

ABSTRACT

Fitriyani, Rahma. 2022. Teaching Writing Skills Through Descriptive Text Using Digital Storytelling “StoryJumper” (A Classroom Action Research in the Tenth Grade of MA Al Ikhsan Beji in the Academic Year of 2022/2023). Thesis. Supervisor 1: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., Supervisor 2: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., External Examiner: Slamet Riyadi, S.S., M.Pd., Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanities, English Education Study Program, Purwokerto,

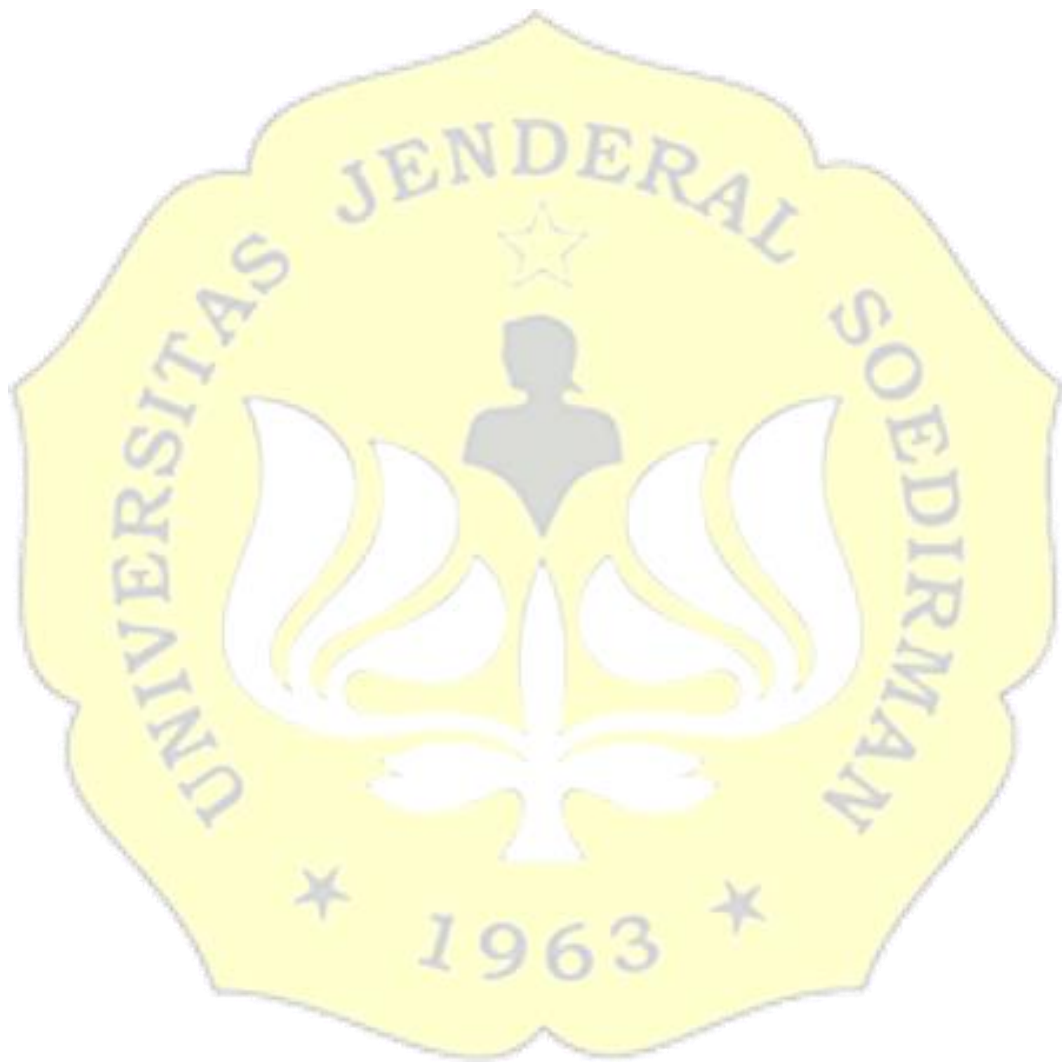
Keywords: *Teaching Writing, Descriptive Text, Digital Storytelling StoryJumper*

The research entitled “Teaching Writing Skills Through Descriptive Text Using Digital Storytelling StoryJumper (A Classroom Action Research in the Tenth Grade of MA Al Ikhsan Beji in the Academic Year of 2022/2023)”. This research aims to (1) describe the implementation of StoryJumper to improve students’ skills in writing descriptive text, (2) describe the students’ skills in writing descriptive text after being taught using StoryJumper, and (3) explain the teacher’s and student’s perceptions toward the use of StoryJumper to improve students’ skill in writing descriptive text at the tenth-grade of MA Al Ikhsan Beji in the Academic Year 2022/2023.

This research used Classroom Action Research (CAR). The subjects of this research were the tenth-grade of MA Al Ikhsan Beji in the academic year of 2022/2023. The researcher took class X Social Science 1 as the research subject because several problems in writing descriptive text were faced by the students of class X Social Science 1. Based on the preliminary research, the first problem was that the students spent a lot of time writing descriptive text because they found difficulties to develop their idea. The second problem was that the students usually felt bored in the writing class because the teacher only used textbook. The third problem was that the students still lacked of vocabulary and grammar mastery. The qualitative data were collected from observation and interview, The qualitative data were analyzed using interactive model proposed by Miles, et al (2018). The quantitative data were collected from tests which consist of pre-test and post-test. The quantitative data were analyzed using Paired Sample T-Test.

The results of this research show that (1) teaching writing skills through descriptive text using digital storytelling “StoryJumper” was effective. It could be seen from the result of the observation in every cycle that the teacher and the students could implement StoryJumper as a medium for writing descriptive text properly. All of the criteria in the observation checklists had been met by the teacher and the students. (2) The students made improvements in writing descriptive text. It can be seen from the mean scores in pre-test, post-test 1, and post -test 2. The mean scores increased as StoryJumper was implemented. Such a factual truth is denoted by the fact that the mean scores improved from 47.05 in pre-test to 71.94 in post-test 1 and to 80.15 in post-test 2. The students’ scores were analyzed using

the Paired Samples T-Test in SPSS 20. The result shows that the p -value is 0.000 which is less than 0.05, it means that the result is statistically significant. (3) The teacher and students had positive perceptions toward the use of StoryJumper to improve students' skills in writing descriptive text according to the result of the interview.



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Kata Kunci: *Pembelajaran Menulis, Teks Deskriptif, Digital Storytelling StoryJumper*

Penelitian ini berjudul “Teaching Writing Skills Through Descriptive Text Using Digital Storytelling “StoryJumper” (A Classroom Action Research in the Tenth Grade of MA Al Ikhsan Beji in the Academic Year of 2022/2023)”. Penelitian ini bertujuan untuk (1) mendeskripsikan penerapan StoryJumper untuk meningkatkan kemampuan siswa dalam keterampilan menulis teks deskriptif, (2) mendeskripsikan peningkatan siswa dalam menulis teks deskriptif setelah diajar menggunakan StoryJumper, dan (3) menjelaskan persepsi guru dan siswa terhadap penggunaan StoryJumper untuk meningkatkan keterampilan siswa menulis teks deskriptif pada siswa kelas sepuluh MA Al Ikhsan Beji Tahun Pelajaran 2022/2023.

Penelitian ini menggunakan penelitian tindakan kelas (PTK). Subyek penelitian ini adalah siswa kelas X MA Al Ikhsan Beji tahun ajaran 2022/2023. Peneliti mengambil kelas X IPS 1 sebagai subjek penelitian. Peneliti memilih kelas ini karena terdapat beberapa permasalahan dalam menulis teks deskriptif yang dihadapi oleh siswa kelas X IPS 1. Berdasarkan *preliminary research*, masalah pertama adalah siswa menghabiskan banyak waktu menulis teks deskriptif karena mereka merasa sulit untuk mengembangkan ide mereka. Masalah kedua adalah siswa biasanya merasa bosan di kelas menulis karena guru hanya menggunakan media tradisional. Masalah ketiga adalah siswa masih kurang menguasai kosakata dan tata bahasa. Data kualitatif dikumpulkan dari observasi dan wawancara. Data kualitatif dianalisis menggunakan model interaktif yang dikemukakan oleh Miles, et al (2018). Data kuantitatif dikumpulkan dari tes yang terdiri dari pre-test dan post-test. Data kuantitatif dianalisis menggunakan Paired Sample T-Test.

Hasil penelitian ini menunjukkan bahwa (1) pengajaran keterampilan menulis melalui teks deskriptif menggunakan digital storytelling “StoryJumper” efektif. Hal ini dapat dilihat dari hasil observasi di setiap siklus bahwa guru dan siswa dapat menerapkan StoryJumper sebagai media untuk menulis teks deskriptif dengan baik. Semua kriteria dalam lembar observasi telah dipenuhi oleh guru dan siswa. (2) Siswa menunjukkan peningkatan dalam menulis teks deskriptif. Hal ini terlihat dari nilai rata-rata pada pre-test, post-test 1, dan post-test 2. Nilai rata-rata selalu meningkat setelah penerapan StoryJumper. Nilai rata-rata meningkat dari 47,05 pada pre-test menjadi 71,94 pada post-test 1 dan menjadi 80,15 pada post-test 2. Skor siswa dianalisis menggunakan Paired Samples T-Test di SPSS 20. Hasilnya menunjukkan bahwa nilai probabilitas sebesar 0,000 yang berarti lebih

kecil dari 0,05. Artinya, hasil tersebut “signifikan secara statistik”. (3) Guru dan siswa juga memiliki persepsi positif terhadap penggunaan StoryJumper untuk meningkatkan keterampilan siswa dalam menulis teks deskriptif berdasarkan hasil dari wawancara.

