SENIOR HIGH SCHOOL STUDENTS' PERCEPTION IN CREATING DIGITAL STORYTELLING IN WRITING CLASS

THESIS

By:

ARDIANA SARI
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018

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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Language Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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i

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father (Suhermanto) and my dearest mother (Waqifatun).
2. My beloved brothers, Sulthan Alfarizi, S. Kep. and Rizal Imam Zamzamil Ulum.
3. My lovely friends.

STATEMENT OF THESIS ATHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to quality for any other academic award; ethics procedure and guideline of thesis writing from the university and the faculty had been followed.

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Jember, November 9th, 2018

The Writer,

Ardiana Sari

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CONSULTANT'S APPROVAL

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I believe that this thesis might have some weaknesses. Therefore, any criticism and suggestion from those who really want to improve this thesis is wisely appreciated.

Jember, November 9th, 2018

The Writer

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CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents conclusion with respect to the stated objectives of the research.

5.1 Conclusion

The senior high school students' perception in creating digital storytelling was positive. Creating digital storytelling could greatly motivate students in teaching and learning writing. There were four aspects of motivation that used to analyzed students' perception. From those aspects students perceived that creating digital storytelling gave them modern and enjoyable learning that could facilitate students to create digital storytelling by using their scenario or text that they had written and the result of creating digital storytelling was very satisfying. Students also assumed that creating digital storytelling could catch their attention, as well as raised their curiosity and interest in the teaching and learning activity. Then, students also felt motivated because creating digital storytelling was a novel activity that was multimedia rich and relevant to the students' real life. In conclusion, creating digital storytelling was highly recommended for other teachers who have not used this activity yet. English teacher could also ask the students to create digital storytelling in writing skill or other skills to motivate and facilitate students' creativity to express ideas in learning English.

5.2 Suggestion

From this research, English teacher and future researcher reveal senior high school students' perception in creating digital storytelling. This research informed that students had positive perception which leads to the future use of digital storytelling by future English teacher and English teacher. However, there are some limitations of this research. As confidence is found to be the lowest percentage compared to the other ARCS aspects based on students' perception, teacher needs to improve the activity of creating digital storytelling that can boost students' confidence. For example teacher can ask the students to submit every outline of their ideas and give feedback on each student's writing progress,

especially in following the generic structure of text, so that they have better confidence in writing and creating digital storytelling. Besides, this research is not a deep research in knowing students' perception in creating digital storytelling. Thus, future researchers are expected to conduct a study with deep interview to get deeper information about students' perception in creating digital storytelling in writing class.

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APPENDIX 1

Research Matrix

Research Title	Research Problems	Variable	Indicators	Research Methodology	Source of Data
Senior High School Students' Perception in Creating Digital Storytelling in Writing Class	1. How are the senior high school students' perceptions in creating digital storytelling in writing class? 2. Which aspect of ARCS (Attention, Relevance, Confidence, and Attention) has the highest percentages that influence students' motivation in creating digital storytelling, from their perception?	1. Students' Perception in Creating Digital Storytelling. 2. Writing Class.	Indicators based on Keller's aspect of motivation theory (1987; 2008) : 1. Attention 2. Relevance 3. Confidence 4. Satisfaction	1. Research Design: Descriptive Quantitative Design 2. Research Method : Purposive method 3. Sampling Strategiy : Purposive Sampling (Ary et al., 2010, 156) 4. Data Collection Method : 1) Questionnaire 5. Data Analysis Method : • Dealing with students' perception toward creating digital storytelling, the researcher used Likert scale by counting the quartile of the questionnaire. The formulas were follow: The total score of respondents who answers the question: Lower Fence (B) = (N) x (1) x $\sum f$ Upper Fence (A) = (N) x (4) x $\sum f$ After that: Range (n) = (A-B) Quartile I (QI) = $B + \frac{n}{4}$ Quartile II (Q2) = $B + \frac{n}{2}$ Quartile III (Q3) = $B + \frac{n}{4}x3$ **Note:** B s/d QI = strongly negative > QI up to < Q2 = negative > Q2 up to < Q3 = positive > Q3 = strongly positive (Adopted from Atmodjo, 2006: 41) • To describe the data, the result of the questionnaire was analysed using *SPSS 22 Program.*	The students of X Science 2 SMAN 1 Arjasa

APPENDIX 2

Nama : **………………………**

No. Absen : **……………………..**

Questionnaire

Tujuan : untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

Petunjuk :

1. Keusioner ini diberikan semata-mata hanya untuk kepentingan penelitian sehingga jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademik anda di sekolah.

2. Pada kuesioner, anda diharapkan untuk memberi tanda centang (√) pada nilai:

   4 = jika Anda Sangat Setuju **(SS)** dengan pernyataan;

   3 = jika Anda Setuju **(S)** dengan pernyataan;

   2 = jika Anda Tidak Setuju **(TS)** dengan pernyataan;

   1 = jika Anda Sangat Tidak Setuju **(ST)** dentan pernyataan;

   berdasarkan pernyataan yang sesuai dengan keadaan anda yang sesungguhnya.

3. Setiap nomor hanya ada satu pilihan yang boleh anda pilih.

Atas kerjasamanya disampaikan terimakasih ☺

	No	Pernyataan	SS 4	S 3	TS 2	ST 1
Ketertarikan (Attention)	1.	Pembelajaran dengan Digital Storytelling meningkatkan rasa ingin tahu saya terhadap proses pembuatan Digital Storytelling.				
	2.	Kegiatan membuat Digital Storytelling membantu saya lebih fokus dalam mengerjakan tugas selama pembelajaran berlangsung.				
	3.	Pembelajaran dengan membuat Digital Storytelling merupakan pembelajaran yang sangat menarik.				
Keterkaitan (Relevance)	4.	Belajar writing dengan menggunakan Digital Storytelling bisa membantu saya mendeskripsikan pengalaman saya dan cerita rakyat dengan lebih baik.				
	5.	Kegiatan membuat Digital Storytelling mendorong saya untuk menjadi lebih kreatif dalam menghubungkan proses Digital Storytelling dengan ilmu Bahasa Inggris yang telah saya miliki.				
	6.	Kegiatan membuat Digital Storytelling memfasilitasi saya dalam menggunakan pengetahuan tentang teknologi (yang telah saya miliki) dalam pembelajaran dikelas.				
Keyakinan (Confidence)	7.	Saya yakin kegiatan membuat Digital Storytelling membantu saya mendapatkan ide-ide dengan lebih mudah dalam menulis.				
	8.	Saya yakin kegiatan membuat Digital Storytelling menjadikan saya lebih percaya diri dalam menulis dalam bahasa inggris sesuai dengan generic structure teks yang sedang dipelajari.				
	9.	Saya yakin kegiatan membuat Digital Storytelling dapat digunakan untuk belajar skill-skill lain (listening, speaking, dan reading) dalam belajar bahasa inggris.				
Kegembiraan (Satisfaction)	10.	Kegiatan membuat Digital Storytelling menjadikan pembelajaran lebih modern/ canggih dan menyenangkan.				
	11.	Saya senang bisa membuat Digital Storytelling berdasarkan skenario/ teks yang saya tulis.				
	12.	Saya puas dengan hasil Digital Storytelling yang saya buat.				

(Adapted from Chao, Y.W. & Hung, H.T 2014)

Appendix 3

The Students' Perceptions toward Creating Digital Storytelling

NO	Studens' Name	L/P	Statement												Total
			1	2	3	4	5	6	7	8	9	10	11	12	
1	APP	L	3	1	4	3	3	3	2	1	3	4	3	3	33
2	AZ	P	3	3	3	3	3	3	2	2	4	3	2	3	34
3	ARW	L	3	3	3	2	3	3	3	3	3	4	3	3	36
4	AH	L	3	3	3	4	4	3	2	3	4	3	3	4	39
5	ARI	P	4	3	4	3	4	4	4	3	4	4	3	3	43
6	BHB	L	4	3	4	3	3	3	4	3	4	4	3	4	42
7	BD	L	3	3	3	4	4	4	4	4	4	4	4	4	45
8	DD	P	3	3	3	3	2	4	3	2	3	4	3	4	37
9	DRW	L	3	4	4	3	4	3	3	3	3	4	3	4	41
10	FNQ	P	3	3	2	3	4	4	4	3	4	4	3	3	40
11	FRA	L	3	3	4	3	3	3	4	3	3	3	4	4	40
12	HR	L	3	2	3	4	3	3	3	3	4	3	3	2	36
13	ISN	L	4	4	3	4	4	3	4	4	3	4	3	4	44
14	IT	P	2	2	3	3	3	3	2	3	3	3	3	3	33
15	IDM	P	3	3	3	3	3	4	3	3	4	4	4	3	40
16	IASH	L	3	3	4	4	3	3	3	3	4	4	3	4	41
17	LAA	L	3	3	3	3	3	3	3	3	3	3	3	4	37
18	MDATW	L	4	3	4	3	3	3	3	2	3	4	3	3	38
19	MAF	L	3	4	4	3	3	4	3	3	4	3	3	3	40

20	MPK	L	3	3	4	4	3	3	3	3	4	4	3	4	41
21	NAIH	P	3	3	3	3	4	4	3	2	4	4	4	4	41
22	NF	P	4	3	4	2	3	3	4	2	3	4	3	4	39
23	OHR	L	4	3	4	3	4	4	3	4	3	4	4	4	44
24	PM	P	3	3	3	4	3	4	4	3	3	4	3	3	40
25	PW	P	2	2	3	3	3	3	2	3	3	3	3	3	33
26	RS	P	4	3	4	4	4	4	4	3	4	4	3	3	44
27	RC	P	2	2	3	3	3	3	2	3	3	3	3	3	33
28	SM	P	4	4	4	4	3	3	4	4	3	3	3	3	42
29	SNK	P	3	3	3	4	4	3	3	3	3	4	3	3	39
30	TAS	P	3	2	4	3	4	4	3	2	3	4	3	4	39
31	WAIW	L	2	1	3	2	2	3	3	2	3	1	2	3	27
32	YSP	P	4	3	4	4	4	3	3	3	4	4	3	4	43
33															
34															
35	L = 15 P=17														
36	Total		101	91	110	104	106	107	100	91	110	115	99	110	1244

The formulas are as follows:

The total score of respondents who answers the questions:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

Range (n) $\quad = (A-B)$

Quartile I (QI) $\quad = B +n/4$

Quartile II (Q2) $\quad = B +n/2$

Quartile III (Q3) $\quad = B +n3/4$

Note:

B s/d QI $\quad$ = strongly negative
> QI up to < Q2 $\quad$ = negative

> Q2 up to < Q3 $\quad$ = positive

> Q3 $\quad$ = strongly positive

(Adopted from Atmodjo, 2006:41)

Lower Fence (B) = 32 x 1 x 12 = 384
Upper Fence (A) = 32 x 4 x 12 = 1536
After that:

Range (n) $\quad = (A-B) \quad = (1536-384) \quad = 1152$

Quartile I (QI) $\quad = B +n/4 \quad = 384 + \dfrac{1152}{4} = 672$

Quartile II (Q2) $\quad = B +n/2 \quad = 384 + \dfrac{1152}{2} = 960$

Quartile III (Q3) $\quad = B +n3/4 \quad = 384 + \dfrac{1152.3}{4} = 1248$

Note:
384 s/d 672 $\quad$ = strongly negative
> 672 up to < 960 $\quad$ = negative

> 960 up to < 1248 $\quad$ = positive
> 1248 $\quad$ = strongly positive

The results were on the table below;

Score Level	Students' Questionnaire Score	Category
384 s/d 672		**strongly negative**
> 672 up to < 960		**Negative**
> 960 up to < 1248	**1244**	**Positive**
> 1248		**strongly positive**

APPENDIX 4

The Percentages of ARCS Aspects Based on Students' Perception

	No	Statements	Agree %		Disagree %	
			Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
Attention	1.	Learning process using Digital Storytelling enhances my curiosity towards the digital storytelling process.	28.1%	59.4%	12.5%	0%
	2.	Creating Digital Storytelling helps me to be more focused on doing my task during the learning process.	12.5%	65.6%	15.6%	6.3%
	3.	Learning process by creating Digital Storytelling is very interesting.	46.9%	50%	3.1%	0%
Relevance	4.	Learning process by creating Digital Storytelling helps me describe my personal experience and legends better.	34.4%	56.3%	9.3%	0%
	5.	The activity of creating Digital Storytelling lets me be more creative in connecting the Digital Storytelling process with the knowledge of English that I have.	37.5%	56.3%	6.3%	0%
	6.	The activity of creating Digital Storytelling facilitates me to apply my knowledge of technology (which I already have) in the classroom.	34.4%	65.6%	0%	0%
Confidence	7.	I believe that creating Digital Storytelling helps me get some ideas easily in the writing activities.	31.2%	50%	18.8%	0%
	8.	I believe that Digital Storytelling makes me to be more confident in writing English text learned with appropriate generic structure.	12.5%	62.5%	21.9%	3.1%
	9.	I believe that creating Digital Storytelling activity can be used in learning other English skills such as listening, speaking and reading.	43.8%	56.2%	0%	0%
Satisfaction	10.	The activity of creating Digital storytelling makes the learning process more modern and enjoyable.	65.6%	31.3%	0%	3.1%
	11.	I am happy I can create digital storytelling based on the scenario or the text I wrote.	15.6%	78.1%	6.3%	0%
	12.	I am satisfied with the result of digital storytelling.	46.9%	50%	3.1%	0%

APPENDIX 5

Sample of Students' Questionnaire

Nama : Aditya Pratama P

No. Absen : 01

Tujuan : untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

Petunjuk :

1. Keusioner ini diberikan semata-mata hanya untuk kepentingan penelitian sehingga jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademik anda di sekolah.

2. Pada kuesioner, anda diharapkan untuk memberi tanda centang ($\sqrt{}$) pada nilai:

   4 = jika Anda Sangat Setuju (SS) dengan pernyataan;

   3 = jika Anda Setuju (S) dengan pernyataan;

   2 = jika Anda Tidak Setuju (TS) dengan pernyataan;

   1 = jika Anda Sangat Tidak Setuju (ST) dentan pernyataan;

   berdasarkan pernyataan yang sesuai dengan keadaan anda yang sesungguhnya.

3. Setiap nomor hanya ada satu pilihan yang boleh anda pilih.

Atas kerjasamanya disampaikan terima kasih ☺

Questionnaire

Questionnaire ini digunakan untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

	No	Pernyataan	SS	S	TS	ST
			4	3	2	1
Ketertarikan (Attention)	1.	Pembelajaran dengan Digital Storytelling meningkatkan rasa ingin tahu saya terhadap proses pembuatan Digital Storytelling.		✓		
	2.	Kegiatan membuat Digital Storytelling membantu saya lebih fokus dalam mengerjakan tugas selama pembelajaran berlangsung.				✓
	3.	Pembelajaran dengan membuat Digital Storytelling merupakan pembelajaran yang sangat menarik.	✓			
Keterkaitan (Relevance)	4.	Belajar writing dengan menggunakan Digital Storytelling bisa membantu saya mendeskripsikan pengalaman saya dan cerita rakyat dengan lebih baik.		✓		
	5.	Kegiatan membuat Digital Storytelling mendorong saya untuk menjadi lebih kreatif dalam menghubungkan proses Digital Storytelling dengan ilmu Bahasa Inggris yang telah saya miliki.		✓		
	6.	Kegiatan membuat Digital Storytelling memfasilitasi saya dalam menggunakan pengetahuan tentang teknologi (yang telah saya miliki) dalam pembelajaran dikelas.		✓		
Keyakinan (Confidence)	7.	Saya yakin kegiatan membuat Digital Storytelling membantu saya mendapatkan ide-ide dengan lebih mudah dalam menulis.			✓	
	8.	Saya yakin kegiatan membuat Digital Storytelling menjadikan saya lebih percaya diri dalam menulis dalam bahasa inggris sesuai dengan generic structure teks yang sedang dipelajari.				✓
	9.	Saya yakin kegiatan membuat Digital Storytelling dapat digunakan untuk belajar skill-skill lain (listening, speaking, dan reading) dalam belajar bahasa inggris.		✓		

			SS	S	TS	ST
Kegembiraan (Satisfaction)	10.	Kegiatan membuat Digital Storytelling menjadikan pembelajaran lebih modern/ canggih dan menyenangkan.	✓			
	11.	Saya senang bisa membuat Digital Storytelling berdasarkan skenario/ teks yang saya tulis.		✓		
	12.	Saya puas dengan hasil Digital Storytelling yang saya buat.		✓		

(Adapted from Chao, Y.W. & Hung, H.T, 2014)

Keterangan:

SS = Sangat Setuju	TS = Tidak Setuju
S = Setuju	ST = Sangat Tidak Setuju

Nama : *Ita Dwi Maulida*

No. Absen : *15*

Tujuan : untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

Petunjuk :

1. Keusioner ini diberikan semata-mata hanya untuk kepentingan penelitian sehingga jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademik anda di sekolah.

2. Pada kuesioner, anda diharapkan untuk memberi tanda centang (√) pada nilai:

   4 = jika Anda Sangat Setuju (SS) dengan pernyataan;

   3 = jika Anda Setuju (S) dengan pernyataan;

   2 = jika Anda Tidak Setuju (TS) dengan pernyataan;

   1 = jika Anda Sangat Tidak Setuju (ST) dentan pernyataan;

   berdasarkan pernyataan yang sesuai dengan keadaan anda yang sesungguhnya.

3. Setiap nomor hanya ada satu pilihan yang boleh anda pilih.

Atas kerjasamanya disampaikan terima kasih ☺

Questionnaire

Questionnaire ini digunakan untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

	No	Pernyataan	SS 4	S 3	TS 2	ST 1
Ketertarikan (Attention)	1.	Pembelajaran dengan Digital Storytelling meningkatkan rasa ingin tahu saya terhadap proses pembuatan Digital Storytelling.		✓		
	2.	Kegiatan membuat Digital Storytelling membantu saya lebih fokus dalam mengerjakan tugas selama pembelajaran berlangsung.		✓		
	3.	Pembelajaran dengan membuat Digital Storytelling merupakan pembelajaran yang sangat menarik.		✓		
Keterkaitan (Relevance)	4.	Belajar writing dengan menggunakan Digital Storytelling bisa membantu saya mendeskripsikan pengalaman saya dan cerita rakyat dengan lebih baik.		✓		
	5.	Kegiatan membuat Digital Storytelling mendorong saya untuk menjadi lebih kreatif dalam menghubungkan proses Digital Storytelling dengan ilmu Bahasa Inggris yang telah saya miliki.		✓		
	6.	Kegiatan membuat Digital Storytelling memfasilitasi saya dalam menggunakan pengetahuan tentang teknologi (yang telah saya miliki) dalam pembelajaran dikelas.	✓			
Keyakinan (Confidence)	7.	Saya yakin kegiatan membuat Digital Storytelling membantu saya mendapatkan ide-ide dengan lebih mudah dalam menulis.		✓		
	8.	Saya yakin kegiatan membuat Digital Storytelling menjadikan saya lebih percaya diri dalam menulis dalam bahasa inggris sesuai dengan generic structure teks yang sedang dipelajari.		✓		
	9.	Saya yakin kegiatan membuat Digital Storytelling dapat digunakan untuk belajar skill-skill lain (listening, speaking, dan reading) dalam belajar bahasa inggris.	✓			

Kegembiraan (Satisfaction)	10.	Kegiatan membuat Digital Storytelling menjadikan pembelajaran lebih modern/ canggih dan menyenangkan.	✓			
	11.	Saya senang bisa membuat Digital Storytelling berdasarkan skenario/ teks yang saya tulis.	✓			
	12.	Saya puas dengan hasil Digital Storytelling yang saya buat.		✓		

(Adapted from Chao, Y.W. & Hung, H.T, 2014)

Keterangan:

SS = Sangat Setuju	TS = Tidak Setuju
S = Setuju	ST = Sangat Tidak Setuju

Nama : Siti Nur kamila

No. Absen : 29

Tujuan : untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

Petunjuk :

1. Keusioner ini diberikan semata-mata hanya untuk kepentingan penelitian sehingga jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademik anda di sekolah.

2. Pada kuesioner, anda diharapkan untuk memberi tanda centang (√) pada nilai:

   4 = jika Anda Sangat Setuju (SS) dengan pernyataan;

   3 = jika Anda Setuju (S) dengan pernyataan;

   2 = jika Anda Tidak Setuju (TS) dengan pernyataan;

   1 = jika Anda Sangat Tidak Setuju (ST) dentan pernyataan;

   berdasarkan pernyataan yang sesuai dengan keadaan anda yang sesungguhnya.

3. Setiap nomor hanya ada satu pilihan yang boleh anda pilih.

Atas kerjasamanya disampaikan terima kasih ☺

Questionnaire

Questionnaire ini digunakan untuk mengetahui persepsi siswa secara umum dan peningkatan motivasi siswa berdasarkan persepsi siswa dalam membuat digital storytelling dalam pembelajaran menulis.

	No	Pernyataan	SS	S	TS	ST
			4	3	2	1
Ketertarikan (Attention)	1.	Pembelajaran dengan Digital Storytelling meningkatkan rasa ingin tahu saya terhadap proses pembuatan Digital Storytelling.		√		
	2.	Kegiatan membuat Digital Storytelling membantu saya lebih fokus dalam mengerjakan tugas selama pembelajaran berlangsung.		√		
	3.	Pembelajaran dengan membuat Digital Storytelling merupakan pembelajaran yang sangat menarik.		√		
Keterkaitan (Relevance)	4.	Belajar writing dengan menggunakan Digital Storytelling bisa membantu saya mendeskripsikan pengalaman saya dan cerita rakyat dengan lebih baik.	√			
	5.	Kegiatan membuat Digital Storytelling mendorong saya untuk menjadi lebih kreatif dalam menghubungkan proses Digital Storytelling dengan ilmu Bahasa Inggris yang telah saya miliki.	√			
	6.	Kegiatan membuat Digital Storytelling memfasilitasi saya dalam menggunakan pengetahuan tentang teknologi (yang telah saya miliki) dalam pembelajaran dikelas.		√		
Keyakinan (Confidence)	7.	Saya yakin kegiatan membuat Digital Storytelling membantu saya mendapatkan ide-ide dengan lebih mudah dalam menulis.		√		
	8.	Saya yakin kegiatan membuat Digital Storytelling menjadikan saya lebih percaya diri dalam menulis dalam bahasa inggris sesuai dengan generic structure teks yang sedang dipelajari.		√		
	9.	Saya yakin kegiatan membuat Digital Storytelling dapat digunakan untuk belajar skill-skill lain (listening, speaking, dan reading) dalam belajar bahasa inggris.		√		

			SS	S	TS	ST
Kegembiraan (Satisfaction)	10.	Kegiatan membuat Digital Storytelling menjadikan pembelajaran lebih modern/ canggih dan menyenangkan.	√			
	11.	Saya senang bisa membuat Digital Storytelling berdasarkan skenario/ teks yang saya tulis.		√		
	12.	Saya puas dengan hasil Digital Storytelling yang saya buat.		√		

(Adapted from Chao, Y.W. & Hung, H.T, 2014)

Keterangan:

SS = Sangat Setuju	TS = Tidak Setuju
S = Setuju	ST = Sangat Tidak Setuju

APPENDIX 6

Research Permission Letter from the Vice Dean 1 of Faculty of Teacher Training

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor : 28 1 1 /UN25.1.5/LT/2018   0 2 APR 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Arjasa
di tempat

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini:

Nama   : Ardiana Sari
NIM   : 140210401024
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang **"Senior High School Students' Perception on Creating Digital Storytelling in Writing Class: Students' Perception"** di sekolah yang saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Suratno, M. Si.
NIP. 19670625 199203 1 003

APPENDIX 7

Statement Letter of Accomplishing the Research from the Principle of SMAN 1 Arjasa

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
ARJASA – JEMBER
Jalan Sultan Agung No. 64. Telp. (0331) 540133 e_mail smaarjasa@yahoo.co.id   Kode pos 68191
JEMBER

SURAT KETERANGAN

Nomor : 421.3/020/101.6.5.10/2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Arjasa Jember :

Nama	: WIDIWASITO, S.Pd
NIP	: 19690415 199703 1 010
Pangkat/Golongan	: Pembina TK.I, IV/b
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama	: ARDIANA SARI
NIM	: 140210401024
Jurusan	: Pendidikan Bahasa dan seni
Program Studi	: Pendidikan Bahasa Inggris

Judul Penelitian:

"Senior High School Students' Pereception in Creating Digital Storytelling in Writing Class"

Tanggal Pelaksanaan   : 28 Mei 2018   (1 tatap muka}

Yang bersangkutan benar-benar telah melaksanakan tugas ijin penelitian di SMA Negeri 1 Arjasa

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 19 Juli 2018

Kepala Sekolah,

WIDIWASITO, S.Pd
19690415 199703 1 010