	2.4	2.4	42.9
	70	4	9.5	9.5	52.4
	72	2	4.8	4.8	57.1
	73	2	4.8	4.8	61.9
	74	2	4.8	4.8	66.7
	75	3	7.1	7.1	73.8
	76	4	9.5	9.5	83.3
	80	1	2.4	2.4	85.7
	81	1	2.4	2.4	88.1
	82	1	2.4	2.4	90.5
	84	1	2.4	2.4	92.9
	89	1	2.4	2.4	95.2
	91	1	2.4	2.4	97.6
	92	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Postes Kecemasan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2.4	2.4	2.4
	45	1	2.4	2.4	4.8
	49	1	2.4	2.4	7.1
	50	1	2.4	2.4	9.5
	52	1	2.4	2.4	11.9
	53	1	2.4	2.4	14.3
	54	1	2.4	2.4	16.7
	55	1	2.4	2.4	19.0
	56	1	2.4	2.4	21.4
	59	4	9.5	9.5	31.0
	60	2	4.8	4.8	35.7
	62	1	2.4	2.4	38.1
	64	1	2.4	2.4	40.5
	66	2	4.8	4.8	45.2
	68	2	4.8	4.8	50.0
	69	3	7.1	7.1	57.1
	70	5	11.9	11.9	69.0
	71	1	2.4	2.4	71.4
	72	1	2.4	2.4	73.8
	73	1	2.4	2.4	76.2
	75	1	2.4	2.4	78.6
	77	2	4.8	4.8	83.3
	79	1	2.4	2.4	85.7
	80	2	4.8	4.8	90.5
	81	1	2.4	2.4	92.9
	85	1	2.4	2.4	95.2
	92	1	2.4	2.4	97.6
	97	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretes Kecemasan	.101	42	.200[*]	.980	42	.681
Postes Kecemasan	.094	42	.200[*]	.988	42	.930

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretes Kecemasan - Postes Kecemasan	2.690	10.841	1.673	-.688	6.069	1.608	41	.058	.115

Sumber : Olah data oleh penulis, IBM SPSS Statistics

Appendix 9

Interview Translation

The interview was conducted after the students completed the post-learning questionnaire and focus group discussions.

Pewawancara memulai dengan menyapa siswa.

Pertanyaan 1

Bagaimana perasaan kamu setelah menyelesaikan tugas?

"Senang."

"Alhamdulillah, lega."

"Seru."

Apa yang kalian rasakan dalam pelajaran menulis bahasa Inggris sebelum belajar menggunakan digital storytelling?

"Biasa aja, sih."

"Ya, begitu saja."

"Ya gitu, suka bingung."

"Kadang suka males."

"Ngga terlalu menyenangkan."

"Lumayan senang"

Menurut kalian, apa perbedaan yang kalian rasakan setelah belajar dengan menggunakan digital storytelling?

"Saya bisa menulis cerita tentang apa yang saya suka lakukan."

"Ini membantu saya mengekspresikan perasaan saya."

"Saya mudah menemukan apa yang harus ditulis."

"Gambar membantu saya memahami dan mengingat kata-kata."

"Saya merasa senang setiap kali belajar Bahasa Inggris sekarang."

"Keren."

"Saya merasa senang."

Pada bagian apa kegiatan ini kalian rasa membantu kalian dalam belajar menulis?

2. Digital storytelling membantu mengurangi kesalahan.

"Saya senang membuat video, jadi senang aja belajarnya."

"Waktu menulis, karena sering menulis jadi ingat kalau ada huruf yang "double", gitu."

"Kalau ketik naskah di computer sekolah itu kelihatan kalau ada tulisan yang salah."

"Jadi *ketauan* kalau ada yang salah."

"Orang akan *nonton* video ini, jadi tulisannya harus benar."

"Jadi saling ngingetin untuk *nulis* dengan hati-hati."

Apakah ada hal lain yang kalian rasakan?

"Karena awalnya pakai gambar, jadi saya tinggal lihat gambarnya."

"Iya, jadi bisa bayangin ceritanya."

"Saya bisa membayangkan lebih jelas."

"Cerita saya jadi lebih bagus."

"Saya bisa kasih gambar di cerita saya."

"Waktu lihat cerita teman itu jadi punya ide, oh harus begini, harus begini…"

"Waktu saya cerita temen yang beda dari saya, jadi saya bisa mengumpulkan lebih banyak ide."

Ada perubahankah dalam hasil tulisan?

"Kalimat saya menulis jadi lebih panjang."

"Saya bisa memasukkan kata-kata baru."

"Saya menemukan kata-kata baru dari kamus internet."

"Kalau susah, saya tanya mbah google."

"Saya jadi paham arti kata."

Here is the translation into English:

The interviewer started by greeting the students.

Question 1: How do you feel after completing the task?

"Happy."

"Thank God, relieved."

"Exciting."

What did you feel about learning English writing before using digital storytelling?

"Just average."

"Yeah, like that."

"Well, sometimes confused."

"Sometimes lazy."

"Not very enjoyable."

"Quite happy."

According to you, what differences do you feel after learning using digital storytelling?

"I can write stories about things I enjoy doing."

"It helps me express my feelings."

"I easily find what needs to be written."

"The pictures help me understand and remember words."

"I feel happy every time I learn English now."

"Cool."

"I feel happy."

In what part of this activity do you feel it helps you in learning to write?

2. Digital storytelling helps reduce mistakes.

"I enjoy making videos, so I enjoy learning."

"When writing, because I write a lot, I remember if there are double letters."

"When typing a script on the school computer, it's noticeable if there's a mistake."

"So it's known if something is wrong."

"People will watch this video, so the writing must be correct."

"So we remind each other to write carefully."

Is there anything else you feel?

"Because I started with pictures, I just look at the pictures."

"Yes, so I can imagine the story."

"I can imagine more clearly."

"My story becomes better."

"I can add pictures to my story."

"When I see a friend's story, I get ideas like, oh it should be like this, like this..."

"When I hear a story from a friend who is different from me, I can gather more ideas."

Has there been any change in your writing results?

"My sentences are now longer."

"I can include new words."

"I find new words from the internet dictionary."

"If it's difficult, I ask Google."

"Now I understand the meaning of words."

Kuesioner

Mohon menjawab pertanyaan berikut dengan lengkap dan jelas. Nama dan

identitas akan dirahasiakan.

Bacalah
pernyataan-pernyataan berikut dan beri tanda (√) pada kolom yang paling menggambarkan tingkat persetujuan Anda terhadap setiap pernyataan.

Mohon menjawab
pertanyaan dengan menggunakan skala:

- STS: Sangat Tidak
Setuju

- TS: Tidak Setuju

- R: Ragu-ragu

- S: Setuju

- SS: Sangat Setuju

* Indicates required question

1. Nama Lengkap *

_____

2.   Kelas *

_____

3.   Nama Sekolah *

_____

4.   Saat menulis karangan/cerita Bahasa Inggris saya tidak gugup sama sekali. *

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

5.   Saya merasakan jantung saya berdebar kencang ketika saya harus menulis   *
karangan/cerita Bahasa Inggris dalam keterbatasan waktu.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

6. Saat menulis karangan/cerita Bahasa Inggris, saya merasa khawatir dan gelisah *
   jika mengetahui karangan/cerita tersebut akan dievaluasi/dinilai.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

7. *

Saya sering memilih menuliskan pikiran saya menggunakan Bahasa Inggris.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Netral

◯ Setuju

◯ Sangat Setuju

8. *

Biasanya saya berusaha sebisa mungkin menghindari menulis karangan/cerita
Bahasa Inggris.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

9.   Pikiran seringkali kosong ketika saya mulai mengerjakan karangan/cerita Bahasa   *
      Inggris.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Netral

( ) Setuju

( ) Sangat Setuju

10.   Saya tidak khawatir karangan/cerita Bahasa Inggris saya lebih jelek dari yang   *
      lain.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Netral

( ) Setuju

( ) Sangat Setuju

11.   Saya gemetar atau berkeringat ketika menulis karangan/tulisan Bahasa Inggris   *
      dibatasi waktu.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Netral

( ) Setuju

( ) Sangat Setuju

12.   *

Jika tulisan/karangan Bahasa Inggris saya dinilai, saya akan khawatir mendapat
nilai yang sangat buruk.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Netral

◯ Setuju

◯ Sangat Setuju

13.   Saya berusaha sedapat mungkin menghindari situasi di mana saya harus   *
       menulis dalam Bahasa Inggris.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Netral

◯ Setuju

◯ Sangat Setuju

14.   *

Pikiran saya campur aduk ketika saya menulis karangan/cerita Bahasa Inggris
karena keterbatasan waktu.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

15.   *

Kecuali kalau saya tidak punya pilihan, saya tidak akan menggunakan Bahasa
Inggris untuk menulis.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

16.   Saya sering merasa panik ketika menulis karangan/cerita Bahasa Inggris karena   *
       keterbatasan waktu.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

17.   *

       Saya takut siswa lain akan mencemooh karangan/cerita Bahasa Inggris saya jika
       mereka membacanya.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

18.   *

Saya terdiam sampai tidak bisa bergerak ketika tiba-tiba diminta untuk menulis karangan/cerita Bahasa Inggris.

Mark only one oval.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Ragu-ragu

○ Setuju

○ Sangat Setuju

19.   Saya sebisa mungkin minta izin pergi keluar kelas kalau diminta/disuruh menulis *
        karangan/cerita Bahasa Inggris.

Mark only one oval.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Ragu-ragu

○ Setuju

○ Sangat Setuju

20.   *

Saya sama sekali tidak khawatir dengan pendapat orang lain tentang karangan/cerita Bahasa Inggris saya.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Ragu-ragu

( ) Setuju

( ) Sangat Setuju

21.   *

Saya biasanya mencari kesempatan supaya bisa menulis karangan/cerita Bahasa Inggris di luar kelas.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Ragu-ragu

( ) Setuju

( ) Sangat Setuju

22.   *

Saya biasanya merasa seluruh badan saya kaku dan tegang kalau saya menulis karangan/cerita Bahasa Inggris.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

23.   *

Saya takut karangan/cerita Bahasa Inggris saya dipilih sebagai sampel untuk didiskusikan di kelas.

Mark only one oval.

◯ Sangat Tidak Setuju

◯ Tidak Setuju

◯ Ragu-ragu

◯ Setuju

◯ Sangat Setuju

24. Saya sama sekali tidak takut karangan/cerita Bahasa Inggris saya diberi nilai   *
     sangat rendah.

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Ragu-ragu

( ) Setuju

( ) Sangat Setuju

25. Jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis   *
     karangan/cerita

Mark only one oval.

( ) Sangat Tidak Setuju

( ) Tidak Setuju

( ) Ragu-ragu

( ) Setuju

( ) Sangat Setuju

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Modul Ajar Bahasa Inggris Fase D Kelas VII
(Kurikulum Merdeka)

No.	Komponen	Deskripsi / Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama	Sitti Aisyah Ratna Furi, S.Pd.
	Nama Institusi	SMP Negeri 1 Bojongmangu
	Tahun Penyusunan	2024
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	4 Jam Pelajaran (JP) = 4 x 40 menit = 160 menit (2 kali pertemuan)
2.	**Capaian Pembelajaran Fase D**	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teksasli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Merekamemahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.
	Elemen/Domain CP	**Elemen Menulis – Mempresentasikan** *At the end of Phase D, students are able to communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative andpersuasivetexts in simple and compound sentences to structure arguments and to explainor justify a position. They are able to include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spel new words are based on known English letter sound relationships and they use punctuation and capitalization with consistency l*

	Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasiformal dan informal.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Mengetahui *number* dan cara menyebutkan *time*.
3.	**Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)**	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	Pertemuan 1 1. Peserta didik dapat **menuliskan (C1)** beberapa kosa kata terkait kegiatansehari-hari. 2. Peserta didik dapat **mengkategorikan (C2)** kegiatan-kegiatan yang biasamereka lakukan dan tidak mereka lakukan. 3. Peserta didik dapat **melengkapi (C3)** kalimat rumpang
	Cara Melakukan Asesmen	Tertulis
	Produk	Teks yang berisi kegiatan sehari-hari peserta didik.
4.	**Profil Pelajar Pancasila**	
	Profil Pelajar Pancasila yangberkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri
5.	**Sarana dan Prasarana**	
	Fasilitas	1. LCD *Projector* 2. Laptop 3. Jaringan internet
6.	**Peserta Didik**	
	Kategori Peserta Didik	Peserta didik reguler
	Jumlah Peserta Didik	36 peserta didik
7.	**Model dan Metode Pembelajaran**	

Model Pembelajaran	- Tatap muka - Model pembelajaran pertemuan pertama: ***Project Based Learning*** **(PjBL)** Project Based Learning (PjBL); Sintak 1 : Sintak 2 : SIntak 3 Sintak 4 : Menyelesaikan proyek dengan fasilitas dan monitoring guru Sintak 5 : Presentasi hasil proyek Sintak 6 : Evaluasi proses dan hasil proyek a) Penentuan proyek b) Perancangan langkah-langkah penyelesaian proyek

		c) Penyusunan jadwal pelaksanaan dan penyelesaian proyek d) Menyelesaikan proyek dengan fasilitas dan monitoring guru e) Presentasi hasil proyek f) Evaluasi proses dan hasil proyek
	Metode Pembelajaran	Diskusi berkelompok
8.	**Asesmen**	
	Cara Penilaian	Rubrik asesmen individu (terlampir)
	Jenis Asesmen	Formatif dalam bentuk tertulis (*descriptive text*)
9.	**Materi Ajar, Alat, dan Bahan**	
	Materi Ajar	a) *Vocabulary related to daily activities* b) Teks berisi *daily activities* Julie dan Sophie (semua materi terlampir)
	Alat dan Bahan	1. Lembar Kerja Peserta Didik (LKPD) 2. Lembar Refleksi
	Media Pembelajaran	PPT
10.	**Urutan Kegiatan Pembelajaran**	
	Pertemuan 1	**Kegiatan Pendahuluan (10 menit)** 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif: ✓ Apa yang sedang ananda rasakan saat ini? ✓ Bagaimana aktivitas kegiatan belajar ananda selama seminggu terakhir? ✓ Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. **Kegiatan Inti (60 menit)** a) a p e r s e p s i

		1. Peserta didik mengamati gambar yang disajikan oleh guru yang ditayangkan melalui presentasi.
		2. Peserta didik bersama guru melakukan tanya jawab terkait gambar. Pertanyaan yang digunakan seperti
		"*What time do you usually wake up*?"
		
		"*What is the first thing you do after waking up*?"
		
		b) Mengorganisasikan peserta didik untuk belajar
		    Peserta didik dibagi ke dalam beberapa kelompok belajarheterogen (1 kelompok terdiri dari 4-5 siswa).
		
		c) Membimbing kegiatan individu atau kelompok
		    Peserta didik dalam kelompok dipandu guru **menuliskan (C1)** beberapa kosa kata
		d) Mengembangkan dan menyajikan hasil karya
		    Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil LKPD 3 mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan guru. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.

		Kegiatan Penutup (10 menit)
		1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini.
		2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya.
		3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan.
		4. Peserta didik berdoa untuk mengakhiri pembelajaran.
12.	**Refleksi**	
	Refleksi Guru	a) Apa saja tiga hal yang saya lakukan sebelum mengajar peserta didikmenggunakan model *project based learning*?
		b) Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran *dailyactivities* hari ini?
		c) Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?
		d) Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?
	Refleksi Siswa	a) Saya merasa senang saat disajikan gambar dan video ketika pembelajaranmateri *daily activities* dimulai.
		b) Saya lebih mudah memahami materi *daily activities* dengan penggunaan video.
		c) Saya mudah memahami materi *daily activities* dengan berdiskusi bersamateman kelompok.
		d) Saya merasa pembelajaran Bahasa Inggris materi *daily activities* hari ini menyenangkan.
13.	**Daftar Pustaka**	• Damayanti, E.L., et al. (2022). *English for Nusantara untuk SMP/MTsKelas VII.*
		• Putcha, H. & Stranks, J. (2021). *English in Mind Second Edition.*
14.	**Bahan Bacaan**	
	Bahan Bacaan Siswa	*Vocabulary list*
	Bahan Bacaan Guru	• Damayanti, E.L., et al. (2022). *English for Nusantara untuk SMP/MTsKelas VII.* (Buku Guru)
	Catatan Pertemuan Pertama:	
	Pertemuan Kedua Penentuan Proyek	**Kegiatan Pendahuluan (10 menit)**
		1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		3. Peserta didik dicek kehadirannya oleh guru.
		4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek

		diagnosisnon-kognitif:
		    a. Apa yang sedang ananda rasakan saat ini?
		    b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
		    c. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.

		Kegiatan Inti (60 menit)
		a) A p e r s e p s i
		    Guru menayangkan kembali contoh video berkaitan topik kegiatan sehari-hari.
		    Guru menjelaskan langkah dan petunjuk kegiatan
		b) Mengorganisasikan peserta didik untuk belajar
		    Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa).
		
		c) Membimbing kegiatan individu atau kelompok
		    Peserta didik dalam kelompok berdiskusi mengenai tema atau kegiatan yang akan menjadi projek bersama dan menuliskan dalam rancangan sederhana, menentukan waktu dan hal lain yang dibutuhkan.
		d) Mengembangkan dan menyajikan hasil karya
		    Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil LKPD 3 mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
Refleksi		
Refleksi Guru		a) Apa saja tiga hal yang saya lakukan sebelum mengajar peserta didikmenggunakan model *project based learning*? b) Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran *dailyactivities* hari ini? c) Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini? d) Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?
Refleksi Siswa		a) Saya merasa senang saat disajikan gambar dan video ketika pembelajaranmateri *daily activities* dimulai. b) Saya lebih mudah memahami materi *daily activities* dengan penggunaan video. c) Saya mudah memahami materi *daily activities* dengan berdiskusi

		bersamateman kelompok. d) Saya merasa pembelajaran Bahasa Inggris materi *daily activities* hari ini menyenangkan.

	Pertemuan Ketiga
	Perancangan langkah-langkah penyelesaian proyek
		Kegiatan Pendahuluan (10 menit)
		1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		3. Peserta didik dicek kehadirannya oleh guru.
		4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif:
		    a. Apa yang sedang ananda rasakan saat ini?
		    b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
		5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.

		Kegiatan Inti (60 menit)
		a) A p e r s e p s i
		   Guru menayangkan kembali contoh video berkaitan topik kegiatan sehari-hari.
		   Guru menjelaskan langkah dan petunjuk kegiatan
		b) Mengorganisasikan peserta didik untuk belajar
		    Peserta didik dibagi ke dalam beberapa kelompok belajar heterogen (1 kelompok terdiri dari 4-5 siswa).
		
		c) Membimbing kegiatan individu atau kelompok
		   Peserta didik dalam kelompok berdiskusi mengenai tema atau kegiatan yang akan menjadi projek bersama dan menuliskan dalam rancangan sederhana, menentukan waktu dan hal lain yang dibutuhkan.
		d) Mengembangkan dan menyajikan hasil karya
		    Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil diskusi mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran
	Refleksi	

Refleksi Guru	a. Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran *dailyactivities* hari ini? **b.** Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini? **c.** Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?	
Refleksi Siswa	a. Saya merasa senang saat ketika pembelajaranmateri *daily activities* dimulai. b. Saya lebih mudah memahami materi *daily activities*. c. Saya mudah memahami materi *daily activities* dengan berdiskusi bersamateman kelompok. d. Saya merasa pembelajaran Bahasa Inggris materi *daily activities* hari ini menyenangkan.	

Pertemuan keempat Penyusunan jadwal pelaksanaan dan penyelesaian proyek	**Kegiatan Pendahuluan (10 menit)**
	 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
	 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
	 3. Peserta didik dicek kehadirannya oleh guru.
	 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif:
	     a. Apa yang sedang ananda rasakan saat ini?
	     b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
	 5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini	

		Kegiatan Inti (60 menit)
		 a) A p e r s e p s i
		     Guru membimbing melanjutkan langkah dan petunjuk kegiatan
		 b) Membimbing kegiatan dalam kelompok
		     Peserta didik dalam kelompok berdiskusi menyusun naskah dan hal-hal lain yang dibutuhkan,
		 c) Mengembangkan dan menyajikan hasil karya
		     Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil diskusi mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. **3.** Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan. **4.** Peserta didik berdoa untuk mengakhiri pembelajaran

	Refleksi	
	Refleksi Guru	a. Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran hari ini? b. Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini? c. Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?
	Refleksi Siswa	a. Saya merasa senang saat ketika pembelajaranmateri dimulai. b. Saya lebih mudah memahami materi *daily activities*. c. Saya mudah memahami materi *daily activities* dengan berdiskusi bersamateman kelompok. d. Saya merasa pembelajaran Bahasa Inggris materi *daily activities* hari ini menyenangkan.

	Pertemuan kelima dan keenam Menyelesaikan proyek dengan fasilitas dan monitoring guru	<u>**Kegiatan Pendahuluan (10 menit)**</u>
		1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		3. Peserta didik dicek kehadirannya oleh guru.
		4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif:
		    a. Apa yang sedang ananda rasakan saat ini?
		    b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
		5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini

		<u>**Kegiatan Inti (60 menit)**</u>
		a) A p e r s e p s i
		    Guru membimbing melanjutkan langkah dan petunjuk kegiatan
		b) Membimbing kegiatan dalam kelompok
		    Peserta didik dalam kelompok berdiskusi menyusun naskah dan hal-hal lain yang dibutuhkan,
		c) Mengembangkan dan menyajikan hasil karya
		    Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil diskusi mereka.

		<u>**Kegiatan Penutup (10 menit)**</u> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. **3.** Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan.

		4. Peserta didik berdoa untuk mengakhiri pembelajaran
	Refleksi	
	Refleksi Guru	a. Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran hari ini? b. Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini? c. Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?
	Refleksi Siswa	a. Saya merasa senang saat ketika pembelajaranmateri dimulai. b. Saya lebih mudah memahami materi. c. Saya mudah memahami materi dengan berdiskusi bersamateman kelompok. d. Saya merasa pembelajaran Bahasa Inggris materi hari ini menyenangkan.

	Pertemuan ketujuh Presentasi hasil proyek	**Kegiatan Pendahuluan (10 menit)**
		1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		3. Peserta didik dicek kehadirannya oleh guru.
		4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif:
		    a. Apa yang sedang ananda rasakan saat ini?
		    b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
		5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini

		Kegiatan Inti (60 menit)
		a) A p e r s e p s i
		   Guru membimbing melanjutkan langkah dan petunjuk kegiatan
		b) Membimbing kegiatan dalam kelompok
		   Peserta didik dalam kelompok berdiskusi menyusun naskah dan hal-hal lain yang dibutuhkan,
		c) Mengembangkan dan menyajikan hasil karya
		   Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil diskusi mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. **3.** Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.

	Refleksi	
	Refleksi Guru	a. Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran hari ini? b. Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini? c. Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini?
	Refleksi Siswa	a. Saya merasa senang saat ketika pembelajaranmateri dimulai. b. Saya lebih mudah memahami materi. c. Saya mudah memahami materi dengan berdiskusi bersamateman kelompok. d. Saya merasa pembelajaran Bahasa Inggris materi hari ini menyenangkan.

	Pertemuan kedelapan Evaluasi proses dan hasil proyek	**Kegiatan Pendahuluan (10 menit)**
		1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
		2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
		3. Peserta didik dicek kehadirannya oleh guru.
		4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosisnon-kognitif:
		    a. Apa yang sedang ananda rasakan saat ini?
		    b. Apakah ananda sudah siap mengikuti pembelajaran hari ini?
		5. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini.

		Kegiatan Inti (60 menit)
		a) A p e r s e p s i
		   Guru membimbing melanjutkan langkah dan petunjuk kegiatan
		b) Membimbing kegiatan dalam kelompok
		   Peserta didik dalam kelompok berdiskusi menyusun naskah dan hal-hal lain yang dibutuhkan,
		c) Mengembangkan dan menyajikan hasil karya
		    Perwakilan tiap kelompok maju ke depan kelas untukmembacakan hasil diskusi mereka.

		Kegiatan Penutup (10 menit) 1. Peserta didik dipandu guru mengambil kesimpulan terkait materipembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuanberikutnya. **3.** Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yangdisediakan. Peserta didik berdoa untuk mengakhiri pembelajaran.

| | | a. Apa saja tiga buah kesulitan yang ditemukan dalam pembelajaran hari ini?
b. Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?
c. Apa dua hal yang akan dilakukan di masa depan setelah melakukanpembelajaran hari ini? |
| | | a. Saya merasa senang saat ketika pembelajaranmateri dimulai.
b. Saya lebih mudah memahami materi.
c. Saya mudah memahami materi dengan berdiskusi bersamateman kelompok.
d. Saya merasa pembelajaran Bahasa Inggris materi hari ini menyenangkan. |

Mengetahui,   Bekasi, 19 Februari 2024

Kepala SMPN 1 Bojongmangu   Guru Mata Pelajaran

Amin, S.Pd.

NIP. 196406031989112001   Sitti Aisyah Ratna Furi, S.Pd.

NIP. 198008062005012013

LAMPIRAN

1. Materi
   a. *Vocabulary related to daily activities*

sleep	go to school	play football
wake up	learn/study	do homework
take a bath/shower	Pray	clean the bedroom
get dressed	have breakfast	have lunch
make the bed	have dinner	watch TV

   b. *Pronoun*

I	You	It
He	She	
They	We	

   c. *Adverb of Frequency*

Usually	Often	Seldom	Never
Generally	Sometimes	Rarely	
Frequently	Occasionally	Hardly ever	

   d. *Simple Present Tense*
   - I always <u>wake up</u> at 6 AM.
     She always <u>wakes up</u> at 5 AM.
   - I <u>don't go</u> to school on Sunday.
     He <u>doesn't play</u> football on Monday.
   - <u>Do you</u> watch TV every day?
     <u>Do they</u> have dinner at 7 PM?

   e. Teks berisi *daily activities* Julie dan Sophie

   Julia's daily routine.

   Hello. I am Julia. I get up early, at 7. I get dressed in the bedroom – my favourite green sweater. I have breakfast in the kitchen, I like orange juice and a sandwich for breakfast. I brush my teeth in the bathroom. My teeth are white! I go to school at 8. At school I have lunch – rice and tomatoes and some chicken or fish. After school I go to the park and play with my friends – Kate and Mary. I have dinner at 7. I eat salad. I go to bed at 8.

   Adapted from: iSLCollective

No	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	dst							

Catatan khusus:

Sophie's Daily Routine

Sophie is eleven years old and she lives in Brighton, England.
She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy!
Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat
After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.
At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.

Adapted from: liveworksheets.com

2. Instrumen Penilaian

    Nama Sekolah   : SMPN 1 Bojongmangu
    Mata Pelajaran   : Bahasa Inggris
    Kelas/Semester   : VII/1
    Tahun Ajaran   : 2023/2024

a) Penilaian Sikap
    Teknik   : Observasi
    Instrumen   : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

    Kelas   :   Hari/Tanggal :
    Pertemuan Ke :
    Materi   :
    Petunjuk   : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didikdan nilai sikap sesuai dengan rubrik yang disediakan.
    Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan SatuanPendidikan Sekolah Menengah Pertama.

No	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata•kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu•ragu.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukan sikap jujur	5
	Sering menunjukan sikap jujur	4
	Jarang menunjukan sikap jujur	3
	Pernah menunjukan sikap jujur	2
	Tidak pernah menunjukan sikap jujur	1
Disiplin	Selalu menunjukan sikap disiplin	5
	Sering menunjukan sikap disiplin	4
	Jarang menunjukan sikap disiplin	3
	Pernah menunjukan sikap disiplin	2
	Tidak pernah menunjukan sikap disiplin	1
Tanggung jawab	Selalu menunjukan sikap tanggung jawab	5
	Sering menunjukan sikap tanggung jawab	4
	Jarang menunjukan sikap tanggung jawab	3
	Pernah menunjukan sikap tanggung jawab	2
	Tidak pernah menunjukan sikap tanggung jawab	1
Santun	Selalu menunjukan sikap santun	5
	Sering menunjukan sikap santun	4
	Jarang menunjukan sikap santun	3
	Pernah menunjukan sikap santun	2
	Tidak pernah menunjukan sikap santun	1
Percaya diri	Selalu menunjukan sikap percaya diri	5
	Sering menunjukan sikap percaya diri	4
	Jarang menunjukan sikap percaya diri	3
	Pernah menunjukan sikap percaya diri	2
	Tidak pernah menunjukan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4

Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b) Penilaian Pengetahuan

Kisi-kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Keterca paian Tujuan Pembelaj aran	Kisi-kisi soal	Soal	Ranah	No. Soal	Skor
Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.	Setelah menonton tayangan video, peserta didik dapat **menuliskan (C1)** 10 kosa kata terkait kegiatan sehari-hari dengan benar.	Diberikan tayangan video, peserta didikdapat **menuliskan (C1)** 10 kosa kata terkait kegiatan sehari-hari.	*Write down **verbs** you found from the video*.	**C1**	**1-10**	**10**

Pedoman penskoran:

Nilai = skor yang diperoleh X 10

         = 100

Kisi-kisi LKPD 2

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian	Kisi-kisi soal	Soal	Ranah	No. Soal	Skor
	Tujuan Pembelajaran					
Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.	Setelah menuliskosa kata terkait *daily activities*,peserta didik dapat **mengkategorikan (C2)** kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan denganbenar.	Peserta didik dapat **mengkategorikan (C2)** kegiatan-kegiatan yang biasa mereka lakukan dan tidak mereka lakukan .	*Categorize verbs you found from Activity 1 into 2 columns. Which activities you usually do and which activities you don't or never do.*	**C2**	**1-10**	**10**

Pedoman penskoran:
Nilai = skor yang diperoleh X 10
        = 100

Kisi-kisi LKPD 3

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal	Skor
Para peserta didik dapat memproduksi teks deskriptif tulis untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.	Diberikan dua buah teks, peserta didik dapat **membandingkan (C4)** struktur kalimat secara mandiri.	Diberikan dua buah teks, peserta didik dapat **membandingkan (C4)** struktur kalimat.	*Compare sentences you read from Julia and Sophie's daily routine.*	**C4**	**1-5**	**20**

c) Penilaian Keterampilan (*writing*)

Intrumen Penilaian Keterampilan

Name   : ………………………………

Class   : ………………………………

Test   : Writing

Topic   : Daily Activities

Content	Organization	Grammar	Vocabulary	Mechanics	Score

Rubrik penilaian ini diadaptasi dari Brown (2007)

Kriteria	Deskripsi	Skor
Content	• The topic is complete and clear and the details are relating to the topic.	20
	• The topic is complete and clear but the details are almost relating to the topic.	15
	• The topic is complete and clear but the details are not relating to the topic	10
	• The topic is not clear and the details are not relating to the Topic	5

Organization	• Text is complete and each paragraph is arranged with proper connectives.	20
	• Text is almost complete and each paragraph is arranged with almost proper connectives.	15
	• Text is not complete and each paragraph is arranged with few misuse of connectives.	10
	• Text is not complete and each paragraph is arranged with misuse of connectives.	5
Grammar	• Very few grammatical or agreement inaccuracies.	20
	• Few grammatical or agreement inaccuracies but not effect on meaning.	15
	• Limited range confusing words and word forms.	10
	• Very poor knowledge or words, word forms, and not understandable.	5
Vocabulary	• Effective choice of words and word forms.	20
	• Few grammatical or agreement inaccuracies but not effect on meaning.	15
	• Limited range confusing words and word forms.	10
	• Very poor knowledge or words, word forms, and not understandable.	5
Mechanics	• It uses correct spelling, punctuation, and capitalization.	20
	• It has occasional errors of spelling, punctuation and capitalization.	15
	• It has frequent errors of spelling, punctuation and capitalization.	10
	• It is dominated by errors spelling, punctuation and capitalization.	5

Student Worksheet 1

Day, Date

Group Members
- •
- •
- •
- •

Class

Activity 1
Write down verbs you found from the video!
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 2
Categorize verbs you found from Activity 1 into 2 columns. Which activities you usually do and which activities you don't or never do.

I usually do	I don't do

LKPD (Activity 1 and 2)

Kunci Jawaban 1
- Wake up
- Get up
- Have breakfast
- Brush my teeth
- Wash my face
- Get dressed
- Go to school
- Take classes
- Have lunch
- Play with friends
- Come home
- Do my homework
- Have dinner
- Take a shower
- Go to bed

Kunci Jawaban 2
Based on students' condition.

5. LKPD 3

   Group   :
   Members :
   Class   :
   Day, date :
   Compare sentences you read from Julia and Sophie's daily routine.

Julia's daily routine	Sophie's daily routine
•	•
•	•
•	•
•	•
•	•

Kunci Jawaban 4

Julia's daily routine	Sophie's daily routine
• I usually get up at 6 AM.	• She gets up at a quarter to eight.
• I have breakfast.	• She has breakfast.
• I brush my teeth.	• She brushes her teeth.
• I go to school.	• She goes to the bus stop.
• I go to bed.	• She goes to bed.

LKPD

a. Materi

<div style="border:1px solid black;">

JULIA'S DAILY ROUTINE

Hello, I am Juli. I wake up early at 7. I get dressed in the bedroom. My favorite dress is green sweater. I have breakfast in the kitchen. I buy orange juice and a sandwich for breakfast. I brush my teeth in the bathroom. My teeth are white. I go to school at 8. At school I eat lunch. After school I go to the park and play with my 6friend. I drink milk before sleeping. I sleep at 8

</div>

Vocabulary related to daily activities

Sophie's Daily Routine

Sophie is eleven years old and she lives in Brighton, England.
She usually gets up at a quarter to eight, she has a shower and gets dressed. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth because she likes them white and healthy!
Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. They usually eat rice, soup, salad and meat
After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.
At half past seven it is time for dinner. She eats a sandwich with strawberry juice. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth.

Julia's daily routine	Sophie's daily routine
•	•
•	•
•	•
•	•
•	•

ASSIGNMENT

get up	go to the bathroom	have breakfast
have boiled	finish	do my homework

1. I _____at 7.45 because my school only starts at 9.
2. I _____, I wash my face and brush my teeth.
3. I _____with my family at around 6.15.
4. We _____usually eggs, milk with toast, butter and jam.
5. After I _____school, I go straight home.
6. I _____at 3 PM

5. Lembar Refleksi Guru

Jurnal Refleksi Guru

Sekolah   : SMPN 7 Tambun Selatan

Mata Pelajaran   : Bahasa Inggris

Kelas   : ……….…….….

Hari, Tanggal   : ……….…….….

Berikut adalah jurnal refleksi guru yang akan diisi setelah melaksanakan pembelajaran di kelas.

No.	Pernyataan	Jawaban
1.	Hal yang saya lakukan sebelum mengajar peserta didik menggunakan model *project based learning.*	
2	Pembelajaran yang bisa diambil dari praktik pembelajaran hari ini	
3	Hal yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini	

LEMBAR REFLEKSI UNTUK PESERTA DIDIK

Nama   : ………………

Kelas   : ………………

Mata Pelajaran : Bahasa Inggris

Hari, Tanggal   : ………………

Berikan tanda centang (✓) pada kolom Ya/Tidak.

No.	5 Pernyataan	Ya	Tidak
1.	Pada pertemuan sebelumnya, saya diberitahu oleh guru materi yang akan dipelajari hari ini.		
2.	Saya dibimbing guru untuk berdoa sebelum memulai pembelajaran		
3	Saya merasa pembelajaran Bahasa Inggris ini menyenangkan		
4	Saya merasa termotivasi untuk mempelajari lebih lanjut materi di rumah/setelah pembelajaran di sekolah selesai.		
5	Ada materi yang belum saya paham dalam pembelajaran hari ini		